SACSCOC™

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

November 13, 2015

Dr. Jeffrey M. Priest
Executive Vice Chancellor
for Academic Affairs
University of South Carolina - Aiken
471 University Parkway
Aiken, SC 29801

Dear Dr. Priest:

Thank you for your letter and prospectus of May 28, 2015, notifying SACSCOC of your intention to implement a Bachelor of Science in Industrial Process Engineering degree program, effective January 2016. The degree program was approved by the South Carolina Commission on Higher Education on February 5, 2015.

The University has offered a two year pre-engineering program for many years. Based on a new emphasis in the institution's strategic plan to serve the needs of industries in the market region and strong support from numerous local industries, the institution made a decision of implement a four year degree program in engineering. A four year program will also make it more likely that students in the area can go forward with completion of their degree rather than facing the logistical and financial issues with relocation.

Based on four program outcomes and eleven student learning outcomes, the program will require the completion of 129 credit hours. The four year program will require 55 credit hours of general education requirements, 68 credit hours in the major area, and 6 credit hours of major electives. Since the University was already offering the pre-engineering program, only 15 new courses were needed. A complete list of the curriculum course descriptions was provided. The program will be offered on the main campus in the traditional format. Projected enrollment in the program is 90 students in the first year, growing to 102 students in the second year.

A Faculty Roster Form was submitted describing the faculty members who will teach in the first year of the degree program. First year engineering courses will be taught by the current faculty member who has been teaching engineering courses in the two year program and the faculty member teaching mathematical and statistical courses. Business related courses, for example, ECON421, Engineering Economics and Finance, will be taught by faculty members in the business department. General education courses will be taught by the appropriate faculty in those areas. All current faculty members listed on the form appear to be qualified to teach the coursework assigned. Additional adjunct faculty members will be employed as needed. Two more full-time faculty members in engineering will be employed to teach in the program, one for fall 2016 and the second for fall 2017. The tenured, full-time faculty member who currently teaches engineering in the first two years of the program has a Ph.D. in Mechanical Engineering and an M.S. in Mechanical Engineering and is qualified to provide oversight and development of the curriculum.

Library and learning resources appear to be adequate for the degree program. Standard library resources include adequate library staff, print and electronic materials, computer equipment, instructional services, and library consortia agreements. A listing of the discipline-specific resources was provided, including a list of the additional databases which will be purchased to support the engineering program.

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Student support services also appear to be adequate for students in the program. Along with numerous academic support services, these include career services, health services, counseling services, numerous student activities, disability services, and technology support services.

Physical resources and financial support also appear to be adequate for the new degree program. Adequate classrooms and laboratory space are available in the Penland Building, the location of the Department of Mathematical Science, in which engineering is housed. One classroom is being refitted with lab tables and electricity to accommodate the engineering activities. A list of additional materials, equipment, and software which will be purchased was provided. The projected sources of revenue and expenditures provided indicate that revenues will exceed expenditures by year two of the program. Approximately $1,000,000 in donations has already been pledged for the program, some of which are annual gifts.

Evaluation and assessment follows a standard process at the University. The process described appears to be adequate to provide an assessment of the effectiveness of the program. As noted above, both program outcomes and student learning outcomes were submitted in the prospectus. Also, a curriculum map was provided linking student outcomes to the courses in the program.

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Bachelor of Science in Industrial Process Engineering degree program. It was the decision of the Board to approve the program and include it in the scope of the current accreditation.

Enclosed is an invoice for $500 to help defray the cost of reviewing the prospectus

The Commission wishes you success in this endeavor.

Best regards,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW/LCS:iy

Enclosure

cc: Dr. Sandra J. Jordan, Chancellor
Dr. Lloyd A. Dawe, Director of Institutional Effectiveness ✓
Dr. Crystal A. Baird

The University of South Carolina Aiken Substantive Change Prospectus

New Academic Program – Bachelor of Science in Industrial Process Engineering
Program is planned to initiate January 2016

Contact: Dr. Jeff Priest
Executive Vice Chancellor for Academic Affairs
Phone: 803-641-3755
E-mail: JeffP@usca.edu

Authorized degrees and majors at the University:

Master of Education
- Educational Technology

Master of Science
- Applied Clinical Psychology

Master of Business Administration

Bachelor of Arts
- Biology
- Communications
- English
- Fine Arts
- History
- Music Education
- Political Science
- Psychology
- Sociology

Bachelor of Arts in Education
- Early Childhood Education
- Elementary Education
- Middle Level Education
- Secondary Education

Bachelor of Arts in Interdisciplinary Studies
- Interdisciplinary Studies

Bachelor of Arts in Special Education
- Special Education

Bachelor of Science
- Biology
- Chemistry
- Exercise and Sports Science
- Math and Computer Science
- Industrial Mathematics
- Psychology

Bachelor of Science in Business Administration

Business Administration

Bachelor of Science in Education
Secondary Education

Bachelor of Science in Interdisciplinary Studies
Interdisciplinary Studies

Bachelor of Science in Nursing
Nursing

Programs related to the new program:

Bachelor of Science in Industrial Mathematics
Pre-Engineering Program

Institutional Strengths in Support of the Proposed Program:

- 20 years of offering freshman and sophomore curriculum of a general engineering program
- Strong ties to the local business and industry community including Savannah River National Laboratory, Savannah River Nuclear Solutions, Savannah River Remediation, BAE Systems, Kimberly-Clark, Tognum America Inc., URS, and Bridgestone.
- Nationally recognized Veteran and Military Student Success Center
- Established experiential learning opportunities with local and global employers
- MOU with the University of Central Lancashire in England

List of all approved off-campus sites:

The University of South Carolina Aiken is approved to offer its Bachelor of Arts in Education degree program on the University of South Carolina Salkehatchie campus and a Bachelor of Science in Business Administration on the University of South Carolina Sumter campus. Both the Sumter and Salkehatchie campuses are two-year regional branch campuses of the University of South Carolina Columbia.

University of South Carolina Salkehatchie
465 James Brandt Blvd
Allendale, SC 29810

University of South Carolina Sumter
200 Miller Rd
Sumter, SC 29150

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1. *ABSTRACT*

The proposed change is to add a Bachelor of Science degree in Industrial Process Engineering (CIP code 14.3501) to the institution's roster of program offerings. The program builds upon more than 20 years of offering the first two years of an Engineering program, and input from an engaged local community of high tech companies who helped develop the curriculum. This undergraduate degree is designed to prepare engineering students to have the technical knowledge and skills in mathematics, science, engineering and management to analyze and solve problems in today's team oriented business environment. Students will be provided multiple opportunities to apply knowledge and skills learned in the classroom and laboratory to real world settings. The projected date of implementation is January 2016. In the initial academic year, the expected enrollment in the program is 90 students with growth to a projected on-going enrollment of 102 students by the second year. The program will occur on the University of South Carolina Aiken main campus using a traditional face-to-face instructional delivery.

2. BACKGROUND INFORMATION

USC Aiken was founded in 1961 as a result of the local community coming together to ask the state legislature to approve a degree granting institution to meet the needs of the area. Since it opened its doors, USC Aiken has developed into a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities, and service. The University offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USC Aiken also encourages interdisciplinary studies and collaborative endeavors. As a community based institution, USC Aiken strives to meet the needs of the community.

Historically, there has been a significant demand for engineering degree opportunities among non-traditional students who are employed in the Central Savannah River Area. Recognizing this demand, USC Aiken has for more than twenty years offered a schedule of engineering courses which includes evening study at the freshman and sophomore levels. After completion of the courses that are available at the Aiken campus, both non-traditional and traditional students are faced with the need to continue their degree programs through daytime study at USC Columbia or some other institution that has a four year degree, a situation that usually presents the students with unsolvable logistic and financial problems. Traditional and non-traditional students who, due to financial, family, or other circumstances, are unable to relocate also find themselves with no alternative means of earning an engineering degree. We also believe that students educated in Aiken are more likely to stay in Aiken for their career in engineering.

The Bachelor of Science in Industrial Process Engineering program would play a key role in advancing the first goal of a recently revised strategic plan. Among other worthy goals, "USCA - Forward Together" (see Appendix A for a copy of the report) envisions a new emphasis on degree programs which serve the needs of industries in our market region. As a regional, comprehensive university, part of the mission (see Appendix B) of the University of South Carolina Aiken is "to provide quality undergraduate education as well as an array of graduate programs that meet the specific needs of citizens in its region."

The proposed program has been reviewed and approved by all of the internal and external oversight committees and boards. The University of South Carolina System, within which the

University of South Carolina Aiken is a senior institution, has two oversight boards that must provide approval of academic programs: the USC Board of Trustees and the South Carolina Commission on Higher Education. Legal authority of the Board of Trustees of the University of South Carolina was established by virtue of Sections 59-117-10 et seq, Code of Laws of South Carolina (1976), as amended (Appendix C). As indicated in the USC Board of Trustees Bylaws (Appendix D), the USC System consists of a main campus in Columbia, three senior campuses (USC Aiken, USC Beaufort, and USC Upstate) and four regional campuses (USC Lancaster, USC Salkehatchie, USC Sumter and USC Union).

The South Carolina Code of Laws, Title 59, Chapter 103, Section 59-103-35 (Appendix E) stipulates that all South Carolina college and university programs require oversight approval from the South Carolina Commission on Higher Education.

Currently, USC Aiken offers a Bachelor of Science in Industrial Mathematics on its campus that is related to the proposed program. The program will reside within the Department of Mathematical Sciences. In addition to administrative support from the Dean of the College of Sciences and the Chair of the Department of Mathematical Sciences, an Engineering faculty member will serve as the program's coordinator.

3. *ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL*

Over the past several years Aiken County has developed into a technology center for business and government. The listing of businesses in the area that depend on technology include Savannah River National Laboratory, Savannah River Nuclear Solutions, Savannah River Remediation, Tognum America Inc., BAE Systems, South Carolina Gas and Electric; Kimberly-Clark's Consumer Health Services; Bridgestone Passenger and Truck Tire Facility; AGY Materials Corporation; Shaw Industries; Washington Safety Management Solutions Corporation; Hubbell Power Systems; and Harvey Ignition Systems Engineering Corporation. Collectively these industries employ over 16,000 individuals and each industry is driven by its technology innovations, which come from the employment of its engineering and scientific staff.

In Fall 2012, USC Aiken conducted a visioning process that involved over 700 stakeholders in the region. The purpose of the visioning process was to get input from stakeholders on what USCA does well, where it can improve, and where it should go in the future (see Appendix A). Through the visioning process seven themes occurred: grow the university, increase program/degree offerings, increase faculty/staff salaries, market the university more widely, improve the current funding/budget situation, improve community relations/increase partnerships, and revamp the current administrative/governance structure. Within each of these themes, numerous recommendations were made. For the increase program/degree offerings theme, an undergraduate engineering program was the top recommendation for every constituent group (i.e., students; faculty; administrators; and business, industry, and community leaders).

That same semester, USC Aiken hired Carnegie Communications to do a productivity demand study and an environmental scan for a series of possible degree programs, one of which was engineering (see Appendix F for a copy of the Environmental Scan Report). According to the study -- which drew heavily from the Bureau of Labor Statistics Occupational Employment Statistics Classification system --over the next 10 years, 68,000 new engineering jobs and 38,000 replacement jobs will become available. In the Central Savannah River Area, the Carnegie study indicates that there will be an estimated 333 engineering job openings (114

new, 219 replacement). Potential employers for our graduates will be URS Corporation, Savannah River Remediation, Energy Solutions, BUNTY LLC Engineered Solutions, Savannah River Nuclear Solutions, Southeastern Clay Company, Kimberly Clark, Bridgestone Tire, AGY Materials, Shaw Industries, and Tognum America, to name a few.

A job search conducted on November 8, 2013 through Careerbuilder.com indicates more engineering related job openings as predicted by the Bureau of Labor Statistics. A search on that website yielded the following results:

Job Prompt	CSRA	South Carolina	Georgia	North Carolina
Industrial Engineer	8	181	270	171
Process Engineer	39	415	879	466
Mechanical Engineer	19	211	269	173

A search on the Accreditation Board for Engineering and Technology (ABET) program listing site indicates that there are 97 institutions within the United States that offer Industrial Engineering at the undergraduate level. Clemson is the only institution in South Carolina that is listed. There are two institutions in North Carolina (North Carolina Agricultural and Technical State University and North Carolina State University in Raleigh) and one institution in Georgia (Georgia Institute of Technology). A search of the Southern Regional Education Board's Academic Common Market yielded no results for industrial engineering.

Apart from Clemson's ABET accredited Industrial Engineering program, Francis Marion University was approved for an Industrial Engineering program this past year. Of the two programs, Francis Marion's program is of similar size and scope to what is being proposed by the University of South Carolina Aiken. Because of the geographic distance between our campuses and the emphasis of regional recruitment, we don't believe we will be in direct competition.

In keeping with its history as a community focused institution, an engineering advisory group made up of engineer leaders in businesses such as Savannah River National Laboratory, Savannah River Nuclear Solutions, Savannah River Remediation, BAE Systems, Kimberly-Clark, Tognum America Inc., URS, and Bridgestone was formed in Fall of 2012. The charge assigned to this group was to help develop a program whose graduates they would want to hire for their businesses. This group aided in the development of the proposed baccalaureate industrial process engineering program in the 2012-13 academic year. The result was the development of the Industrial Process Engineering Program with a mission to prepare engineering students who have the technical knowledge and skills in mathematics, science, engineering and management to analyze and solve problems in today's team oriented business environment. Through a rigorous curriculum students will be provided multiple opportunities to apply knowledge and skills learned in the classroom and laboratory in real world settings.

This same committee also suggested the name of the degree. They felt it was important for the title to describe not only the course topics but the career destinations of our graduates. The industrial process engineers will be prepared to oversee, develop, enhance, and design processes found in industry relating to people, products, economics, and knowledge. The title for the degree indicates learning to achieve knowledge in the processes of industry from multiple viewpoints: mechanical, manufacturing, and business.

Based on indications of student interest and enrollment in our current pre-engineering

program that averages 100 students each year, a conservative estimate of the number of students to be enrolled in the program are given in Table A.

Table A - PROJECTED TOTAL ENROLLMENT

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-17	90	1575	90	1525	0	0
2017-18	102	1755	102	1705	0	0
2018-19	102	1755	102	1705	0	0
2019-20	102	1755	102	1705	0	0
2020-21	102	1755	102	1705	0	0

Based on surveying our students, we are making an assumption that approximately 60% of the sophomores will continue with us for their junior year; then most of those will succeed and continue to the senior year.

Year 1 - 50 freshman, 25 sophomores, 15 juniors
(assumes 15 current sophomores in pre-engineering stay with the program)
Year 2 – 50 freshman, 25 sophomores, 15 juniors, 12 seniors
Year 3 – 50 freshman, 25 sophomores, 15 juniors, 12 seniors
Year 4 - 50 freshman, 25 sophomores, 15 juniors, 12 seniors
Year 5 - 50 freshman, 25 sophomores, 15 juniors, 12 seniors

We do not expect many, if any, transfers from other programs on campus. Similarly, we do not expect an influx of many transfer students into the program; principally because there are only two other programs in Industrial Engineering in the State.

The proposed program has been reviewed and approved by all of the internal and external oversight committees and boards:

USCA Chancellor's Cabinet: ***approved September 25, 2013***
USCA Department of Mathematical Sciences: ***approved January 13, 2014***
USCA Academic Council: ***approved March 4, 2014***
USCA University Planning Committee: ***approved March 17, 2014***
USCA Courses and Curricula Committee: ***approved March 17, 2014***
USCA Faculty Assembly: ***approved April 2, 2014***
USCA Chancellor: ***approved April 2, 2014***
USC System Provost: ***approved February 27, 2014***
USC System President: ***approved March 3, 2014***
USC System Academic Affairs and Faculty Liaison Committee: ***approved March 28, 2014***
USC System Board of Trustees: ***approved April 25, 2014***
South Carolina Commission on Higher Education (SC-CHE): ***approved February 5, 2015***

Copy of minutes and letters showing approval by the USC System Board of Trustees and SC-CHE are provided in Appendix G.

4. *DESCRIPTION OF THE CHANGE*

The Industrial Process Engineering program has a structured curriculum that will provide an opportunity for local students to participate in a local 4-year engineering program; address a need as identified by local businesses and industries; and aid the economic development of the Central Savanah River Area by providing a program that can help attract and retain industries and engineers. The program's educational objectives are to:

1. Provide students with the technical knowledge and skills in mathematics, science, and engineering to analyze and solve problems;
2. Provide engineering students with a strong liberal arts background;
3. Provide students with practical experience and organizational skills, enabling them to interact and communicate both orally and in writing to others; and
4. Provide students with the skills to work effectively in cross-functional team environments.

With respect to student learning outcomes, upon completion of the program, students will:

1. Be able to apply knowledge of mathematics, science, and engineering;
2. Be able to design and conduct experiments, as well as to analyze and interpret data;
3. Be able to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
4. Be able to function on multidisciplinary teams;
5. Be able to identify, formulate, and solve engineering problems;
6. Demonstrate an understanding of professional and ethical responsibility;
7. Be able to communicate effectively;
8. Understand the impact of engineering solutions in a global, economic, environmental, and societal context;
9. Recognize the need for engaging in life-long learning;
10. Demonstrate a knowledge of contemporary issues; and
11. Be able to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Students will achieve these outcomes and educational objectives through a 129 credit hour, 4 year program; 53 of the credit hours will be in fulfilment of the general education core that covers knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning; 68 credit hours will fulfil major requirements; and 6 hours will be completed in major electives. The program aligns with the general educational objectives of all undergraduate programs at the university. Because USC Aiken already has the first two years of an Engineering program, only 15 new classes had to be developed; they are identified below in bold italicized font.

The curriculum of the program will be as follows:

1. General Education Requirements.....53

A. Knowledge of Human Cultures and the Physical & Natural World...34

1. Natural Sciences.....16

(CHEM 111, CHEM 112, PHYS 211, and PHYS 212)

2. History of Civilization.....3
   (HIST 101 of HIST 102)
3. Social & Behavioral Sciences 6
   Students should take 3 hours of ECON 221 or 223, and 3 hours from one of the following areas: Anthropology, Geography, Political Science, Psychology, or Sociology.
4. Humanities.....9
   Students should take 3 hours of ***PHIL 325: Engineering Ethics**** ***(new course)*** and 6 hours from any approved course in the areas of: History; Art History; Humanities; Honors; Music; Theatre; Religion; or Philosophy.

B. Intellectual & Practical Skills.....18

1. Critical Inquiry.....1
   Freshmen must take AFCI 101 Critical Inquiry in their first semester of enrollment at USC Aiken.
2. English 101 & 102.....6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). Students must complete English 101 and English 102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses.
3. Oral Communication.....3
   COMM 201 of COMM 241
4. Math/ Statistics/Logic.....8
   (MATH 141, MATH 142)
5. Satisfactory completion of Writing Proficiency Requirement
6. Satisfactory completion of 3 course designated as Writing Intensive, at least one of which is in the student's major

C. Personal & Social Responsibility.....3

1. American Political Institutions.....3
   (POLI 201, HIST 201, or HIST 202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.

D. Integrative Learning..... 0

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone. Each summer, students in the Industrial Process Engineering program will be encouraged to participate in a summer internship opportunity.

2. Major Requirements.....68 hrs

ENCP 101 Introduction to Engineering I (3)
ENCP 102 Introduction to Engineering II (3)
MATH 241 Calculus III (4)
MATH 242 Calculus IV (Differential Equations) (4)

ENCP 200 Statics (3)
ELCT 221 Electrical Circuits (3)
ENCP 260 Mechanics of Solids (3)
ENCP 290 Thermodynamics (3)
ENCP 310 Dynamics (3)
ENCP 316 Control Systems (3) ****new course***
ENCP 327 Design of Mechanical Elements (3)*new course
ENCP 334: Quality Planning and Control (3) ****new course***
ENCP 360: Fluid Mechanics (3) ****new course***
ENCP 361: Instrumentation, Measurements & Statistics (3) ****new course***
ENCP 371 Engineering Materials (3)*new course
BADM 371: Principles of Management and Leadership (3)
ENCP 380: Intro to Systems Engineering (3) ****new course***
ECON 421: Engineering Economics (3) ****new course***
BADM 494: Project Management (3)
ENCP 498: Capstone Design I (3) ****new course***
ENCP 499: Capstone Design II (3) ****new course***
STAT 509: Statistics (3)

3. Major Electives..... 6 hrs
ENCP 354 Heat Transfer (3) ****new course***
ENCP 377 Manufacturing Processes (3) ****new course***
ENCP 454 Unit Operations (3) ****new course***
ENCP 477 Advanced Manufacturing (3) ****new course***
CSCI 145: Introduction to Algorithmic Design I (4)
CSCI 146: Introduction to Algorithmic Design II (4)
CSCI 209: Topics in Computer Programming (3)
CSCI 210: Computer Organization and Assembly Language (3)
CSCI 220: Data Structures and Algorithms (3)
CSCI 240: Introduction to Software Engineering (3)
CSCI 320: Practical Java Programming (3)
CSCI 330: Programming Language Structures (3)
CSCI 340: Mobile Computing (3)
CSCI 350: Computer Graphics (3)
CSCI 376: Graph Theory for Computer Science. (3)
CSCI 399: Independent Study (variable credit)
CSCI 411: Operating Systems (3)
CSCI 415 data Communication and Computer Networks (3)
CSCI 492: Topics in Computer Science (3)
CSCI 520: Database System Design (3)
CSCI 521: Database Programming for Computer Science (3)
CSCI 550: Design and Analysis of Algorithms (3)
CSCI 562: Numerical Methods (3)
CHEM 331: Organic Chemistry I (3)
CHEM 331L: Organic Chemistry Laboratory I (1)
CHEM 332: Organic Chemistry II (3)
CHEM 332L: Organic Chemistry Laboratory II (1)
CHEM 541: Physical Chemistry I (3)
CHEM 541L: Physical Chemistry Laboratory I (1)
CHEM 542: Physical Chemistry II (3)
CHEM 542L: Physical Chemistry Laboratory II (1)
MATH 518: Industrial Mathematics I (3)

MATH 519: Industrial Mathematics II (3)
MATH 531: Foundations of Geometry (3)
MATH 544: Linear Algebra (3)
MATH 546: Introduction to Algebraic Structures (3)
MATH 550: Advanced Multivariable Calculus (3)
MATH 552: Complex Variables (3)
MGMT 475 Production/Operations Management (3)
STAT 510 Statistical Quality Assurance (3)

A student will be able to complete this program of study in 4 years as shown in the following schedule of classes.

Year 1 (35 Credit Hours)					
Fall			Spring		
Gen Ed Area B	ENGL 101	3	Gen Ed Area B	ENGL 102	3
Gen Ed Area B	MATH 141: Calculus I	4	Gen Ed Area B	MATH 142: Calculus II	4
Major Class	ENCP 101: Intro to Engineering I	3	Major Class	ENCP 102: Intro to Engineering II	3
Gen Ed Area A	CHEM 111	4	Gen Ed Area A	CHEM 112	4
Gen Ed Area A	Humanities	3	Gen Ed Area A	ECON 221 or ECON 222	3
Gen Ed Area B	AFCI 101	1			
Year 1 Summer Internship Opportunity					
Year 2 (34 Credit Hours)					
Fall			Spring		
Gen Ed Area A	PHYS 211	4	Gen Ed Area A	PHYS 212	4
Major Class	MATH 241: Calculus III	4	Major Class	MATH 242: Calculus IV	4
Major Class	ENCP 200: Statics	3	Major Class	ENCP 290: Thermodynamics	3
Major Class	ENCP 371: Engineering Materials	3	Major Class	ENCP 260: Mechanics of Solids	3
Gen Ed Area B	COMM 201 or 241	3	Gen Ed Area A	Humanities	3
Year 2 Summer Internship Opportunity					
Year 3 (30 Credit Hours)					
Fall			Spring		
Major Class	BADM 371: Principles of Management and Leadership	3	Major Class	ENCP 310: Dynamics	3
Major Class	ELCT 221: Electrical Circuits	3	Major Class	ENCP 327: Design of Mechanical Elements	3
Major Class	ENCP 360: Fluid Mechanics	3	Major Class	ENCP 380: Intro to Systems Engineering	3
Major Class	ENCP 361: Instrumentation, Measurements, & Statistics	3	Major Class	ENCP 334: Quality Planning and Control	3
Major Class	STAT 509: Statistics	3	Gen Ed Area A	History 101 or 102	3
Year 3 Summer Internship Opportunity					
Year 4 (30 Credit Hours)					
Fall			Spring		
Major Class	ENCP 498: Capstone Design I	3	Major Class	ENCP 499: Capstone Design II	3
Major Class	ENCP 316: Control Systems	3	Major Class	BADM 494: Project Management	3
Major Elective	Technical Elective	3	Major Elective	Technical Elective	3
Gen Ed Area A	Social/ Behavioral Science	3	Major Class	ECON 421: Engineering Economics	3
Gen Ed Area C	American Political Institutions	3	Gen Ed Area A	PHIL 325: Engineering Ethics	3

Course descriptions of all required major classes and courses that can be selected as major electives are included below. The 15 new classes are identified with an asterisk

ENCP 101 – Introduction to Engineering I (3)
Engineering problem solving using computers and other engineering tools. This course introduces the engineering profession, professional concepts, ethics, and responsibility; reviews the number system and unit conversions; and introduces computer programs. It also prepares students for success through the integration of the following important skills: technical problem solving and engineering design, ethical decision-making, teamwork, and communicating to diverse audiences.

ENCP 102 – Introduction to Engineering II (3)
Principles and practice of visualization and graphical representation using modern computer-aided design software.

ENCP 200 – Statics (3) (Prereq: MATH 141)
Introduction to the principles of mechanics; equilibrium of particles and rigid bodies; distributed forces, centroids, and centers of gravity; moments of inertia of areas; analysis of simple structures and machines; and friction.

ENCP 260 – Introduction to the Mechanics of Solids (3) (Prereq: MATH 241, ENCP 200 with a C or better)
Developments for stresses. Tension, torsion, axial load, and pressure. Deformations of elastic relationships between stress and strain.

ENCP 290 – Thermodynamic Fundamentals (3)
Definitions, work, heat, and energy. First law analyses of systems and control volumes. Second law analysis and design.

ENCP 371 – Engineering Materials (Prereq: ENCP 260) ***new course***
Structures and properties of engineering metals, ceramics, and polymers; atomic bonding, crystalline structures and microstructures; mechanical behavior and deformation mechanisms; processes for controlling structures and properties; corrosion.

ELCT 221 – Circuits (3) (Prereq: MATH 142)
Linear circuit analysis and design.

ENCP 327 – Design of Mechanical Elements (Prereq: ENCP 260) ***new course***
Design against static failure and fatigue failure of structural members and machine parts: design and selection of components including fasteners, welds, shafts, springs, gears, bearings, and chain drives.

ENCP 310 – Dynamics (3) (Prereq: ENCP 200 with a C or better)
Kinematics of particles and rigid bodies. Kinetics of particles with emphasis on Newton's second law: energy and momentum methods for the solution of problems.

Applications of plane motion of rigid bodies.

ENCP 334 – Quality Planning and Control (Prereq: STAT 509) **new course*
Introduction to quality management philosophies, tools, and approaches. Six Sigma philosophy, roadmap, tools, and techniques of planning and executing quality improvement programs and the LEAN continuous improvement approach that focuses on reducing waste. Application of Design for Six Sigma approach to design or improve products and processes.

ENCP 360 – Fluid Mechanics (3) (Prereq: MATH 241, ENCP 200 with a C or better) **new course*
Mechanical engineering applications of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift and drag. Introduction to turbulent flow.

ENCP 361 – Instrumentation, Measurements, & Statistics (3) (Prereq: STAT 509, PHYS 211, PHYS 212, ELCT 221) **new course*
Principles of measurement, analysis of data, experimental planning. Correlations of experimental data, experimental variance, and uncertainty analysis. Lab and lecture.

BADM 371 - Principles of Management and Leadership (Prereq: Junior standing)
This course focuses on the basic principles of management used by all types of organizations. It serves to provide a foundation of knowledge concerning the theoretical framework of management as well as integrating the practical concerns of reality. Contemporary issue topics and exercises are used to help students synthesize course materials and apply the management concepts and theories. Emphasis and understanding of leadership principles are an integral part of the course.

ENCP 380 – Introduction to Systems Engineering (3) (Prereq: MATH 242, ENCP 334) **new course*
An integrated introduction to systems methodology, design, and management. An overview of systems engineering as a professional and intellectual discipline, and its relation to other disciplines, such as operations research, management science, and economics. An introduction to selected techniques in systems and decision sciences, including mathematical modeling, decision analysis, risk analysis, and simulation modeling. Overview of contemporary topics relevant to systems engineering such as reengineering and total quality management. Elements of systems management, including decision styles, human information processing, organizational decision processes, and information system design for planning and decision support.

ENCP 316 –Control Systems (3) (Prereq: MATH 242, ELCT 221) **new course*
An introduction to closed-loop control systems; development of concepts, including transfer function, feedback, frequency response, and system stability by examples taken from mechanical engineering practice; control system design methods. Also an introduction to programmable logic controllers (PLCs). *[EMCH 516 Control Theory]*

PHIL 325 - Engineering Ethics (3) ***new course***
An investigation of ethical issues in engineering and engineering-related technology. Topics include whistleblowing, employee/employer relations, environmental issues, issues related to advances in information technology, and privacy. Engineering ethics involves two related skills: the ability to analyze complex socio-political problems concerning the design, manufacturing, and use of technologies and their technological systems and the ability to communicate reasonably and persuasively about such analyses. In this course we develop both sets of skills through lectures, discussions, written and oral assignments, focusing on the examination of several case studies concerning real technologies in society.

ECON 421 – Engineering Economics & Finance (3) (Prereq: ECON 221 or 222) ***new course***
Decision making with respect to capital goods, with emphasis on such decision making in governmental activities and public utilities. Intended primarily for engineering students, the course emphasizes the types of investment decisions that engineers are often called upon to make.

BADM 494 Project Management (Prereq: BADM 371)
A study of general principles of project management which includes concepts related to management of technology, people, stakeholders and other diverse elements necessary to successfully complete the project. The student will explore both technical and managerial challenges involved in managing projects.

ENCP 498 - Capstone Design I (3) (Prereq: ENCP 310, ENCP 327, ENCP 334, ENCP 361, ENCP 371; Prereq or concurrent: ENCP 316, ENCP 380) ***new course***
An integral part of the education provided to undergraduates in engineering is a senior two-semester course sequence in "capstone" design.

ENCP 499 – Capstone Design II (3) (Prereq: ENCP 498; Prereq or concurrent: ECON 421, PHIL 325, BADM 494) ***new course***
An integral part of the education provided to undergraduates in engineering is a senior two-semester course sequence in "capstone" design.

Possible Technical Electives

ENCP 354 – Heat Transfer (3) (Prereq: MATH 242, ENCP 290, ENCP 360) ***new course***
One- and two-dimensional steady and unsteady conduction; free and forced convection; boiling and condensation; heat exchangers.

ENCP 454 – Unit Operations (3) (Prereq: EMCH 354, EMCH 360, ENCP 290) ***new course***
This course presents the standard unit operations in chemical and metallurgical systems and discusses the principles governing fluid flow, heat transfer, mass transfer, thermodynamic, and mechanical processes. The design and operation of the

devices for these unit operations is emphasized and the course will discuss the application to such areas as fluid transportation, evaporation, distillation, refrigeration and solids.

ENCP 377 – Manufacturing Processes (3) (Prereq: EMCH 371) ***new course***
Basic principles of metal processing; applied mechanics of metal cutting and forming; cost analysis of manufacturing operations.

ENCP 477 – Advanced Manufacturing (3) (Coreq: ENCP 334) ***new course***
In-depth study of the planning and method of selection and sequencing of various chip generating and assembly processes in order to produce a product with the highest usable quality at the lowest cost. Workplace design, assembly, and inspection features and positioning devices analyzed. Advanced techniques involving robotics and computers used in developing manufacturing processes.

CSCI 145 Introduction to Algorithmic Design I. (4) (Prereq: by mathematics placement above MATH 111, or completion of either MATH 111 or 170 with a grade of C or better, or consent of instructor).
Designing algorithms and programming in a procedural language. Three hours of lectures and three hours of laboratory per week.

CSCI 146 Introduction to Algorithmic Design II. (4) (Prereq: grade of C or higher in CSCI 145)
A continuation of CSCI 145. Rigorous development of algorithms and computer programs; elementary data structures. Three hours of lectures and three hours of laboratory per week.

CSCI 209 Topics in Computer Programming. (3) (Prereq: consent of instructor)
Programming and application development using selected programming languages. Course content varies and will be announced in the schedule of classes by suffix and title.

CSCI 210 Computer Organization and Assembly Language. (3) (Prereq: completion of CSCI 145 with a grade of C or better)
Introduction to computer organization and architecture; Topics include: Data representation, assembler language programming, logic unit, processor architecture, memory hierarchy, Input and Output systems.

CSCI 220 Data Structures and Algorithms. (3) (Prereq: Grade of C or better in MATH 174 and CSCI 146, or consent of instructor.)
Theory and advanced techniques for representation of information. Abstract data types: lists, stacks, queues, sets, trees, and graphs. Algorithms for sorting, searching, and hashing.

CSCI 240 Introduction to Software Engineering. (3) (Prereq: Grade of C or better in CSCI 145)
This course introduces basic knowledge about software engineering, including

principles and techniques of software design, software construction, software testing, and software maintenance.

CSCI 320 Practical Java Programming. (3) (Prereq: Grade of C or better in CSCI 145)
Additional topics in the language of Java: graphics, colors, fonts, events, layout managers, graphical user interfaces, applets, exception handling, multithreading, multimedia.

CSCI 330 Programming Language Structures. (3) (Prereq: Grade of C or better in CSCI 220)
Formal specification syntax and semantics; structure of algorithms; list processing and string manipulation languages; statement types, control structures, and interfacing procedures.

CSCI 340 Mobile Computing. (3) (Prereq: Grade of C or better in CSCI 146 or consent of the Department)
The study of the basic concepts and programming skills of mobile computing. Topics include: the connected limited device configuration (CLDC), the mobile information device profile (MIDP), the higher level MIDP application programming interfaces (APIs) or graphical user interfaces, the lower level MIDP APIs or graphics, events, threads, animations, record management system, networking, and 2D game development.

CSCI 350 Computer Graphics. (3)
This course is an introduction to computer graphics, covering the fundamental mathematical and computational concepts underlying computer graphics. The course consists of discussions of the best theoretical concepts and practical programming with OpenGL. Students will learn the architecture of OpenGL, color, input, geometric transformations, 3D graphics, shading, rasterization, and some other techniques.

CSCI 376 Graph Theory for Computer Science. (3) (Prereq: Grade of C or better in CSCI 146 and MATH 174)
An algorithmic introduction to Graph Theory and its applications. Topics include: fundamental concepts for graphs, connectivity, matrices of graphs, trees, paths and cycles, matchings, graph colorings, and planar graphs.

CSCI 399 Independent Study. (3-9) (Prereq: consent of instructor)

CSCI 411 Operating Systems. (3) (Prereq: a grade of C or better in CSCI 220)
Basic concepts and terminology of operating systems. Process implementation, synchronization, memory management, protection, resource allocation, system modeling, pragmatic aspects, and case studies.

CSCI 415 Data Communication and Computer Networks. (3) (Prereq: a grade of C or better in CSCI 220)
The study of concepts and components in data communications and computer

networks. Topics will include data transmission, reference models, common network protocols, network applications, and technologies.

CSCI 492 Topics in Computer Science. (3) (Prereq: consent of instructor)
Study of selected topics in computer science. To be offered as a lecture course on a "demand basis" only.

CSCI 520 Database System Design. (3) (Prereq: grade of C or better in CSCI 220)
Database organization; design and use of database management systems; database models, including network, hierarchical and relational; data description languages, data independence and representation.

CSCI 521 Database Programming for Computer Science. (4) (Prereq: grade of C or better in CSCI 520)
A programming course in large-scale relational database environment using host languages. Database design and implementation of on-line applications using some of the programmatic extensions to Structured Query Language (SQL) supported by top of the line enterprise Relational Database Management Systems (RDBMS). Topics covered in this course include: database programming using open architectures, embedded and dynamic query languages, procedural extension of query languages, stored procedures and triggers, data transformation techniques to enhance interoperability of data, and introduction to extensible markup data definition and retrieval languages.

CSCI 550 Design and Analysis of Algorithms. (3) (Prereq: grade of C or better in CSCI 220 and MATH 141)
An introduction to the design and analysis of fundamental algorithms in computer science. The algorithmic design paradigms such as the greedy method, divide and conquer, dynamic programming, backtracking, and branch-and-bound. The analyses of algorithms from different areas such as searching, sorting, graph theory, combinatorial optimization, and computational geometry. An introduction to the theory of NP-completeness.

CSCI 562 Numerical Methods. (3) (Prereq: grade of C or better in MATH 242 and MATH 544 or consent of instructor, and a working knowledge of programming)
An introduction to numerical methods used in solving equations and systems of equations, numerical integration, differential equations, interpolation and approximation of functions.

CHEM 331 - Organic Chemistry I. (3) (Prereq: CHEM 112; coreq: CHEM 331L)
Nomenclature, reactions, mechanisms and synthesis of carbon compounds. Three lecture hours per week.

CHEM 331L - Organic Chemistry Laboratory I. (1) (Coreq: CHEM 331)
Laboratory safety, synthesis, separation and purification of carbon compounds. Three laboratory hours per week.

CHEM 332 Organic Chemistry II. (3) (Prereq: CHEM 331; coreq: CHEM 332L)
A continuation of CHEM 331. Three lecture hours per week.

CHEM 332L Organic Chemistry Laboratory II. (1) (Prereq: CHEM 331L; coreq: CHEM 332)
Continuation of CHEM 331L. Spectroscopic identification of carbon compounds. Three laboratory hours per week.

CHEM 541 Physical Chemistry I. (3) (Prereq: CHEM 112, PHYS 212 or PHYS 202, MATH 142; coreq: CHEM 541L or consent of department)
Theories and laws relating to chemical changes. Three lecture hours per week.

CHEM 541L Physical Chemistry Laboratory I. (1) (Coreq: CHEM 541 or consent of department)
Applications of physical chemical techniques. Three laboratory hours per week.

CHEM 542 Physical Chemistry II. (3) (Prereq: CHEM 541; coreq:CHEM 542L or consent of department)
Theories and laws relating to chemical changes; a continuation of CHEM 541. Three lecture hours per week.

CHEM 542L Physical Chemistry Laboratory II. (1) (Prereq: CHEM 541L; coreq: CHEM 542 or consent of department)
Applications of physical chemistry techniques. Three laboratory hours per week.

MATH 518 Industrial Mathematics I. (3) (Prereq: a grade of C or better in MATH 174 and MATH 544 and STAT 509)
The construction of mathematical models for applied problems using discrete mathematics and statistics. This course emphasizes the use of advanced mathematical methods for the solution of “real world” problems arising from an industrial setting.

MATH 519 Industrial Mathematics II. (3) (Prereq: a grade of C or better in MATH 242 and MATH 544)
The construction of mathematical models for applied problems in terms of ordinary and partial differential equations. This course emphasizes the use of advanced mathematical methods for the solution of “real world” problems arising from an industrial setting.

MATH 531 Foundations of Geometry. (3) (Prereq: MATH 241 or consent of instructor)
The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts of Euclidean geometry developed rigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry.

MATH 544 Linear Algebra. (3) (Prereq: grade of C or better in MATH 241 or consent of the department)

Vector spaces, linear transformations and matrices, determinants. Systems of equations, inversion, characteristic equations, eigenvectors, eigenvalues, Cayley-Hamilton theorem, quadratic forms, Jordan and rational forms, functions of matrices.

MATH 546 Introduction to Algebraic Structures. (3) (Prereq: grade of C or better in both MATH 241 and MATH 174, or consent of department)
Sets, mappings, equivalence relations. Elementary properties of semi-groups, groups, rings, fields.

MATH 550 Advanced Multivariable Calculus. (3) (Prereq: grade of C or better in MATH 241 or consent of instructor)
Vector calculus of n-variables; implicit and inverse function theorems; extremum problems; Lagrange multipliers; Taylor series; Jacobians; multiple integrals; line integrals; vector fields; surface integrals; theorems of Green, Stokes and Gauss.

MATH 552 Complex Variables. (3) (Prereq: A grade of C or better in MATH 241).
Complex integration, calculus of residues, conformal mapping, Taylor and Laurent series expansions, applications.

STAT 510 – Statistical Quality Assurance (Prereq: STAT 509 with C or better)
Basic graphical techniques and control charts. Experimentation in quality assurance. Sampling issues. Other topics include process capability studies, error analysis, estimation and reliability.

MGMT 475 Production/Operations Management (Prereq: BADM 296 and BADM 371)
A study of the strategic, operating, and control decisions involved in manufacturing and service organizations. Topics include forecasting, process development, production technology, resource allocation, facility planning, facility layout, planning systems, inventory systems, resource requirements planning systems, shop floor planning, scheduling operations, just-in-time manufacturing, materials management, productivity control, quality management, quality control, project management, and maintenance management.

The credit value of each course is determined by the amount of formal instructional time per week for one semester. At least 700 minutes of instruction (and at least twice that for laboratory time) is expected per credit hour at the University of South Carolina Aiken. The semester hour credit for each course is included in each course description and will be published in the USC Aiken Undergraduate and Graduate Programs Bulletin. This policy, rooted in the Carnegie Unit, is standard within the USC system and is the norm at institutions on the semester system throughout the United States. Seminar courses, distance education courses, internet courses, internships, field classes, and other courses which do not share the traditional lecture/laboratory format require the same number of contact or instructional hours required for traditional lecture/laboratory classes.

The relationship between the program's student learning outcomes and the courses that make up the curriculum is shown in the curriculum map located on page 19.

BS in Industrial Process Engineering Curriculum Map																					
Outcomes	COURSES																				
	ENCP 101	ENCP 102	ENCP 200	ELCT 221	ENCP 260	ENCP 290	ENCP 310	ENCP 316	PHIL 325	ENCP 327	ENCP 334	ENCP 360	ENCP 361	BADM 371	ENCP 371	ENCP 380	ECON 421	BADM 494	ENCP 498	ENCP 499	STAT 509
Students will be able to apply knowledge of mathematics, science, and engineering.	0	0	3	3	3	3	3	3	0	3	3	3	3	0	3	3	3	0	3	3	3
Students will be able to design and conduct experiments, as well as to analyze and interpret data.	0	0	0	0	0	0	0	3	0	2	3	1	3	0	0	0	0	0	3	3	3
Students will be able to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.	0	2	2	2	0	2	2	3	0	3	1	2	3	0	3	2	3	2	3	3	0
Students will be able to function on multidisciplinary teams.	3	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	1	1	0
Students will be able to identify, formulate, and solve engineering problems.	0	0	3	3	3	3	3	3	0	3	2	3	3	0	3	2	2	0	3	3	2
Students will have an understanding of professional and ethical responsibility.	3	0	0	0	0	0	1	1	3	2	2	0	2	0	2	1	2	0	3	3	0
Students will be able to communicate effectively.	3	1	1	1	1	2	1	1	0	2	1	0	2	3	1	1	1	3	3	3	0
Students will understand the impact of engineering solutions in a global, economic, environmental, and societal context.	2	0	1	0	0	0	0	0	3	2	2	0	0	0	2	2	3	0	3	3	2
Students will recognize the need for and demonstrate an ability to engage in life-long learning.	3	3	1	0	0	2	0	0	2	1	1	0	2	0	1	0	2	0	3	3	0
Students will have a knowledge of contemporary issues.	2	0	0	0	0	0	0	0	3	0	2	0	0	0	0	2	1	0	3	3	0
Students will be able to use the techniques, skills, and modern engineering tools necessary for engineering practice.	0	3	1	0	0	0	0	3	0	3	3	0	3	0	0	2	0	0	2	2	2
Legend: 0 – no relation; 1 - minor importance; 2 – moderate importance; 3 – major importance																					

Admission requirements to the engineering program will be the same as those of entering freshman at USC Aiken. High school course selection, standardized test scores, and an Admissions Index are all used to determine admissibility. Students must have taken the following in high school: English (4 units), mathematics (4 units), laboratory science (3 units), social science (3 units), foreign language (2 units), academic electives (4 units), and physical education or ROTC (1 unit).

Engineering majors must have a grade of "C" or better in all mathematics, science, and engineering courses. If a student fails to receive a "C" or better, they must repeat the courses until they receive a "C" or better.

To ensure the quality of the program and services, administrative oversight will fall within the responsibilities of the Dean of the College of Sciences and the Chair of the Department of Mathematical Sciences. With the department, and Engineering faculty member, Dr. Bethany Fralick, will serve as the program's Coordinator (see Appendix H for Dr. Fralick's *curriculum vitae*).

5. FACULTY AND SUPPORT STAFF

To provide the Industrial Process Engineering program, USCA will need to add two full-time, tenure-track faculty with terminal degrees in Industrial Process Engineering. A roster of faculty who will be teaching the major's required classes along with the faculty who would teach the new technical electives is provided on page 22. Courses for the proposed program are presented in bold font; all other are classes taught in other programs or as part of the general education requirements.

Currently, USCA has one tenure track faculty member on staff who currently teaches the freshman and sophomore level engineering classes for our current two year program. The business/management classes (Engineering Economics and Finance, Supply Chain Management and Logistics, Business Relationships) will be taught by current faculty in the School of Business. The credentials of the Business faculty who will be teaching theses classes are included on the roster; the classes they teach will be part of their teaching loads. The required statistics class (Statistical Quality Assurance) is currently offered through the Department of Mathematical Sciences. The credentials of the faculty member who teaches this class is also included on the roster. The teaching load for a full-time instructor, tenure track and tenured faculty at USC Aiken is 12 contact hours each fall and spring semester for a total of 24 contact hours per academic school year. This normally equates to 4 courses each semester. If necessary, qualified part-time faculty will be used to teach classes. The budget also includes funds to hire qualified part-time instructors, if necessary, to teach additional sections of general education classes.

The program will be housed in the Department of Mathematical Sciences which has an administrative assistant and a Chair who will provide administrative support and oversight to the proposed program. The Chair of the Department, Dr. Mohammad Hailat has a Ph.D. in Mathematics and a M.S in Industrial and Operations Engineering. A copy of his *curriculum vitae* is included in Appendix H. The department currently has 15 faculty members.

Support will be provided to all faculty for their research and professional development. All full-time faculty are allotted $400 of faculty development funds each year to support their research and travel to conferences. In addition to this amount, the university, through its partnership funds, has provided additional funding that faculty can apply for. This amount has averaged approximately $65,000/year over the past five years. Therefore faculty, on average, get approximately $800-$1000 for professional development activities.

UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2016-2017			1	.5	1	.5
2017-2018			1	.5	1	.5
2018-2019			1	.5	1	.5
2019-2020			1	.5	1	.5
2020-2021			1	.5	1	.5
Faculty						
2015-2016	1	1	1	1	2	2
2016-2017	1	1	2	2	3	3
2017-2018			3	3	3	3
2018-2019			3	3	3	3
2019-2020			3	3	3	3
Staff						
2016-2017			1	.33	1	.33
2017-2018			1	.33	1	.33
2018-2019			1	.33	1	.33
2019-2020			1	.33	1	.33
2020-2021			1	.33	1	.33

Faculty Roster Form

Qualifications of Full-Time and Part-Time

Institution: University of South Carolina Aiken
College or School: College of Sciences
Department: Department of Mathematical Sciences

To be hired Fall 2016 (F)		
Courses	**Relevant Degrees**	**Degree Details/Other Qualifications**
ENCP 371: Engineering Materials (U) **ENCP 327: Design of Mechanical Elements (U)** **ENCP 334: Quality Planning and Control (U)** **ENCP 360: Fluid Mechanics (U)** **ENCP 354: Heat Transfer (U)** **ENCP 377: Manufacturing Processes (U)** **ENCP 477: Advanced Manufacturing (U)**	*will require a Ph.D. in Industrial Process Engineering*	*Looking for someone with research interests in applied economics, and/or statistical and quantitative analysis*
To be hired Fall 2017 (F)		
Courses	**Relevant Degrees**	**Degree Details/Other Qualifications**
ENCP 316: Control Systems (U) **PHIL 325: Engineering Ethics (U)** **ENCP 361: Instrumentation, Measurements & Statistics (U)** **ENCP 454: Unit Operations (U)** **ENCP 498: Capstone Design I (U)** **ENCP 499 Capstone Design II (U)**	*will require a Ph.D. in Industrial Process Engineering*	*Looking for someone with research interests in the areas of Information Technology and systems, operations and supply chain management, and/or project management*
FRALICK, BETHANY (F)		
Courses	**Relevant Degrees**	**Degree Details/Other Qualifications**
ENCP 101: Introduction to Engineering I (L) **ELCT 221: Circuits (L)** **ENCP 200: Statics (L)** **ENCP 102: Introduction to Engineering II (L)** **ENCP 310: Dynamics (U)** **ENCP 260: Into to Mechanics of Solids (L)**	Ph.D., Mechanical Engineering, University of South Carolina; M.S. Mechanical Engineering, University of South Carolina; B.S., Engineering Management, Miami University	Dr. Fralick has completed research on how Engineering is best taught, learned and practiced

ENCP 290: Thermodynamic Fundamentals (L) **ENCP 380: Introduction to Systems Engineering (U)**		
REID, THOMAS (F)		
Courses	**Relevant Degrees**	**Degree Details/Other Qualifications**
STAT 510: Statistical Quality Assurance (U) MATH 104: Math for Practical purposes (L) MATH 122: Survey of Calculus with Apps (L) MATH 503: Geometry – Mid & High School Math Tchrs (U) MATH 518: Industrial Mathematics I (U) MATH 519: Industrial Mathematics II (U) STAT 509: Statistics (U)	Ph.D., Operations Research, University of North Carolina; M.S., Operations Research, Air Force Institute of Technology; B.S., Mathematics, University of Oklahoma	*Dr. Reid has been teaching mathematics at the University since 2002, prior to that from 1996-2002 he was an Assistant Professor of Statistics at the Air Force Institute of Technology*

Faculty Roster Form

Qualifications of Full-Time and Part-Time

Institution: University of South Carolina Aiken

College or School: School of Business Administration

MCGRATH, LEANNE C (F)		
Courses	**Relevant Degrees**	**Degree Details/Other Qualifications**
BADM 371: Principles of Management & Leadership (U) MGMT 604: Leadership and Team Development (G) BADM 649: Program and Project Management I (G) BADM 650: Program and Project Management II (G) MGMT 442: e-Business Management (U) MGMT 473: Management & Operations - Small Business	Ph.D., Business Administration (Management), University of South Carolina; MBA, Business Administration, University of South Carolina; M.S., Pharmaceutics, University of South Carolina; B.S., Pharmacy, University of South Carolina	Research interests are in social media and human resource management.
NARAYANASWAMY, RAVI (F)		
Courses	**Relevant Degrees**	**Degree Details/Other Qualifications**
MGMT 475: Production and Operations Management (U) **BADM 494: Project Management (U)** BADM 649: Program and Project Management I (G) BADM 650: Program and Project Management II (G) MGMT 617: Supply Chain Management (G) MGMT 629: Information Systems Strategy (G)	Ph.D., Management, Clemson University; M.S., Information Systems, Kennesaw State University; M.B.A., Business Administration, Ohio University	Research interests are in Information technology and systems, operations and supply chain management, and project management.
RODRUGUEZ, LINDA CAROL (F)		
Courses	**Relevant Degrees**	**Degree Details/Other Qualifications**
MGMT 475: Production & Operations Management (U) MGMT 620: Legal & Ethical Environment of Business (G) BADM 379: Social, Ethical & Legal Aspects of Business (U) MGMT 374: Human Resource Management (U) MGMT 411: International Management (U) MGMT 477: Organization Theory (U)	Ph.D., Management and International Business, University of Texas-Pan American; M.B.A., International Business, University of Texas at El Paso; B.B.A., Computer Information Systems, University of Texas at El Paso; B.B.A., Accounting, University of Texas at El Paso	Research interests are in corporate social responsibility, business ethics, and sustainability.

NEWSOM, PAUL D (F)		
Courses	**Relevant Degrees**	**Degree Details/Other Qualifications**
ECON 421: Engineering Economics and Finance (U) FINA 616: Financial Analysis for Decision Making (G) BADM 363: Business Finance (U) ECON 222: Principles of Microeconomics (L) FINA 463: Advanced Business Finance (U)	Ph.D., Finance, University of Arkansas; M.B.A., Finance, Butler University; B.S., Pharmacy, Butler University	Dr. Newson has completed 18 graduate level semester hours in economics. Research interests are in Entrepreneurship and investments.
PORCA, SANELA (F)		
Courses	**Relevant Degrees**	**Degree Details/Other Qualifications**
ECON 421: Engineering Economics and Finance (U) ECON 601: Economics for Decision Making (G) BADM 621: Globalization and Business (G) BADM 383: International Business (U) ECON 221: Principles of Macroeconomics (L) ECON 222: Principles of Microeconomics (L)	Ph.D., Business Administration (Major Economics, Minor International), University of Tennessee; M.A., Economics, Miami University; B.A., Economics and Political Science, Denison University	Research interests are in applied economics, quantitative analysis, and international business.

6. *LIBRARY AND LEARNING RESOURCES*

The Gregg-Graniteville Library occupies a two-story 40,000 square foot building situated on the main university quadrangle. The collection contains over 211,251 volumes of books and print journals, over 79,896 pieces of microfilm and microfiche, and over 4088 volumes of media materials. The USC Aiken library has access to 252 databases, including those through DISCUS and PASCAL, with E-journals totaling 29,776. USC Aiken students have access to approximately 62,626 E-books. The Gregg-Graniteville Library is an official depository for Federal and South Carolina documents, with holdings of 58,569 print and digital titles. The library is open 78 hours per week with variations during exam periods, inter-sessions, summer terms, and holidays.

Current print monograph holdings in areas related to Engineering, subdivided by subject include:

- Technology (General) -- (Library of Congress Call# Subclass T): 724 volumes
- Engineering (General) (Library of Congress Call# Subclass TA): 1119 volumes
- Hydraulic Engineering (Library of Congress Call# Subclass TC): 48 volumes
- Environmental Technology (Library of Congress Call# Subclass TD): 451 volumes
- Highway Engineering (Library of Congress Call# Subclass TE): 13 volumes
- Railroad Engineering (Library of Congress Call# Subclass TF): 16 volumes
- Bridge Engineering (Library of Congress Call# Subclass TG): 17 volumes
- Building Construction (Library of Congress Call# Subclass TH): 84 volumes
- Mechanical Engineering (Library of Congress Call# Subclass TJ): 624 volumes
- Electrical Engineering (Library of Congress Call# Subclass TK): 2029 volumes
- Motor Vehicles (Library of Congress Call# Subclass TL): 348 volumes
- Mining Engineering (Library of Congress Call# Subclass TN): 112 volumes
- Chemical Technology (Library of Congress Call# Subclass TP): 332 volumes
- Total monographs (print and electronic) holdings: 5917 volumes.

The majority of the Engineering related collection (58%) was published between 2000 and 2010. 12% of the collection was published since 2010.Qualitatively, our current monographs collection is strongest in the areas of Sanitary Engineering, Bridge Engineering and Mining Engineering. Quantitatively our holdings are strongest in General/Civil Engineering and Electrical Engineering, Our current monographs collection needs to be strengthened to include more current and quality titles particularly in the areas of Mechanical and Electrical Engineering. To do so, the institution will allocate $5,000 in additional funds per year as indicated in section 9.

Current databases or e-journal packages with Engineering-related materials currently accessible to USCA students include:

- *ACS Web* (American Chemical Society)
- *SciFinder Scholar*
- *Science Direct*
- *MathSciNet*
- *SpringerLink*
- *Web of Knowledge*
- *Wiley Online Library*

Our electronic databases are not currently adequate for the proposed degree. To adequately support the degree and its emphasis on Mechanical Engineering, subscriptions to the following resources will be purchased:

- *Compendex* (via Elsevier's Engineering Village platform) = $28,904
- *INSPEC* (via Elsevier's Engineering Village platform) = $7,735
- *Standards and Engineering Digital Library (SEDL)* (from the American Society for Testing and Materials (ASTM) = $16,200
- *American Society of Mechanical Engineers (ASME) Journal Package* = $8,511

The prices quoted here are for 2014. Database costs generally rise 3-6% annually, so these costs will be included in the estimated costs each year as presented in section 9.

Current journal holdings

The library currently subscribes directly to four serial subscriptions in the area of Engineering including:

- *Chemical Engineering*
- *Civil Engineering*
- *IEEE Spectrum*
- *Mechanical Engineering*

In addition to these titles, USCA faculty and students have access to approximately 1,428 other serial titles relevant to Engineering through our full-text databases and consortial journal packages.

Additional services

Using ILLIAD, a web-based Interlibrary Loan system, librarians fill requests for articles or documents that are scanned and transmitted via Ariel software. USC Aiken belongs to the KUDZU Consortium of southeastern libraries, providing delivery of items not available within the state to faculty and students within a few days.

The library maintains an active program of research assistance and instruction. The library faculty support classroom instruction in the disciplines and offer both general and course-specific library instruction. Instruction sessions are tailored to the needs of the course and the specific requirements of individual faculty members with the stated purpose of enabling all members of the college community to achieve.

USCA maintains a formal agreement (see Appendix I) with all universities and colleges in South Carolina, the Partnership among South Carolina Academic Libraries (PASCAL http://pascalsc.org/), which supports both consortia purchasing of databases and statewide borrowing of materials. PASCAL Delivers provides for reciprocal library borrowing among private and public colleges/universities throughout the state. It is supported by a statewide courier service which makes book deliveries to campuses five days a week.

7. *STUDENT SUPPORT SERVICES*

The University of South Carolina Aiken provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. In fulfilling its role as an institution of higher learning, the University of South Carolina Aiken is a community of individuals engaged in broadly based educational experiences necessary for an enlightened society. The University encourages and fosters many co-curricular activities and organizations that are designed to complement and enhance the academic and social life of

its students. Offices that provide student support programs, services and activities can be found in the divisions of Academic Affairs, Business and Administration, Student Life and Services, and Information Technology. Some services and programs are specifically designed to assist undergraduates as they transition to college life.

Within the division of Academic Affairs, student support, services and activities are provided by the Academic Success Center, the Veteran and Military Student Success Center, the Language Learning Center, the Writing Room, International Programs, Career Services, Financial Aid, and the Registrar. The Academic Success Center encourages the academic success of students by assisting them in developing educational plans, connecting them to campus resources, and promoting engaged learning and personal responsibility. Among the services offered by the department are Academic Advisement, Early Warning, Tutoring, and Academic Consultations. The Veteran and Military Student Success Center hosts a professional staff that provides a conduit to benefits, opportunities, networking, and best practices for a successful military to community transition. The Language Learning Center supports the integration of technology into language instruction and linguistic acquisition. Through methods such as aural-oral programs, video, and internet access, the Language Learning Center provides students with opportunities to acquire, develop, and practice effective communicative skills and to gain insight into and appreciation of diverse cultures and peoples. The Writing Room provides an open teaching and learning environment for the collaborative discussion of writing so that students may become more aware and independent writers. Peer writing consultants come from a range of disciplines and are formally trained to provide feedback during all phases of the writing process. International Programs Office provides services to international students and their families and promotes international awareness among USCA students, faculty, and the Aiken community. Study abroad and international exchanges programs are coordinated through the office. Career Services provides comprehensive career planning services including career planning, experiential learning, job searches, and skill set assessments. The Career Services Office provides individual and group career counseling on topics such as career planning and decision making, job targeting, and assists students with mock interviews, resumes and cover letter reviews. Career Services plans several career panels throughout the year. The Office of Financial Aid is responsible for administering federal, state, institutional, and private funding to assist students with the costs of their education. The Office of the Registrar is responsible for course registration, records retention and protection, monitoring of academic policies, publication of the USC Aiken Programs Bulletin, administrative oversight of transfer credit and degree certification.

Within the division of Business and Administration, student support, services and activities are provided by the Bookstore, campus dining, the Children's Center, the Convocation Center, the Etherredge Center, and University Police. The Bookstore is the source for all course materials including textbooks, lab supplies, course packets, school supplies, and study aids. The bookstore is located in the Student Activities Center, (SAC) near the Food Court. Operated by the University, the primary goal of the bookstore is to provide educational materials to students at the lowest cost possible. Campus Dining provides high quality products and excellent service to USC Aiken students, faculty, staff and visitors. The university contracts with one of the country's premier food service operators to provide several dining options at the Scoreboard Cafeteria located in the Student Activities Center which offers a full service cafeteria featuring a salad bar, display cooking, subs, and grilled entrees, the Station in the Humanities and Social Sciences Building which features subs, salads, pastries, and gourmet coffee; and Starbucks. The Children's Center is located on the south side of the campus and offers care for children ages six weeks to five years for

faculty, staff, students and community members for a reasonable fee. The Center is licensed by the State of South Carolina and is nationally accredited. The Convocation Center is a state of the art facility with capacity for 3,500-to 4,100 patrons that is used for USC Aiken athletic events, USC Aiken and high school graduations, consumer /trade shows, community events such as fairs, concerts, and conventions, and corporate meetings and seminars. The Etherredge Center, USC Aiken's center for the fine and performing arts, provides a first-class facility and the support services of a professional staff to accommodate diverse cultural activities. The Center offers programming designed to educate students and encourage them to develop an appreciation for the visual and performing arts as well as to fulfill the cultural entertainment needs of the community. The building houses two theatres, an art gallery, and classrooms and offices for the academic department of Visual and Performing Arts. The USC Aiken Police Department protects life and property and enforces the law. In this effort, police officers work with the campus community in a cooperative community policing effort to prevent crime from occurring and to provide assistance to victims if a crime does occur. The Department also provides emergency medical first response for the campus community.

In the division of Student Life and Services, student support, services, and activities are provided by Athletics, the Wellness Center, the Counseling Center, the Health Center, Disabilities Services, Housing, Intramurals, Leadership Programs, and Student Government and Organizations. With the goals of both athletic and academic excellence, Athletics at USC Aiken has emerged as a well-rounded intercollegiate program. USC Aiken is committed to fielding competitive athletic teams which are comprised of academically qualified student athletes. USC Aiken holds membership in the NCAA Division II and is a charter member of the Peach Belt Conference (PBC). USC Aiken has earned conference championships in twelve different sports. The "Pacers" currently compete on a conference, state, and national level in eleven different sports: volleyball, men's and women's soccer, women's cross-country, men's and women's basketball, softball, golf, baseball, and men's and women's tennis. The Wellness Center delivers educational and rehabilitative programs to promote a healthy lifestyle by providing the USC Aiken family and extended community access to safe, clean, well-equipped facilities and trained, caring staff. The Wellness Center has cardiovascular equipment, Nautilus weight equipment, dumbbells and a 1/16 mile walking track. There is a carpeted aerobics room with wall to wall mirrors, gymnasium, Jacuzzi, dry sauna, locker rooms, and an exercise physiology laboratory, as well as an instructional classroom. The facility is supervised by CPR trained staff. A 25-yard indoor/outdoor Natatorium facility is located in the Student Activities Center. The heated pool, designed for lap swimming, is 4 feet to 10 feet deep and has six lanes. The Counseling Center supports students in their individual development by maximizing their problem-solving and decision-making skills in order to facilitate constructive choices in accomplishing their academic and personal goals. In conjunction with this mission, the Counseling Center works with members of the University community to ensure a college environment that is as beneficial as possible to the overall wellbeing of students, thereby empowering them to meet their fullest potential. The Center offers a holistic, developmental and short-term approach to assessing, consulting, individual counseling, group counseling, psycho-education, and training. The Center has a staff consisting of a Licensed Independent Social Worker – Clinical Practitioner, an AOD (Alcohol and Other Drugs) Programmer who is a Licensed Practical Counselor, and a Licensed Professional Counselor and Master Addiction Counselor. The Student Health Center provides comprehensive primary healthcare services that support the overall health of the USC Aiken community. The medical staff at the Health Center includes a registered nurse and two nurse practitioners. The Office of Disabilities Services assists undergraduate and graduate students who have medical, psychiatric, or

learning disabilities by providing an integration of on-campus services. The goal is to make all USC Aiken programs and services accessible. Special classroom accommodations are provided to students with documented disabilities based on individual needs. These services are the result of a cooperative effort with the student's instructor and may include priority seating, a note taker, test proctoring, permission to tape record lectures, or alternative media. USC Aiken also has an Assistive Technology Center with equipment and software to improve access for eligible students. University Housing provides a variety of enrichment programs and activities to students residing in its three housing complexes. Pacer Crossings, a 300 bed residence hall that features a shared, four-bedroom suite with four baths, a living room area, free high-speed wireless internet access, phone service, micro fridge in each bedroom, and cable TV. Also within the residence hall is a laundry facility, 12 study rooms, 8 kitchens, a learning center, lounge space and game room. Pacer Crossings is staffed by a live-in Assistant Director and 12 Resident Assistants. Pacer Commons consists of 79 4-person apartments housing 316 residents. Each apartment has two full bathrooms, a living area and a fully equipped kitchen. Pacer Commons has an outdoor recreational area with a volleyball court and a basketball court. Within the halls of Pacer Commons there are 6 lounges, 2 classrooms, a computer room, a game room, and a vending and laundry facility. Pacer Commons is staffed by a live-in Assistant Director and 11 Resident Assistants. Pacer Downs is an apartment complex housing 352 residents. Each apartment has two double bedrooms, two full bathrooms, a living area, and a fully equipped kitchen. The recreation area adjacent to Pacer Downs has a pool with covered patio, volleyball court and basketball court. A Community Center by the pool includes a computer lab, kitchen, and lounge. Pacer Downs is staffed by a live-in Assistant Director and 12 Resident Assistants. The Intramurals Program at the University is founded on the philosophy that exercise and relaxation are vital to student development. The program is designed to offer a variety of challenging and enjoyable activities to every member of the student body. Activities include vigorous team sports such as football and basketball; competitive individual events such as table tennis, billiards, and one-on-one basketball; and non-competitive recreational activities. The University of South Carolina Aiken believes that through quality programs students can become effective leaders not only on campus but within the communities in which they live. Through Leadership Programs, training is provided for student leaders through an annual Student Leadership Retreat, workshops are conducted for student organization officers and advisors, and outstanding leaders are recognized at the student activities Leadership Award Banquet each April. The Student Activities Center is a focal point of campus life—providing comfortable lounge facilities, a cafeteria, and meeting and work areas for student organizations. There are more than 60 active student organizations on the campus offering opportunities for student involvement. Campus clubs and organizations include a variety of special interest groups, service groups, and social groups such as fraternities and sororities. Involvement in Student Government provides students the opportunity to participate in the decision-making process at USC Aiken. Campus-wide elections are held once during each academic year to fill SGA seats vacated on a rotating basis.

With the division of Information Technology, Computer Services assists faculty, staff and students in meeting their academic and administrative computing needs and coordinates telecommunications services. USC Aiken's primary student computing resources are located in the Business and Education Building where a lab with Windows and Macintosh computers and dedicated Macintosh and Windows classrooms are available. Staff and trained student assistants are available at the Help Desk to assist with computing needs throughout the year. Students have access to computer facilities in the Business and Education Building 24 hours-a-day, seven days-a-week using their USCA student ID card. Computer Services

manages several Windows servers, providing the campus community with electronic mail, network printing, file sharing, www services, and network applications. A wireless network is also available for student use within all academic buildings and University housing.

8. *PHYSICAL RESOURCES*

As shown on the campus map (see Appendix J), the University of South Carolina Aiken operates and maintains physical facilities on a 453 acre campus that appropriately serve the needs of the educational programs, support services, and other mission-related activities of the institution. The total gross building footage is 907,604 square feet.

USCA has six buildings that house academic units. There are 41 classrooms, 5 auditoriums, 14 labs, and 8 computer classrooms that are designated as academic areas. All classrooms and auditoriums are wired for computers and have LCD projection systems. The 8 computer classrooms house 141 computers.

The program will be part of the Department of Mathematical Science which is housed in the Penland Building. Engineering classes will continue to be held in the Penland Building as they have for the past 25 years. Classroom space is adequate.

A classroom has been identified that will be outfitted with lab tables and electricity to accommodate for engineering activities. Funding for this modification will be a reallocation of internal resources as well as some external funding that has been raised for the program. Additional lab space is also available in the science building if needed.

The following materials/equipment/software will be purchased over the next few years to support the program:

Software – Pro/ENGINEER (Creo Parametric), MatLab - $75,000
Measuring Equipment - $25,000
Laboratory Equipment - $65,000
3D Printer - $125,000
Large Format Printer - $5,000
Additional Equipment/materials to be identified - $50,000

No known critical physical resource problems exist that directly prevent the University of South Carolina Aiken from meeting its objectives. Current space allocated to any institutional function is adequate for the effective operation of that function. The South Carolina Commission on Higher Education conducts regular audits of space allocation and use. South Carolina Commission on Higher Education CHEMIS Facilities Reports , detailed statistics are monitored including but not limited to assignable area by function, capacity/enrollment ratios, station utilization and space factor ratios for classrooms, and square footage of academic and support facilities per FTE students. These data allow the university to determine its relative standing within the state of South Carolina with respect to key facilities-related indicators. They show that the facilities needs of the institution’s educational programs, support services, and other mission-related activities are being appropriately served and that the current physical plant will provide adequate space for the Industrial Process Engineering program.

9. *FINANCIAL SUPPORT*

The University of South Carolina Aiken's Office of Financial Aid is responsible for administering federal, state, institutional, and private funding to assist students with their

educational costs. For 2013-2014, the Office of Financial Aid awarded over $32 million in compliance with the Title IV Higher Education Act of 1998, its amendments and regulations. The majority of financial aid awards were federal Title IV funds.

There are no outstanding issues between the Department of Education and the University of South Carolina Aiken with regard to the administration of Title IV programs. The University submits a FISAP report to the Department of Education in a timely manner and has not been placed on a cost-reimbursement method of payment. The Institution has not been required to obtain a letter of credit in favor of the Department of Education. The Institution's current Program Participation Agreement is effective until 2016 (see Appendix K).There are no significant unpaid dollar amounts due to the Department of Education and the University is not aware of any regulatory infractions which would jeopardize Title IV funding. The most recent 3-year default rate for the Federal Student Aid program is 8.2% for fiscal year 2011.

The University has carefully examined the finances necessary to support this program. The estimated costs and sources of financing are provided in the following table.

ESTIMATED COSTS BY YEAR					
CATEGORY	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Program Administration	45,720	47,090	48,500	49,960	51,460
Faculty Salaries	407,250	544,560	560,470	577,470	594,830
Part-Time Faculty Salaries	15,000	15,480	15,960	16,440	16,920
Graduate Assistants	-	-	-	-	-
Clerical/Support Personnel	14,980	15,430	15,890	16,370	16,860
Supplies and Materials	100,000	125,630	128,770	131,990	135,290
Library Resources	66,350	68,010	69,710	71,450	73,230
Equipment	345,000	51,250	52,530	53,840	55,190
Facilities	50,000	50,000	-	-	-
Other (Identify)	-	-	-	-	-
TOTALS	**1,044,300**	**917,450**	**891,830**	**917,520**	**943,780**
SOURCES OF FINANCING BY YEAR					
Tuition Funding	765,720	897,400	928,000	958,600	990,220
Program-Specific Fees	27,750	35,850	35,850	35,850	35,850
State Funding	-	-	-	-	-
Reallocation of Funds					
Federal Funding	-	-	-	-	-
Other Funding (Specify)***	250,830				
TOTALS	**1,044,300**	**933,250**	**963,850**	**994,450**	**1,026,070**
FUND BALANCE IMPACT	**-**	**15,800**	**72,020**	**76,930**	**82,290**

*** *Private sources*

The funding is based upon the following assumptions:

- We expect to maintain approximately 100 students in the program. To be conservative, we are assuming all students will be paying in-state tuition.
- Uses current tuition rate of $9018/year and 3% increase each year of program.
- Establishes a $100 majors fee for freshman/sophomores.
- Establishes a $300 majors fee for juniors/seniors
- Establishes a $10/credit hour lab fee for 100/200 level engineering courses
- Establishes a $25/credit hour lab fee for 300/400 level engineering courses

Funding for the program is from three sources; reallocation of current general revenue, tuition generated from engineering majors, and private sources of funding. Since USC Aiken already has a pre-engineering program, classroom and lab space already exists to support the program. The addition of two new faculty members will be accomplished by reallocating funds to convert a current instructor slot in mathematics to a tenure track engineering slot. The second new faculty member will be funded through reallocation of existing funds. These are reflected in the budget table.

To date USC Aiken has raised over $400,000 (URS and Savannah River Remediation) in support of the program to help purchase lab equipment and materials to support the upper level courses. Additionally USC Aiken has a pledge for $250,000 for an endowed chair. Once the program is approved, USC Aiken believes it will be able to raise significant additional funding to support the program. The following sources of funding have been identified:

$400,000 – pledged and partially paid from URS and Savannah River Remediation
$50,000 minimum annually – Savannah River Nuclear Solutions Engineering Scholarships
$72,000 - Engineering Program Endowment Fund**
$250,000 planned gift - Engineering Endowed Professorship**
$1,000 annually – Society for Mechanical Engineers
$25,000 – Engineering Scholarship Endowment**
$20,000 – Engineering Scholarship Endowment**
$10,000 – BAE Engineering Scholarship Endowment

** *local citizens who have committed to these endowments*

In addition, local business/industries have indicated they are willing to offer lab space if needed in the future.

10. *EVALUATION AND ASSESSMENT*

The University of South Carolina Aiken has a well-established process that identifies expected outcomes related to student learning, assesses the extent to which those outcomes are achieved through its educational programs, and effects curricular and programmatic improvements based upon the assessment results.

As the means for analyzing, evaluating, and improving the curriculum and the learning process, academic assessment at USC Aiken is an ongoing activity at multiple levels that focuses on the extent to which goals for learning outcomes are being met. Faculty in each program have the primary responsibility for determining appropriate educational outcomes which extend beyond student performance as registered by final course grades as well as the methods and instruments for evaluating the level at which the outcomes have been

accomplished. Several programs have used the Major Field Tests (MFT) from Educational Testing Service (ETS) as one way of evaluating the capabilities of students in their programs. Many academic units have assessment committees that carefully examine their programs' goals, objectives, and results at departmental meetings.

Each academic unit implements an ongoing assessment program that clearly articulates goals and objectives for student learning in the major, measures these outcomes on a regular basis at several points in the program and in multiple ways, analyzes the findings, and uses the results for curricular improvements and adjustments. Each academic unit submits full reports on its assessment activities to the Academic Assessment Committee for major assessment, the General Education Committee for the common core, and the Graduate Advisory Council for graduate programs. Each of these groups are standing committee of Faculty Assembly, and serve in an advisory capacity for assessment of academic programs at USC Aiken. The Committees ensure that all assessment programs adhere to best practice and institutional policy. The use of such committees allow faculty to embrace their responsibility to monitor and provide peer-directed guidance on assessment activities across departments and schools. To facilitate a consistent review of programs across academic years, evaluative rubrics are used that not only standardizes the evaluative process but also serves as a means to facilitate discussions among Committee members and Department and School representatives. The rubrics allow faculty to know in advance what the Committee is looking for in a program review. Its use has facilitated the growth of an assessment-conscious culture on campus founded on best practices.

USC Aiken's planning and assessment process is broad-based, systematic, and appropriate to the institution. With input from all units, the process continues to evolve with the primary goal of providing excellent programs and services for students. All academic and administrative units participate in ongoing assessment activities and report how findings are used for improvements in annual program review reports. These reports are examined by the senior administrator responsible for each division and by Academic Council consisting of deans and department chairs. Changes based upon an examination of the collected data that require additional allocation of resources are carefully examined. An enterprise software system called TracDat provides the means through which administrators can collect data on similar requests to generate reports for consideration by various committees (e.g., the Campus Budget and Planning Committee or the Campus Technology Committee).

In addition to assessing student learning outcomes, department and schools annually track several other key indicators including the percentage of credit and contact hours that are taught by part-time faculty, teaching overloads, and average class size for lower, upper and graduate division classes across disciplines. Along with assessment data of student learning outcomes, these indicators are used by Academic Council in recommendations to allocate new full-time faculty slots.

For the new Engineering program, student learning outcomes will be assessed in a manner that is consistent with SACSCOC and ABET accreditation standards. The student learning outcomes for the program will be assessed each semester (fall, spring, summer) using both direct and indirect measures, such as in-class assessment instruments –e.g., course-embedded approaches, and rubrics of communication and other social skills, and project assignments – as well as surveys of entering freshmen, students upon completion of internships, graduating students, alumni and employers; and the Fundamentals of Engineering Exam Results.

Programmatic assessment will also use both direct measures – such as employment data for graduates of the program – and indirect measures, including feedback from alumni and employers of our graduates, to determine how well the program is meeting the needs of the local community and beyond.

Assessment results will be discussed and reviewed annually. Any curriculum changes or pedagogical adjustments that are found to be necessary as a result of the assessment findings will be implement by the faculty and future assessment data will then be reviewed to determine the effectiveness of any such changes in improving student learning or programmatic success.

11. *APPENDICES*

Appendix A: USC Aiken - Forward Together Report
Appendix B: USC Aiken's Mission Statement
Appendix C: Legal Authority of the USC Board of Trustees
Appendix D: USC Board of Trustees Bylaws
Appendix E: Legal Authority of the South Carolina Commission on Higher Education
Appendix F: Carnegie Communications Environmental Scan Report
Appendix G: Approval Documents
Appendix H: Administrator and current faculty member – *curriculum vitae*
Appendix I: USC Aiken's Consortia Agreement – PASCAL
Appendix J: Campus Map
Appendix K: Program Participation Agreement

Appendix A: USC Aiken - Forward Together Report

Visioning Project
Final Report

November 2, 2012

Prepared by
Faye Hargrove, PhD

USCA FORWARD TOGETHER VISIONING PROJECT
REPORT OF RESULTS

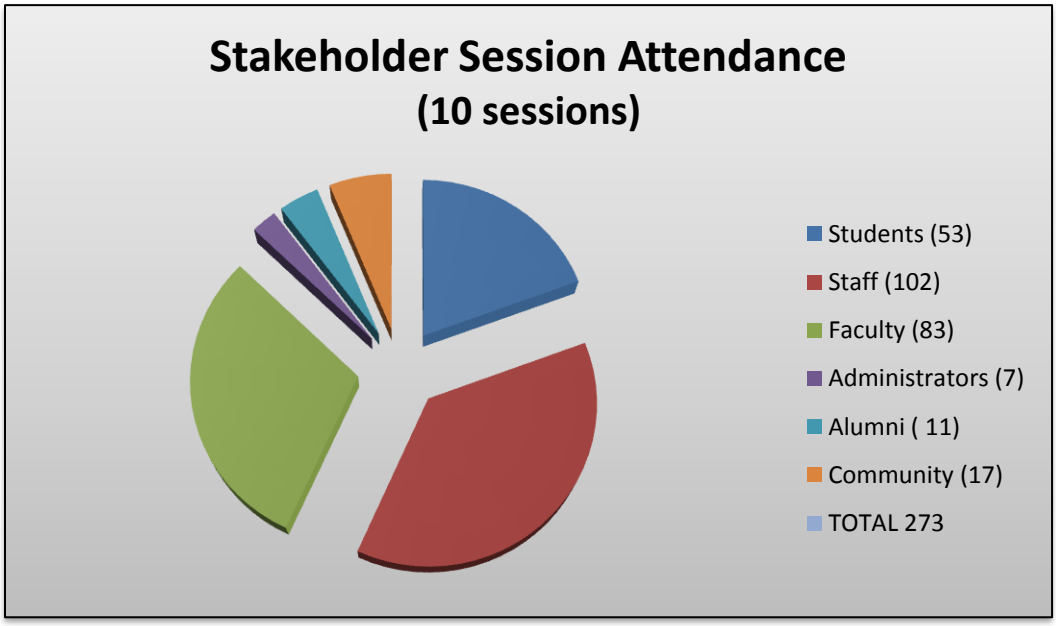
November 2, 2012

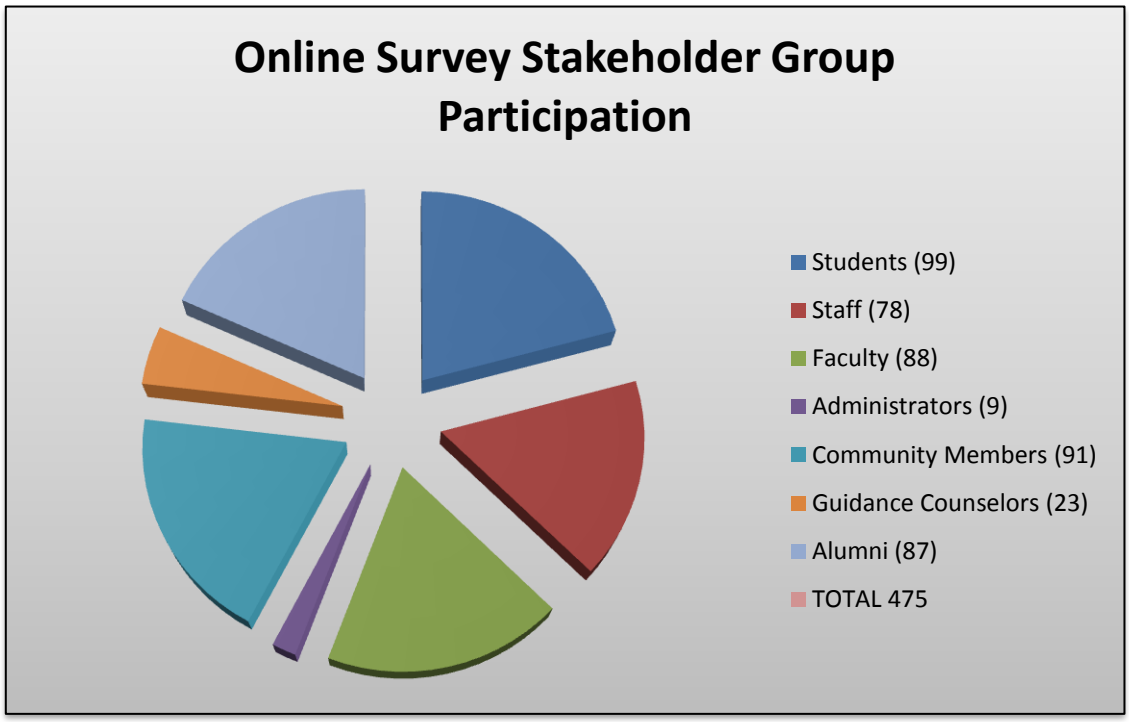
The Forward Together Vision Project was conducted in October 2012 as a way to generate input and feedback from USC Aiken stake holders on the strengths, weaknesses, opportunities and threats of the University and their ideas for the University's "most desired future." Ten stakeholder meetings were conducted over a period of approximately two weeks. In the sessions, a total of 273 administrators, alumni, community members, faculty, staff and students responded to a set of questions regarding the current and future status of the University.

These groups and area guidance counselors were also invited to take the on-line survey. A total of 475 persons participated in this process. Some individuals who attended a stakeholder session also took the online survey. Because the on-line surveys were taken anonymously, it is not possible to know to what extent the numbers are duplicated.

This report summarizes the input from each stake holder group in two ways. An overall summary is provided for the themes that emerged across all stake holder groups from both the stakeholder sessions and the on-line survey. Also, each survey item is summarized by stake holder group.

A total of 748 responses were collected from stake holders in the Forward Together Visioning Project. The distribution of attendance by group is indicated below:





THEMES

Although there were slight variations within each group, the following issues emerged across all groups as themes that will need to be addressed to move the University forward. The general themes represent both stakeholder sessions and the on-line survey for this process. The themes are presented in order of frequency of response.

General Themes

1. **There is much to be proud of:** Although many suggestions were made that were aimed at improving USCA, there emerged a common thread of pride and love for the institution. Responses to survey items were offered in a positive tone and with a spirit of genuine concern about the future of the campus. Comments made in the focus sessions were equally positive and hopeful. Many participants in the Visioning process expressed their gratitude for being included in the process and for the solicitation of their input.

2. **Grow the University:** This theme emerged as the number one priority for all stakeholder groups. Since all stake holder groups also held the belief that USCA's small size and caring culture is one of its primary assets, there was consensus in the concern that the University's growth should not change this culture. There is a united call for "planned growth. Based on survey responses from all groups, this planned growth should include recruiting students who can meet higher admissions standards and targeting aggressive recruitment efforts to an expanded geographical area.

3. **Increase program/degree offerings:** Similar to the "*Grow the University*" theme, all stake holder groups emphasized the importance of increasing the number of undergraduate and graduate programs. Engineering was the most frequently requested degree in all stakeholder groups. The most frequently requested graduate programs were in business, education, nursing and science. Recommendations related to increasing program offerings also included adding evening courses, online course and offering programs that cater to non-traditional students.

4. **Increase faculty/staff salaries and incentives:** There was general consensus related to the need the address the relatively low salaries of the faculty and staff. Responses in this area were usually paired with concerns about the lack of career advancement opportunities for staff, heavy teaching loads for faculty and the need to offer competitive salaries to recruit qualified faculty.

5. **Market the University more widely:** There was a general concern that USCA is not sufficiently "branded." Community members commented that many still view the University as a commuter campus. Other comments expressed concern that too little emphasis is placed on the national rankings and telling USCA's story of offering a quality education in a small student-centered climate.

6. **Improve the current funding/budget situation:** There aren't too many problems that having more money can't remedy. The inadequate operating budget has resulted in too few scholarships for students, outdated facilities and technology, an inability to address faculty and staff compensation issues, etc. With the exception of raising tuition (there was strong sentiment from students in this area) suggestions were made to increase funding through increasing student enrollment, increased alumni giving, grants, entrepreneurial activity (.e.g. utilizing the campus in the summer) and cost saving measures.

7. **Improve community relations/increase partnerships:** Many participants recommended that effort should be made to improve relationships in the community, particularly with local businesses and industry and the schools. Suggestions ranged from enhancing internship opportunities for students to increasing faculty and staff visibility as subject matter experts and consultants.

8. **Revamp the current administrative/governance structure:** Both faculty and staff expressed a great deal of frustration related to the current governance structure of the University. Frustrations included the amount of time required to make decisions and the perceived ineffectiveness of the current Faculty Assembly structure. Suggestions included revamping the "Monday Group" concept, adding Deans, moving to a Faculty Senate structure and moving decision making down to lower levels.

SPECIFIC THEMES

In addition to the common themes listed on the previous page, some issues were frequently cited within specific stakeholder groups. They are as follows:

Administrators

The University needs a strategic focus and identification if it's niche

Alumni

There is a need for better communication and more frequent contact with alumni
There should be more family focused activities offered
Parking is a challenge
Increase multicultural activities and organizations

Community

Improved relations/connections/partnerships with the business community
Streamlined process for admission and transfer
Beautify the campus

Faculty

Faculty need research and grant writing support
Little attention is given to part-time faculty
General education requirements are too complicated
The process for making decisions takes too long
The faculty evaluation process needs revision
Issues related to poor performance among faculty go unaddressed

Guidance Counselors

Streamlined process for admitting first and transfer students
Lower tuition
Offer more scholarships and financial aid resources

Staff

There are currently few opportunities for career advancement
Staff morale is low because of the heavy workload and too few resources
Would like more opportunities to connect with other staff and faculty
Better food in the cafeteria
Foster a more inclusive environment

Students

Better food in the cafeteria
More parking spaces
Better communication/more information about events and requirements
More scholarships and financial aid resources
Issues related to poor performance among faculty go unaddressed
Training for faculty in cultural diversity and technology
More and better tutors, especially in math

RECOMMENDATIONS

This is an exciting time in the life of the USCA community. The Forward Together Visioning Project has provided an opportunity for all stakeholders to have a voice in deciding the future direction of the campus. The themes that emerged represent the opinions and the passion of each group. While there was much diversity in the responses, there was more agreement among the groups about the strengths of the University and about what areas could use improvement.

USCA's challenge at this point is to take the wealth of information that has been provided by its stakeholders and set strategic priorities for the future. It is recommended that the Chancellor and senior leadership team begin a goal setting process to create a strategic roadmap that identifies the plans and action items to be undertaken over the next 3-5 years. This goal-setting process should include an identification of the resources that will be necessary to achieve each step and a plan for acquiring those resources. Also, this goal setting process should be inclusive and again involve all stakeholders, to the extent possible.

SUMMARY OF RESPONSES BY ITEM FOR THE ON-LINE SURVEY

In most cases, responses for each item are listed by frequency of response, most to least**.** Some respondents belonged to more than one group (e.g. both staff and alumni). As a result, the responses from these persons were counted in more than one group. Because the on-line surveys were taken anonymously, it is not possible to know how many responses were duplicated.

Question I: If you were talking to a good friend about sending their child to USCA, what would you say about the institution to convince them that our campus may be the perfect place for their child?

Administration

1. Small class size and small campus
2. Quality faculty and staff who care about the students
3. Supportive, family environment in which students receive personal attention
4. Quality programs/you get an excellent education
5. Continued national ranking/reputation for excellence
6. Liberal arts college
7. Competitive sports programs
8. Beautiful campus

Alumni

1. Quality faculty and staff who care about the students
2. Small class size and small campus
3. Supportive, family environment in which students receive personal attention
4. Many co-curricular opportunities for students to get involved

5. Quality programs/you get an excellent education
6. Great facilities
7. Cost/ affordability
8. Continued national ranking/reputation for excellence
9. Quality sports programs
10. Diverse campus

Other Alumni Comments

- This is a great university that offers a life time experience for community involvement, education, achievement and will give your child the chance to learn about him/herself and life.

Community Members

1. Small class size and small campus
2. Quality faculty and staff who care about the students
3. Continued national ranking/reputation for excellence
4. Cost/ affordability
5. Supportive, family environment in which students receive personal attention
6. Quality programs/you get an excellent education
7. Great facilities
8. Good relationship with the community
9. Quality sports programs
10. Graduates get jobs/have successful careers

Faculty

1. Quality faculty and staff who care about the students
2. Small class size and small campus
3. Supportive, family environment in which students receive personal attention
4. Great facilities
5. Many co-curricular opportunities for students to get involved
6. Continued national ranking/reputation for excellence
7. Quality programs/you get an excellent education
8. Cost/ affordability
9. Liberal arts focus
10. Diversity

Guidance Counselors

1. Quality faculty and staff who care about the students
2. Small class size and small campus
3. Supportive, family environment in which students receive personal attention
4. Continued national ranking/reputation for excellence
5. Quality programs/you get an excellent education
6. Cost/ affordability
7. Many co-curricular opportunities for students to get involved

8. Great facilities
9. Proximity to home
10. Community orientation

Staff

1. Supportive, family environment in which students receive personal attention
2. Small class size and small campus
3. Quality faculty and staff who care about the students
4. Continued national ranking/reputation for excellence
5. Quality programs/you get an excellent education
6. Many co-curricular opportunities for students to get involved
7. The school is in a great community
8. The number of Magellan Scholars
9. Great facilities
10. Cost/ affordability

Students

1. Supportive, family environment in which students receive personal attention
2. Quality faculty and staff who care about the students
3. Small class size and small campus
4. Many co-curricular opportunities for students to get involved
5. Excellent resources and services (e.g. the library and tutoring)
6. Continued national ranking/reputation for excellence
7. Great facilities
8. Quality programs/you get an excellent education
9. Cost/ affordability
10. Proximity to home

Other student comments:

- USCA is the type of school that allows you to build as an individual and forces you to mature.
- By the end of your time at USCA, you will believe in yourself which will help you to be successful in the job force.
- This university will give you a friend in an everyday stranger.

Question 2: What is it about this university that makes you most proud?

Administrators

1. The sense of community
2. It's just a great place to come to everyday
3. As a mission, we serve a population that needs higher education
4. The commitment of the students and faculty members

5. Quality
6. Small class sizes
7. Cost is reasonable

Alumni

1. The university creates a welcoming atmosphere to all who visit or attend there
2. How much it has grown
3. Quality of the faculty and staff
4. It's reputation as a top performer in national rankings
5. The ties to the community
6. Everyone takes great pride in their school and work well together
7. Quality programs and excellent education
8. The school is affordable
9. Staff - Student relationship

Other Alumni Responses

- Wonderful extracurricular activities and organizations
- Having an identity and recognizable as not that satellite campus of Carolina.
- Competitive sports program
- The neat and clean grounds

Community Members

1. Reputation for academic excellence and its US News Ranking
2. The university's involvement and ties to the community
3. Athletics programs
4. They have instructors that care about the students.
5. The excellent faculty and staff
6. It's cheap
7. Very nice campus and facilities
8. The growth over the past 20 years

Faculty

1. The strong collegiality among faculty and staff. I feel like a valued member of a positive family culture
2. Its reputation. Highly ranked and well regarded. The accreditations
3. The quality of faculty and staff members and the work that they do
4. Undergraduate programs for the most part are good at preparing students
5. The considerable freedom given to faculty and students to explore intellectual/creative projects

6. A mission, that's an honorable one/We serve a population that needs higher education
7. The commitment of the staff and faculty to their students
8. Small class size and a classroom environment that fosters faculty relationships
9. Great undergraduate students and our outstanding graduates
10. Student research opportunities and the record of undergraduate research accomplishments

Other Faculty Responses

- student extra-curricular activity opportunities
- The diversity of the student body, and the graduation rate for minorities
- Connections with community support of the surrounding communities are outstanding.
- Campus atmosphere now that we have so many students on campus
- Beautifully kept campus
- Athletic teams among the best in the conference
- The Ruth Patrick Science Education Center

Staff

1. Recognition by US News/our reputation as a quality institution.
2. The true feeling of being cared for and how people get along well
3. Staff and faculty that respect and care about students
4. The fact that the university has strong ties to the community
5. Community pride! The fact that we strive for excellence as a university
6. Seeing students graduate/graduation rates
7. The diversity of the campus
8. Facilities like the Convocation Center and the , Ruth Patrick Science Education Center
9. The top-notch athletic programs
10. The quality education students receive
11. Small, well keep, safe campus
12. The quality and caliber of the dedicated faculty and staff
13. The high percentage of participation in the Family Fund speaks volumes

Students *(Items are listed in order of frequency of response.)*

1. The warm and caring environment. Students, and faculty are like a family
2. Smaller campus and small student to teacher ratio means you get individual attention
3. The ranking by the U.S. News
4. Cheap tuition
5. Academics standards and the quality of the education
6. The extra curricula activities and the great organizations
7. The relationship with the community
8. It's a USC campus and reads USC on the diploma

9. Quality faculty that actually want us to succeed

Other Student Responses

- The nursing program
- Superior athletics & the Pacer Times
- Various organizations that you can be a part of.
- The cultural diversity

Question 3: There is a long list of things that we do well at USCA. What two or three things do you believe the campus does best?

Administrators

1. Cares about students and their education
2. Students get a great education at USCA
3. .Making life easy for employee
4. Individual attention to students
5. Faculty have a strong reputation for scholarship
6. We offer strong academic advising
7. Manages its limited financial resources
8. We encourage active learning
9. USCA has consistently had excellent leadership
10. Employees and students have the opportunity to stay up with current technology

Community Members

1. Reputation for academic excellence and its US News Ranking
2. Provide a safe environment for students
3. Athletics programs
4. Prepare students for the workforce
5. Smaller classes and individual attention provided to students
6. Maintain the beauty of the campus
7. Affordable price
8. The excellent faculty and staff
9. Quality education
10. Involves students in co and extra-curricular development opportunities

Guidance Counselors

1. Communication with area schools
2. Excellent student involvement

3. Excellent degree programs
4. Concurrent enrollment and academic advising
5. The friendly and efficient admissions staff
6. Personal attention to students
7. The Concurrent Enrollment Process with Marcia

Faculty

1. Small class sizes and very low student-faculty ratio result in close faculty/student interactions
2. Undergraduate research and experiential learning, outside of the classroom
3. Good job of reaching out to alumni
4. Reach out to community resources for larger community/Integration with the community/Community involvement
5. Genuine concern for the academic preparation of students. We put our students first
6. Collegial working environment /family environment
7. Faculty scholarship
8. Athletics, and extra-curricular opportunities
9. Support services for students
10. Marketing. USCA knows how to make itself look good in the news
11. Campus upkeep. Attractive and accessible campus
12. Embraces diversity

Other Faculty Responses

- Remarkable faculty and staff
- We offer strong academic advising
- Graduate individuals who are competent in their degree
- Excellent classroom teaching/High quality instruction teaching
- Manages its limited financial resources

Staff

1. We put our students first. Treats students as individuals. Make the students feel valued
2. Provide a safe learning environment with interpersonal relationships
3. Provides help and guidance for those that need it
4. The Admissions Office does a great job of getting the word out to prospective students
5. Maintain high standards for professors and students receive a quality education
6. Ranked high in academics and athletics
7. USCA does a good job of reaching out to alumni
8. Provide outside the classroom and community service opportunities for students
9. Terrific housing facilities
10. Keeping students active and involved on campus with great campus events and extra-curricular activities
11. Offices/departments work well together and make the most of resources

12. Diversity of student body
13. Accessibility of administration, deans and department heads

Students *(Items are listed in order of frequency of response.)*

1. Many opportunities to get students involved in a wide variety of activities, clubs and organizations
2. The campus atmosphere allows for close friendships and make everyone feel welcomed
3. Providing plenty of resources for help and support for students, including library, computer labs, tutoring, gym, etc.
4. The quality caring faculty and staff
5. Fun and safe activities and events
6. The campus stays clean and safe
7. Great teachers and great classroom teaching. Quality learning environment
8. Opportunity to get involved with the community
9. Friendly/helpful staff
10. The degree programs offered
11. The Pacer Spirit Program
12. Financial aid and scholarships
13. Provide, keep a clean campus

Other Student Responses

- Undergraduate research
- Help with your entry process, financial aid process and setting up your class process
- The athletic programs
- The lower cost of tuition
- Guiding incoming students and making a smooth transition, having readily available resources, and attempting to get everyone involved.
- The campus has many multicultural events and diversity so there's a knowledge of other cultures here
- The food is pretty good

Question 4: **While we do many things well at USCA, in your opinion, what could we do better**?

Administrators

1. Recruit more students
2. Improve salaries/incentives for faculty and staff
3. Offer more degree programs/majors
4. Find a niche/distinction
5. Market the University
6. Offer more scholarships
7. Offer promotion opportunities for staff
8. Return to our liberal core mission

9. Increase writing standards
10. Lower Costs
11. Streamline the transfer/transcript evaluation process
12. Improve advisement

Faculty*(Items are listed in order of frequency of response.)*

1. Recruit more students. Revise our recruitment strategies to be more innovative and recruit more broadly
2. Provide faculty support consistent with research expectations
3. Salaries need to be increased and an incentives/rewards program adopted
4. Too many "hoops" to jump through for our incoming freshmen and transfer students
5. Faculty governance/Streamlining the decision-making process
6. Improve facilities and create better offices and classroom spaces
7. Provide more support for non-traditional students with more options to fight their lifestyle, including online instruction and service for students who may have been out of the education system for a long time
8. Provide more attention to part-time faculty pay/relationships/resources/support.
9. Infrastructure for supporting faculty in obtaining and managing grants
10. Improve the student advisement process

More Faculty responses

- We do not live up to the liberal arts core of our mission/emphasize liberal arts more
- Provide a global education (recruit international students, send students abroad)
- Market our university
- There needs to be an internal pool of money to support student research at USCA
- Address performance issues for faculty and staff that are not doing their jobs

Guidance Counselors

1. Offer more college majors
2. Offer more scholarship opportunities
3. Decrease tuition
4. More events centered around majors to encourage new students
5. Offer more sports programs
6. Schedule dual credit courses later in the day
7. More involvement with the community
8. Bring in a full engineering program

Staff

1. Offer more degree programs. Provide more academic majors
2. Increase salaries for faculty and staff
3. Offer opportunities for promotion and advancement to staff and rewards/recognitions

4. Need more trained staff
5. Building Maintenance interior & exterior and our facilities could be a little more modern
6. Improve technology on campus for staff
7. Increase available parking
8. New equipment so staff is productive
9. Provide better food in Cafeteria and more items in the Pacer Market and expand the hours
10. More evening classes for students (especially non-traditional)

More Staff Responses

- For non-traditional and/or transfer students, the temptation to take late applications is often so great that we allow those students to by-pass important orientation information
- More opportunities for staff and faculty to interact and partner
- Better marketing of the University
- Be more inclusive. Not that we are intentionally not, but cliques can be identified on campus
- Improve computer routine maintenance
- We would do better at having partnerships with the industries around us
- Retain students

Students

1. Offer better food quality in the SAC
2. Adding another parking lot or expanding current parking lots
3. Financial Aid options are at a minimum
4. Improve the transfer students admission process
5. More evening classes
6. More available math tutors not just students
7. Offer more graduate programs
8. Better communication to students with information on events and policies (even tuition costs)
9. New chairs in the B&E class rooms. They're just horrible and all of them are broken
10. Offer ICE events online for commuting students/Take out the ICE credits/Offer more family-friendly ICE events
11. More clubs within each major
12. Tuition is really high/The cost could be lower
13. We could do teaching evaluations differently
14. A more rigorous hiring process for student tutors
15. Address issues of faculty who are unprofessional or rude to certain groups or people
16. Improve the advisement process
17. Promote and possibly recognize publically those who do exceptional academically
18. Cheaper books would be nice
19. The quad is beautiful, but there is very little seating. We need better outdoor study space
20. Update the dorms

Question # 5*: *In business terms a "niche" is the subset of customers on which a specific product is focusing. For example the television network ESPN's niche is 24/7 delivery of all types of international and domestic sporting events. In considering our strengths and weaknesses, what do you think could be USCA's niche?

Administrators

1. We should be a cheap alternative to private liberal arts colleges
2. Small classes, excellent education, caring faculty and staff
3. We do not have a niche. We try to do all things for everybody. We are vanilla.
4. Degree programs/classes that revolve around the golf industry and equine industry.
5. USCA needs to be STEM focused
6. Needs to be the "Leadership" university
7. Needs to have more sororities and affinity groups to enhance retention
8. Needs residential communities, not dorms.
9. Needs more online options
10. Needs more global focus and international enrollment
11. Undergraduate science is strength
12. We could focus on first generation college students with a family support office, special peer-instructed workshops, group attendance at ICE events, and special Introduction to College Life seminars

Alumni

1. Big university education in an affordable, small campus environment
2. A close-knit community that supports them with personal attention and care
3. Well rounded, low cost liberal arts college
4. USCA has a niche Diversity is never a bad thing.
5. Its strong degree programs
6. The non-traditional student can be USCA's niche
7. Educating students who can excel in a more intimate collegiate environment
8. Commuters and students who want to transfer to USC in Columbia. It should always be seen as a university for the people close to home
9. Given the proximity to many commercial manufacturers and SRS, USCA could find a niche in sciences (physics, chemistry, geology, biosciences, etc.)
10. The community
11. Providing necessary training for regional industry, SRS, Vogtle, Bridgestone Kimberly-Clark, etc.
12. A wide variety of student organizations and activities

Community Members

1. Pacer spirit. Small college atmosphere with focused individualized student attention. Best small campus alternative in the southeast, some students prefer a smaller setting
2. Stay local to get your degree
3. Students who want to excel at a small college in the fields of nursing, education or business
4. More focus on direct support of local industry/employers (nuclear operator program is an excellent example). It would be a natural progression to offer some type of engineering
5. Continued focus on the "nontraditional student" and offer engineering and business degrees to non-traditional students
6. Its strong degree programs; nursing, sociology, business, English, etc. USCA develops the "Whole" student
7. Education for teachers
8. Providing sound education for the all-important middle class which is often overlooked
9. Marketing their students to local industry
10. Affordable. Cost effective, high quality education in a small environment
11. Building on the USC Darla Moore School of business mode where they do consulting, market research, organizational development for companies
12. Equestrian environment/Open vet school with focus on horses through partnership with UGA, USC, and Clemson at USCA
13. Educating not only students, but the community...one day at a time
14. Location and ease of being a part of the USC network.
15. Student leadership skill development
16. Professors and staff go the extra mile for students
17. Cultural diversity/bring in domestic and foreign students
18. Higher graduation rate for local students
19. Internships with local employers
20. Music
21. Focus on local transfer students and enable them to complete a four-year degree

Faculty

1. We should emphasize undergraduate student research opportunities
2. We should play up our low student-faculty ratio/small classes and focus on the individual student
3. The top public *liberal arts* institution in SC
4. We are located in a beautiful, welcoming community with great weather
5. A private school liberal arts education at a public school price
6. The thriving equestrian community and a golf region
7. The solid relationship between the University and the Aiken community
8. Caring excellent faculty and staff

9. Focus the fact that we are a nationally accredited regional university
10. Our niche could be working with veterans and active military personnel to get their degrees

Staff

1. A "private school experience" at public school tuition
2. The Pacer spirit. Making everyone feel welcomed and students get individual attention
3. The campus. It is inviting and safe
4. The complete liberal arts college of South Carolina
5. W excel in the professional schools-- nursing, business, and education
6. Recruit horse lovers. Emphasize equine community. Offer equine studies.
7. Focus on the setting. Nice community, golf opportunities, rowing, the beach and the mountains...golf, Equine studies
8. Related engineering and STEM for P-12
9. Recruit local students and ones from up north committed to education
10. With SRS so close, our niche could be related to the sciences and engineering
11. Any student who wants a home-like atmosphere who might be intimidated by a larger campus
12. We should continue to advertise ourselves as the best all-around college experience in SC

Other Staff Responses

- Domestic and global recruitment of educationally qualified/elite students as well as faculty/staff
- Aiken is a fairly cultured and creative community. We should expand our artistic programs (like creative writing, visual, and performing arts) and be known as a cultural hub

Students

1. Our small class sizes where students come first
2. I believe it is pacer spirit. Promote the small local campus the one-on-one availability with your professors
3. Highly ranked academics and family atmosphere
4. Nurturing, home away from home an atmosphere for learning and helping students reach their career goals
5. For students who want quality education with a personal, individual approach to teaching
6. Cost effectiveness
7. A good mix of being at home and going away to college. USCA's niche is being a comfortable learning environment.

8. A wide variety of student organizations and activities
9. Providing quality education in a friendly environment
10. Undergraduate research
11. The sports programs
12. Students who want to experience college life without being overwhelmed
13. The traditional student who has a high GPA and is involved in a variety of organizations
14. USCA should be known for producing leaders who are confident in what they do
15. Academic excellence in your own backyard
16. Cultural diversity and international students
17. It is relatively inexpensive
18. The niche for USCA could be Educating our students 365 days a year

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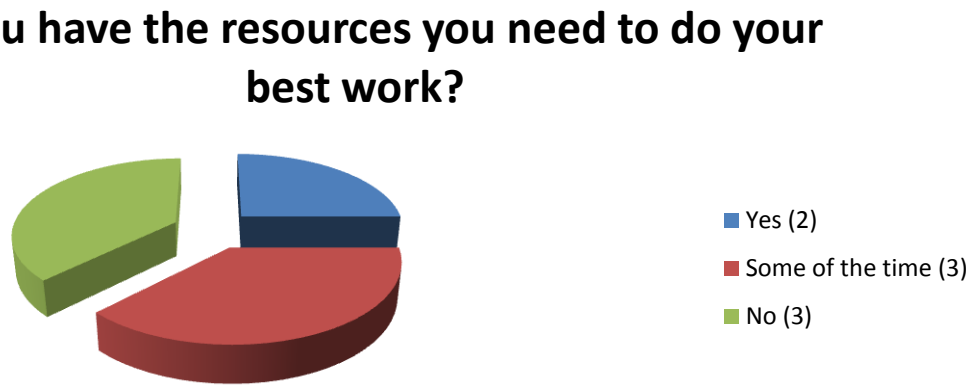
Question 6: **Do you have the resources you need to do your best work? If no or some of the time, what other resources would improve your work environment?**

Administrators



2 Responses of Yes
3 Responses of "Some of the time"

1. I need a cleaner chain of command. This campus is dangerously stove piped; the left hand knows nothing of the right.
2. Breaking away from Columbia and eliminating the redundancy between USCA and Columbia
3. I have just enough to maintain our facilities. Not enough money to maintain and improve.

3 Responses of "No"

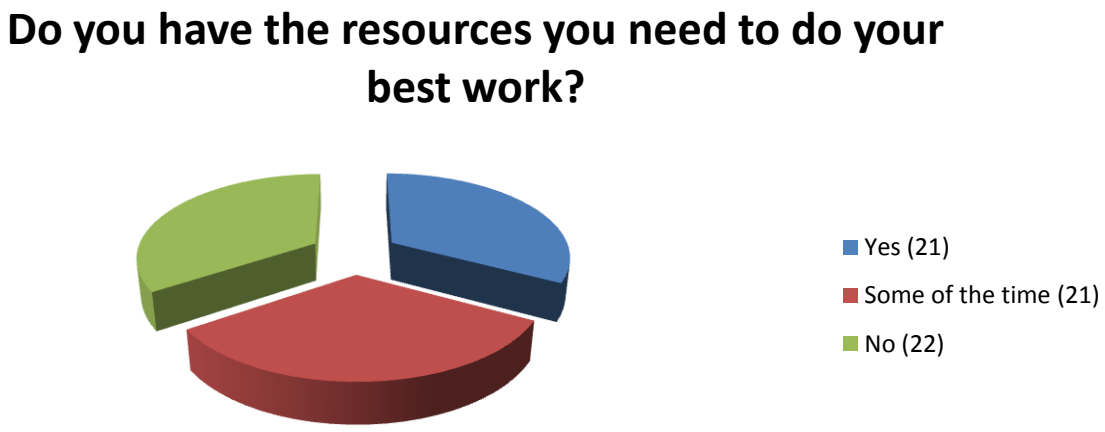
1. Budgets are limited/ scholarship dollars are tough to come by and are needed to recruit.
2. Part time salaries make it difficult to recruit excellent faculty.
3. Competitive operating budgets/More scholarship support/Assistant coaches for soccer and volleyball/Covered press box at soccer field

Alumni

(As alumni of USCA, what additional resources do you wish were available to you that may have enhanced your experience when you were a student?)

1. A robust career services program that even helps recent alums
2. A stronger preparation for the real world. Maybe a class offering for seniors to prepare resumes, interviewing skills, the low down on how to manage money, credit cards, mortgages, buying a car, or contributing to your IRA
3. More networking and internship opportunities
4. More masters level programs
5. More financial aid exit counseling
6. I would have loved to have stayed there and completed my graduate education
7. More efforts to reach out and engage the commuter student
8. One on one tutoring
9. more access to a variety of evening classes
10. Maymester
11. Travel abroad programs Engineering Curriculum
12. Cafeteria meal plans
13. Better computers
14. On campus housing would have been tremendous
15. I wish that I had had more hands-on experience in actual classrooms
16. The African-American Student Alliance was very instrumental in reaching out to students of color. They offered tutoring and counseling. It was a great outlet to talk to others.
17. Teachers and other alumni as mentor

Faculty



21 Responses of Yes

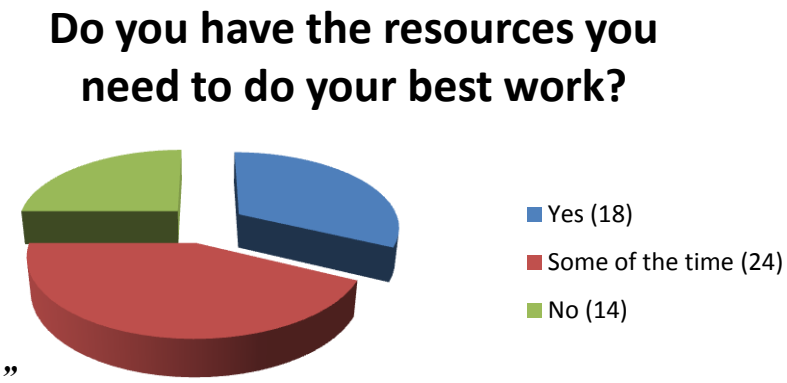
21 Responses of "Some of the time"

1. Lighter teaching load. It is really hard juggling a 4/4 teaching load
2. More money for newer laboratory equipment/ lab prep support/ student assistants
3. We need more full-time faculty and can easily justify it with the numbers
4. Salary increases, especially for younger faculty and adjuncts.
5. Funding for equipment and supplies and new technologies
6. Updated classroom computers
7. More funding for travel and research and being able to take students to conferences
8. A part time assistant to help students learn important programs such as Excel, Access and the Adobe Suite
9. Enough software for the entire class
10. -A separate email system between the professor and class members

22 Responses of "No"

1. Teaching loads need to be reduced
2. Bigger office space that allows for student conferencing space and more comfortable workspace more endowed chairs
3. Our library is not even half what it should be.
4. Updates equipment for teaching processes
5. Small grants for field trips with students / other course initiatives
6. Funds for research travel and purchasing books or hiring student work aids
7. Regular sabbaticals for everyone.
8. An increase in salary
9. Money for professional development
10. An on campus location to grade assignments and schedule office hours
11. Better sound equipment than is provided in the "normal" computer set up
12. Financial resources and physical space

Staff



18 Responses of Yes

24 Responses of "Some of the time"

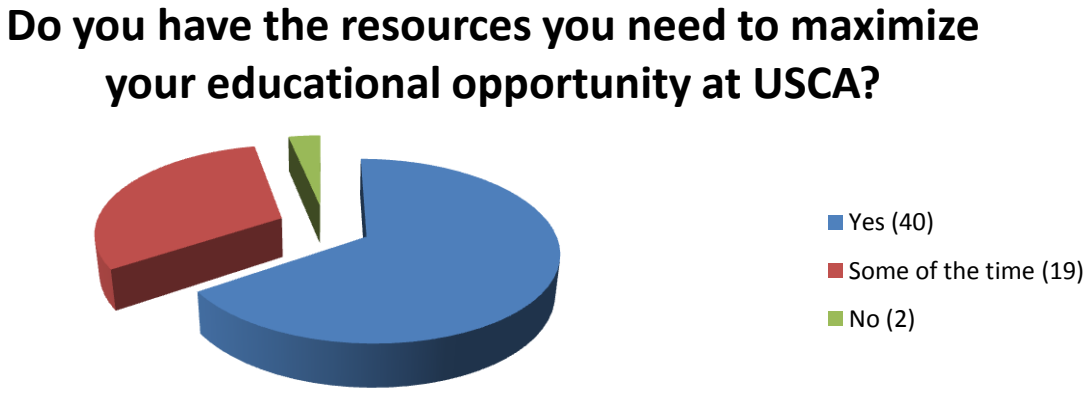
1. More money for programs like leadership and community service
2. Funding to hire additional staff
3. Office space more conducive to serving the students and protecting their privacy
4. Access to better office equipment and updated software.

5. Classes on where you could become proficient in excel, etc....
6. More space for students to gather and meet
7. Updated electronic resources and technology-- from computers to walkie-talkies to security measures
8. More opportunities for professional development
9. There's no time for the team-building activities we desperately need
10. More emphasis on service for faculty to become more involved outside of the classroom

14 Responses of "No"

1. An opportunity for advancement
2. Better computing equipment in order to perform my job effectively
3. A budget to repair and replace equipment
4. Additional staff in order to reduce workload
5. Better salaries to keep good employees
6. Office space
7. lock-out time to perform our work without interruption
8. Funds for professional development
9. We need easier ways of doing things in terms of paperwork for travel, paying for things, technology, etc.
10. More opportunities for training

Students



40 Responses of Yes
19 Responses of "Some of the time"

1. More graduate programs and availability of classes
2. Being at USC Columbia
3. Classroom technology that fits the ever changing business world
4. Professors need a class on how to use technology

5. More scholarships
6. More computer labs to go into to do my homework, tests, and etc.
7. Additional up-to-date computers and printers
8. Classes on how to use the technology provided
9. Quicker response for tutoring
10. Make the cost of books cheaper
11. Make the library open 24 hours.
12. For professors to use all of their students different learning styles
13. Increased opportunities for Financial Aid
14. Increased funding for the Fine Arts programs
15. Computers break down often. Sometimes programs for the class won't work properly (like SPSS)
16. A better student study area in the science building
17. Live speakers on campus to see things for other viewpoints

2 Responses of "No"

1. I need my own computer and transportation
2. Having course work that is actually challenging. Having access to research equipment to not only conduct research, but also excel in the professional field at it

FOR COMMUNITY MEMBERS

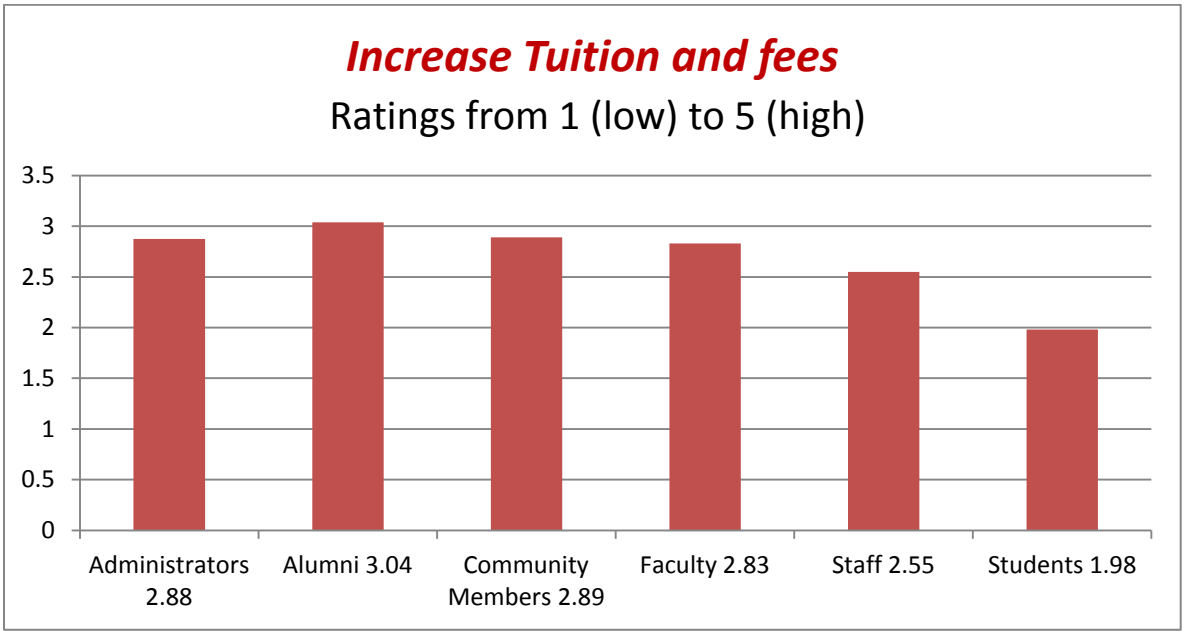
Question 6: As a community member, what two or three issues might USCA target to enhance our value as a resource that serves the needs of the community?

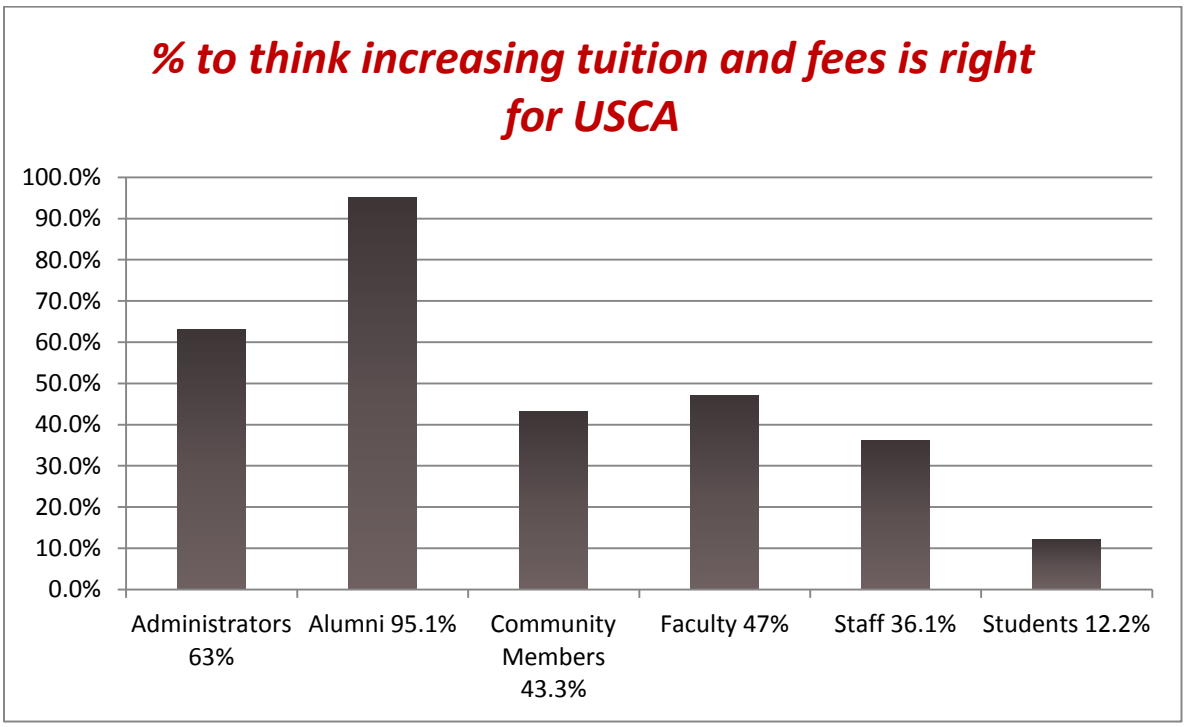
1. Encourage the students to volunteer and get involved in the community
2. Offer some professional training (e.g. An 8 hour excel or word class); assistance to small business start-ups continuing education for seniors and CPA Continuing Education credit courses for local accountants
3. Expand majors and offer user friendly graduate program (engineering - 4 year degree)
4. More "face time" with the high schools to make sure students there know what is available in Aiken
5. More involvement in the Arts
6. Look for the bridges between industries: tourism/history, agri-business, manufacturing, technology, healthcare. Build internships with each of these industries for your existing programs. Mature the relationships to align future course offerings with industry needs
7. Offer more after hours/nontraditional classes
8. The gym, lifelong learning, art--all of these are good but could be improved
9. Faculty (especially the Business School) need to be more involved with community services to better understand services and programs offered in a "real life setting". For instance, the sociology courses taught are great but often the student leaves the university and finds that the experiences in the work setting are not nearly as textbook

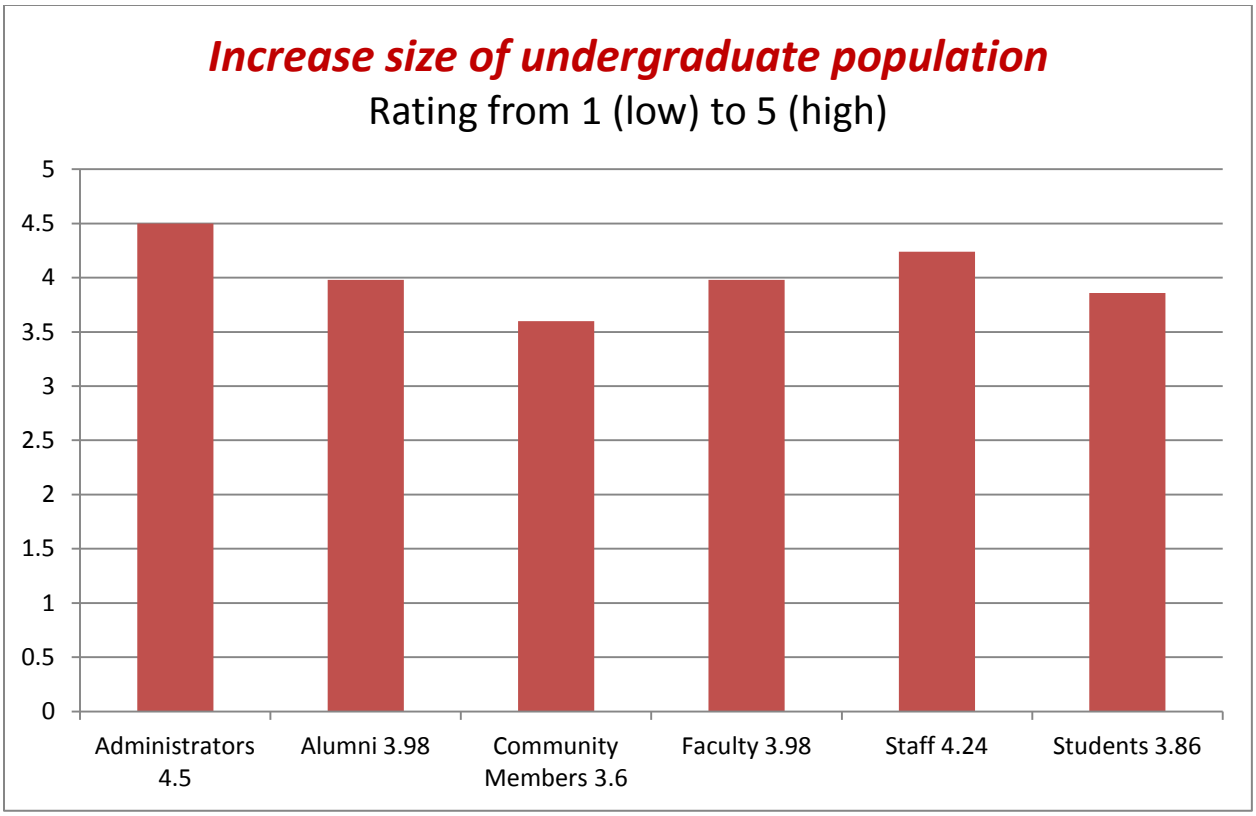
as those on the ground. Marketing programs are another example of this. Employers continually hear that "this is not what they taught us to expect". Continue to have professors and administrators be visible as members of community groups

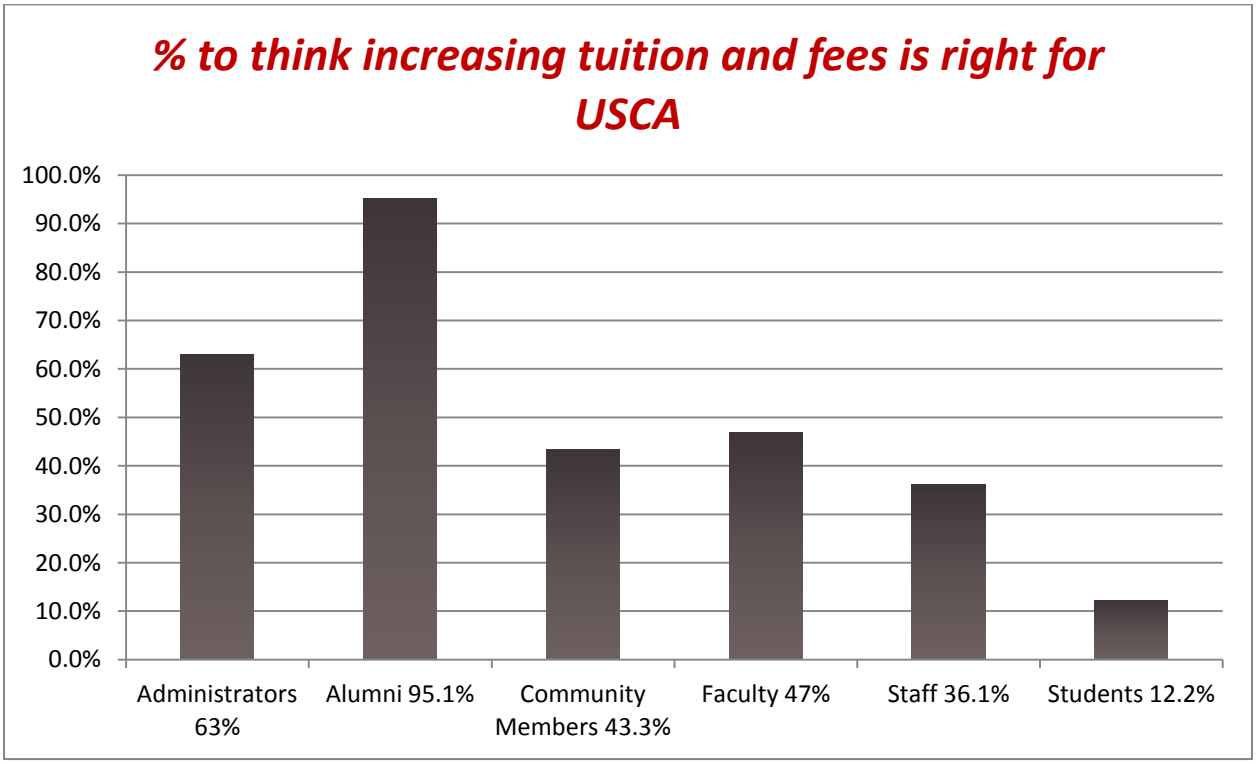
10. Offering classes for a reasonable price
11. Build a road to the D parking lot from the bypass
12. Increase math and technology awareness of the students..
13. Preparatory/remedial education for local students; PE Exam classes conducted locally;
14. Add programs that fit needs of the area, while keeping its focus on the liberal arts
15. Opening its Library to the community.
16. Reviving the Faculty Speakers Bureau.
17. Keep up the Science Center and activities - e.g. SEED, planetarium, special courses, etc.
18. Establish more of a presence for the Business School
19. The faculty, beyond the Chancellor, needs to be more visible and engaged with the local community.
20. Bring more concerts to the Convocation Center
21. Conduct job fairs for industry to match up students with opportunities, not just locally, but across our corporate organizations. Continue to push and support intern programs which are great for the students and industry

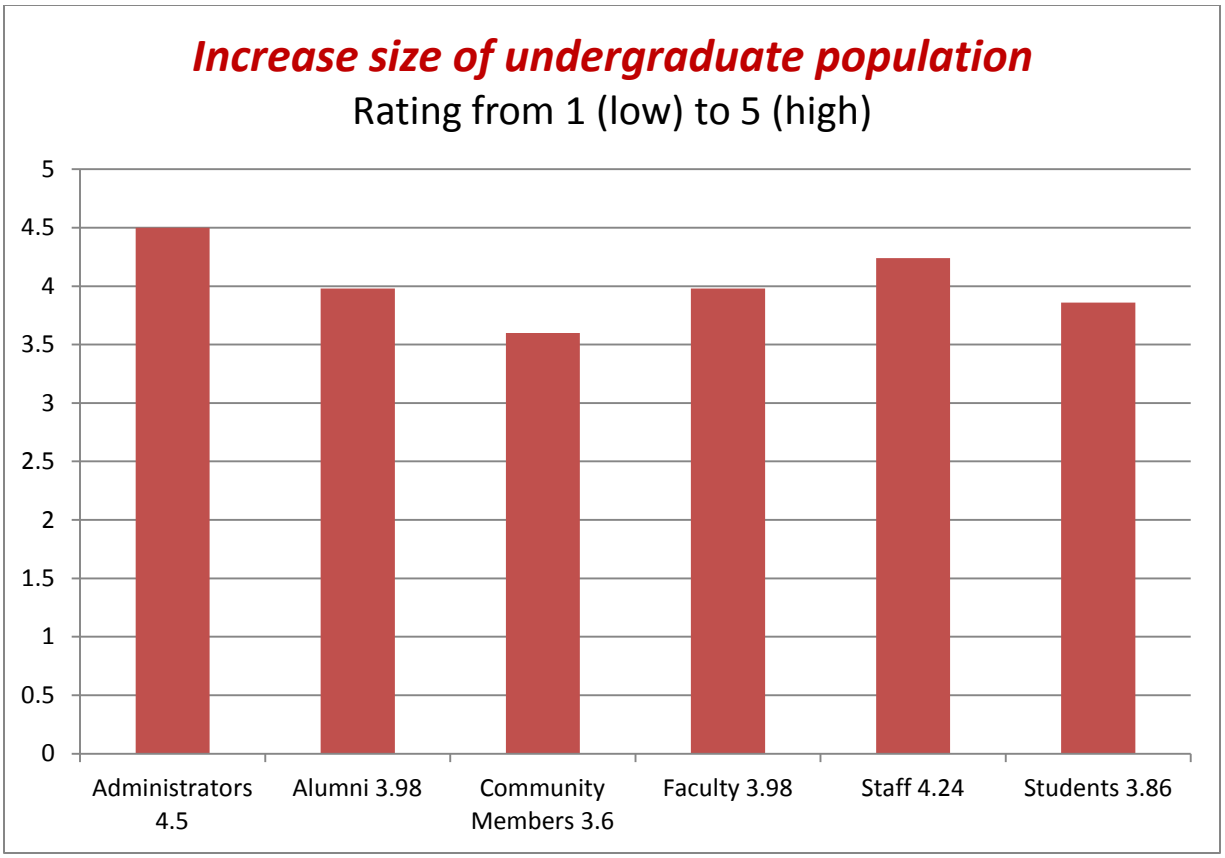
Question 7: Given the impact of a dramatic 70% decrease in state appropriations for higher education over the past two decades, the institution must take action to recover the budget through other means. Rate the following solutions to reflect the potential for success for each strategy to increase funding, and then, identify whether or not you feel the strategy is appropriate for USCA.

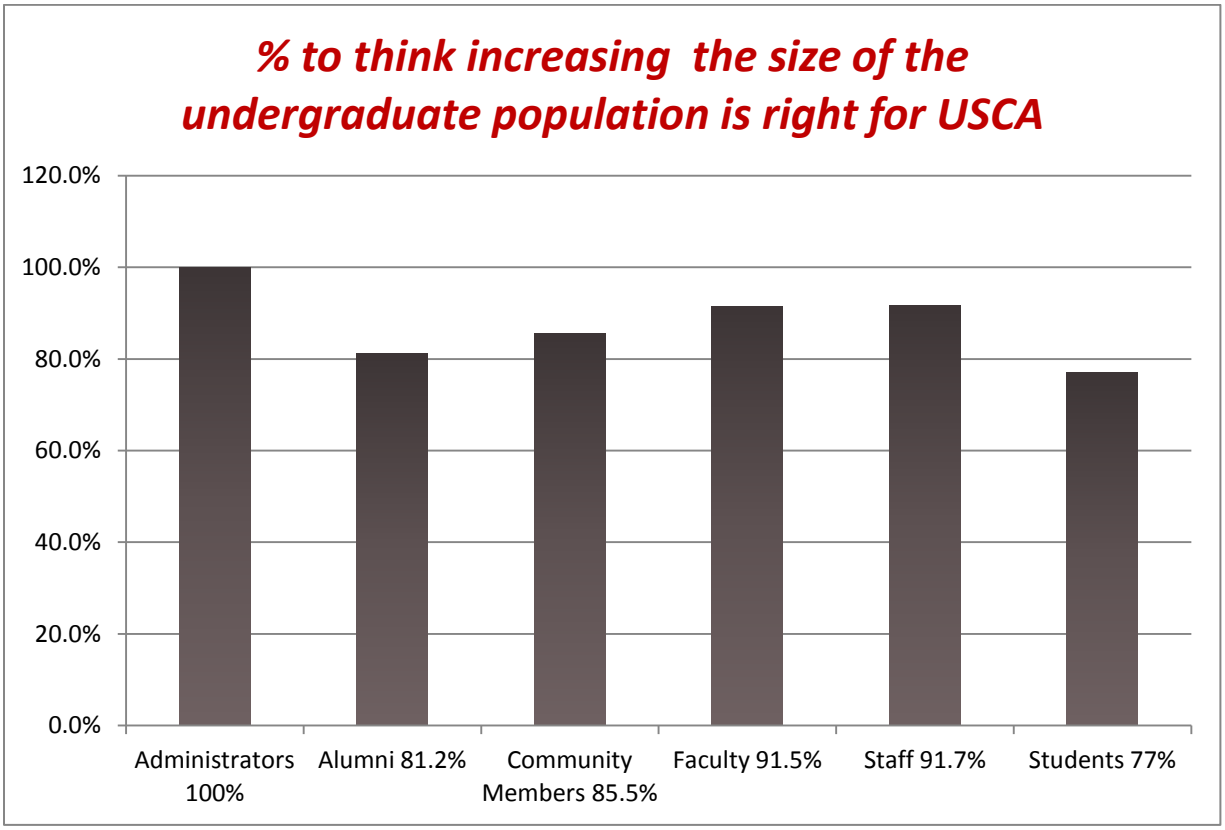


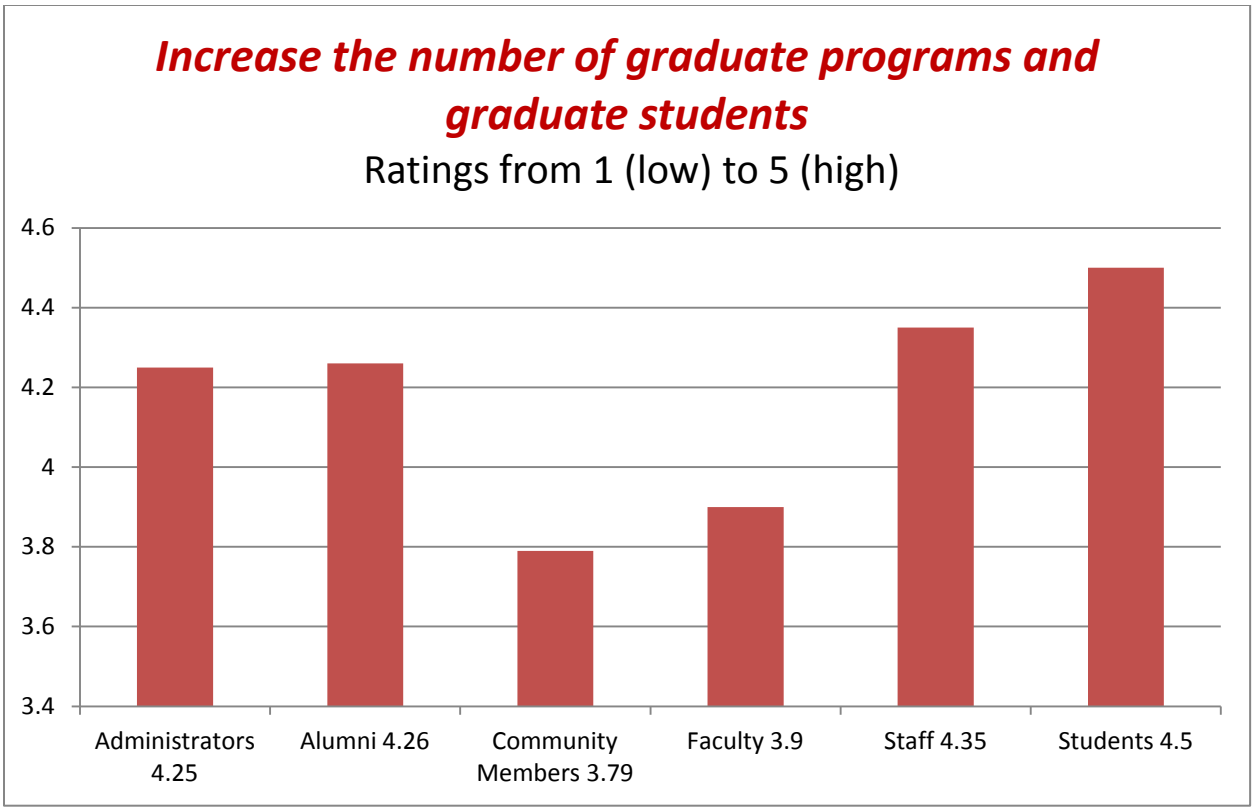


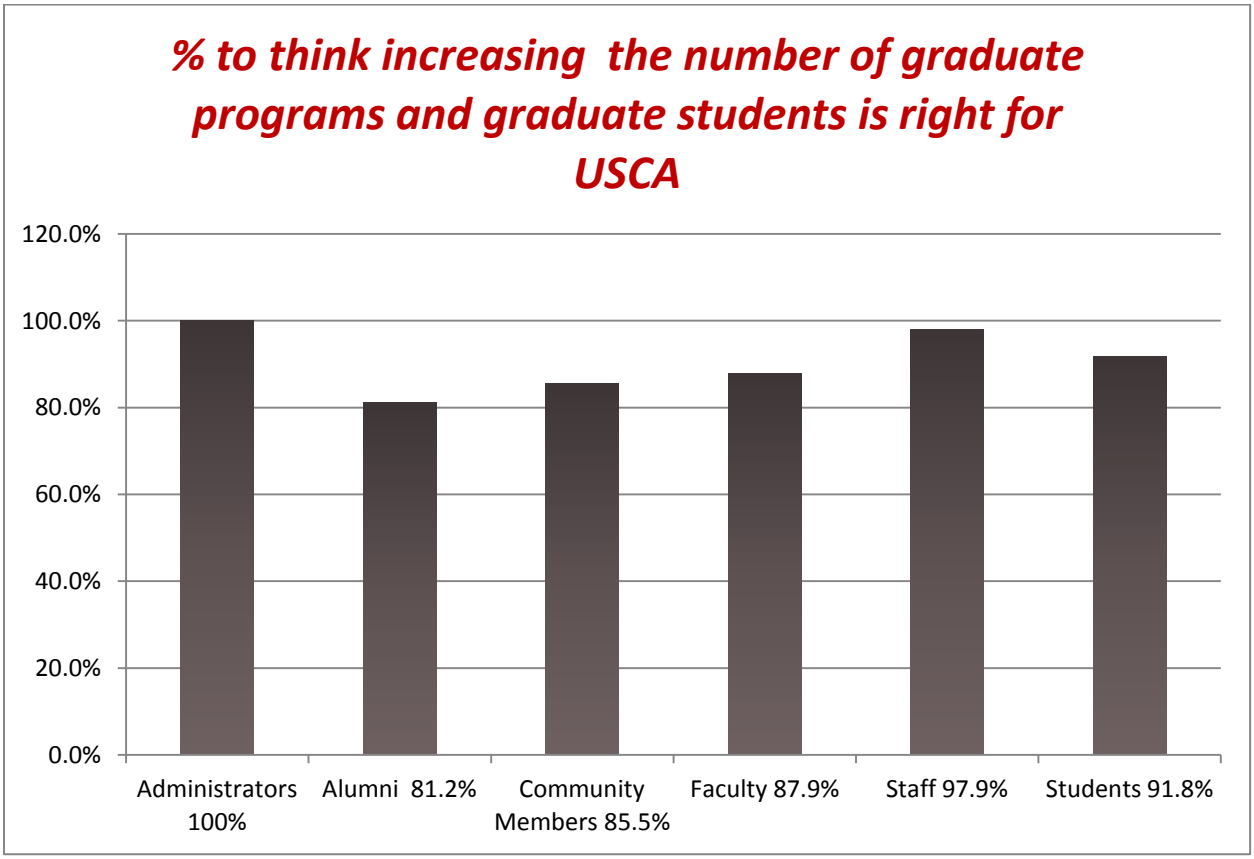

Increase size of undergraduate population
Rating from 1 (low) to 5 (high)
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Administrators 4.5
Alumni 3.98
Community Members 3.6
Faculty 3.98
Staff 4.24
Students 3.86

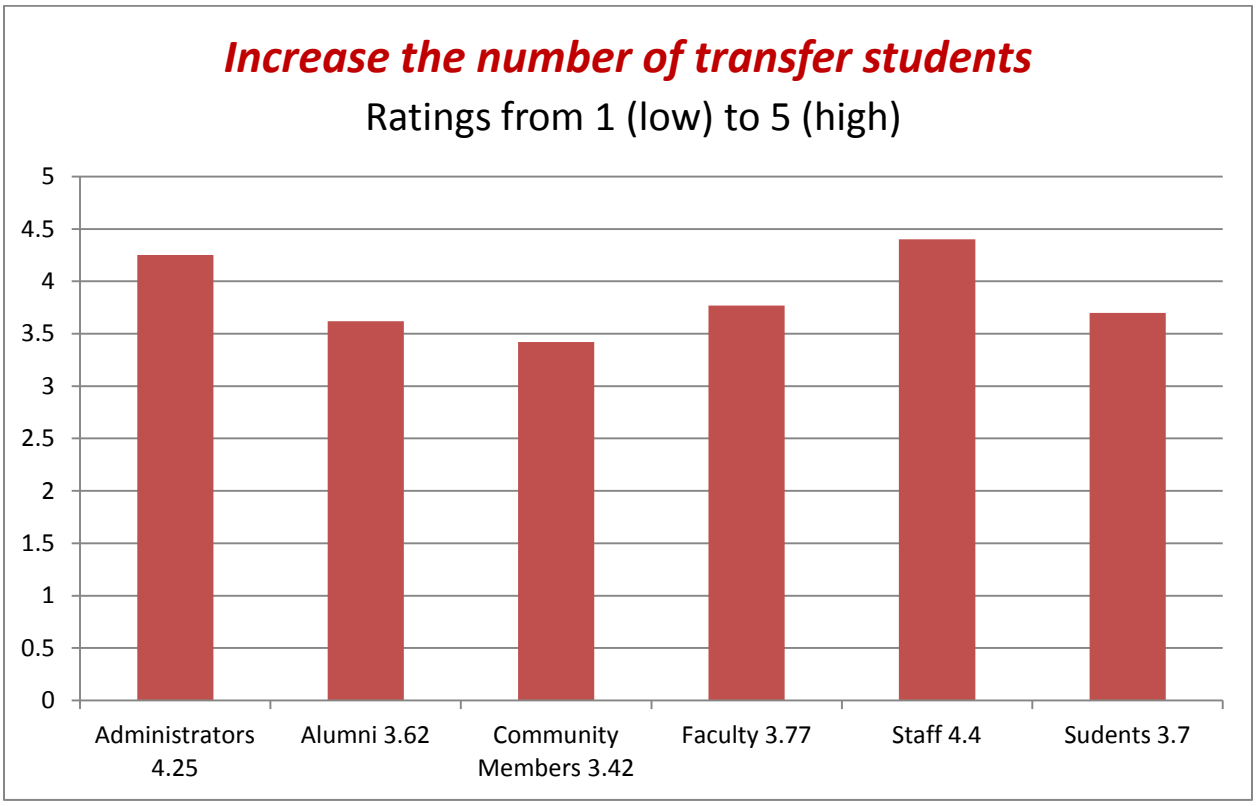

% to think increasing tuition and fees is right for USCA
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Administrators 63%
Alumni 95.1%
Community Members 43.3%
Faculty 47%
Staff 36.1%
Students 12.2%

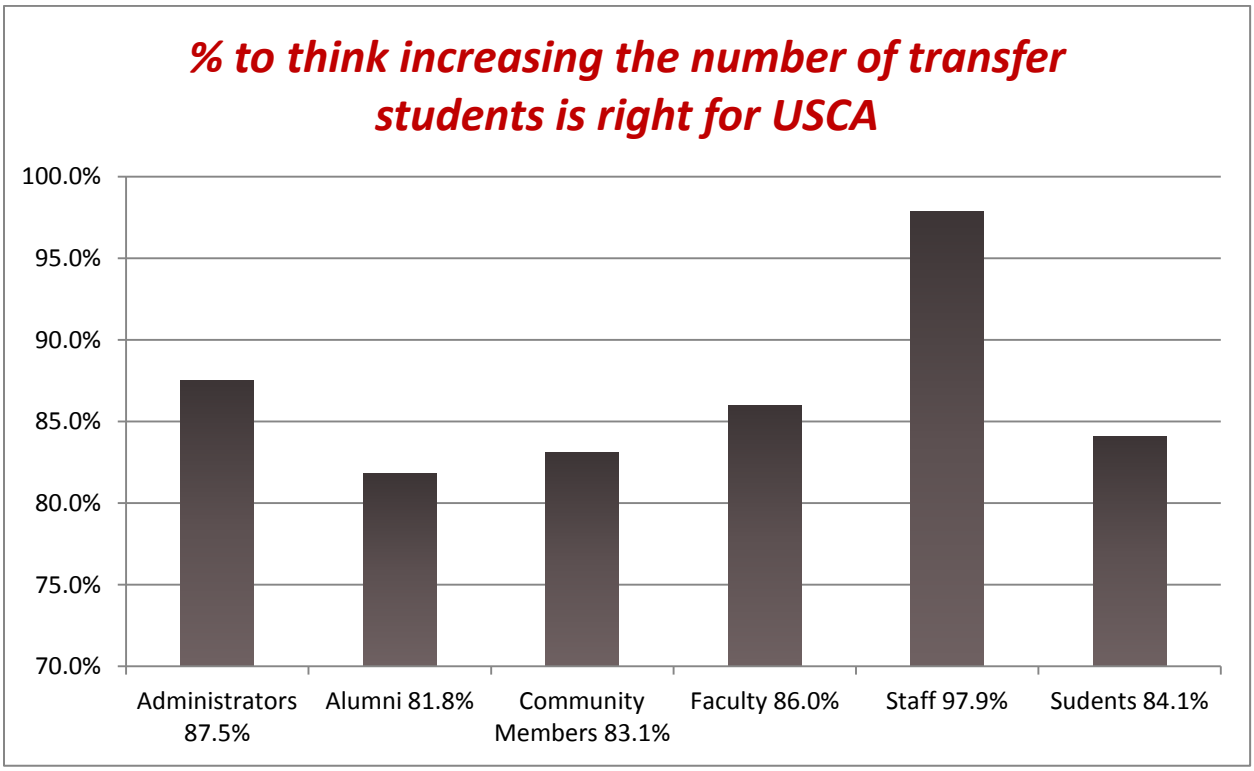

Increase size of undergraduate population
Rating from 1 (low) to 5 (high)
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Administrators 4.5
Alumni 3.98
Community Members 3.6
Faculty 3.98
Staff 4.24
Students 3.86

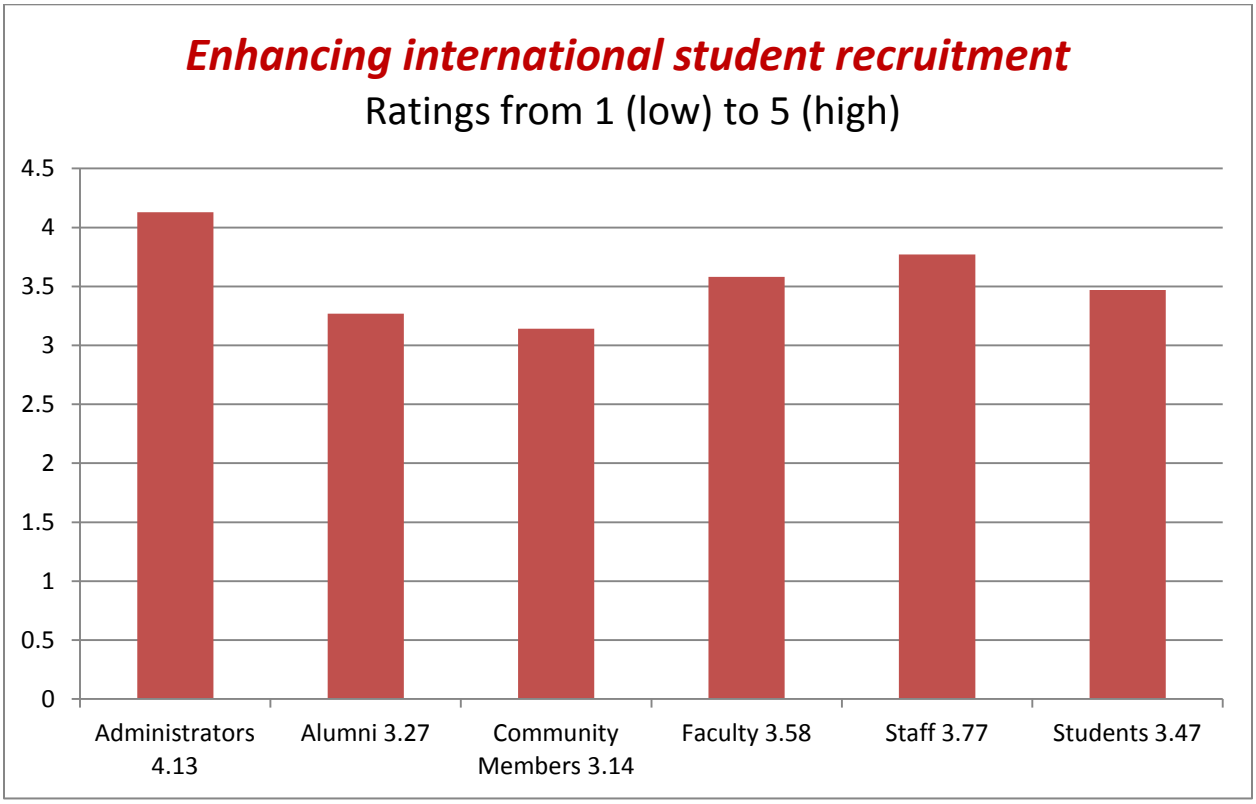

% to think increasing the size of the undergraduate population is right for USCA
120.0%
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
Administrators 100%
Alumni 81.2%
Community Members 85.5%
Faculty 91.5%
Staff 91.7%
Students 77%

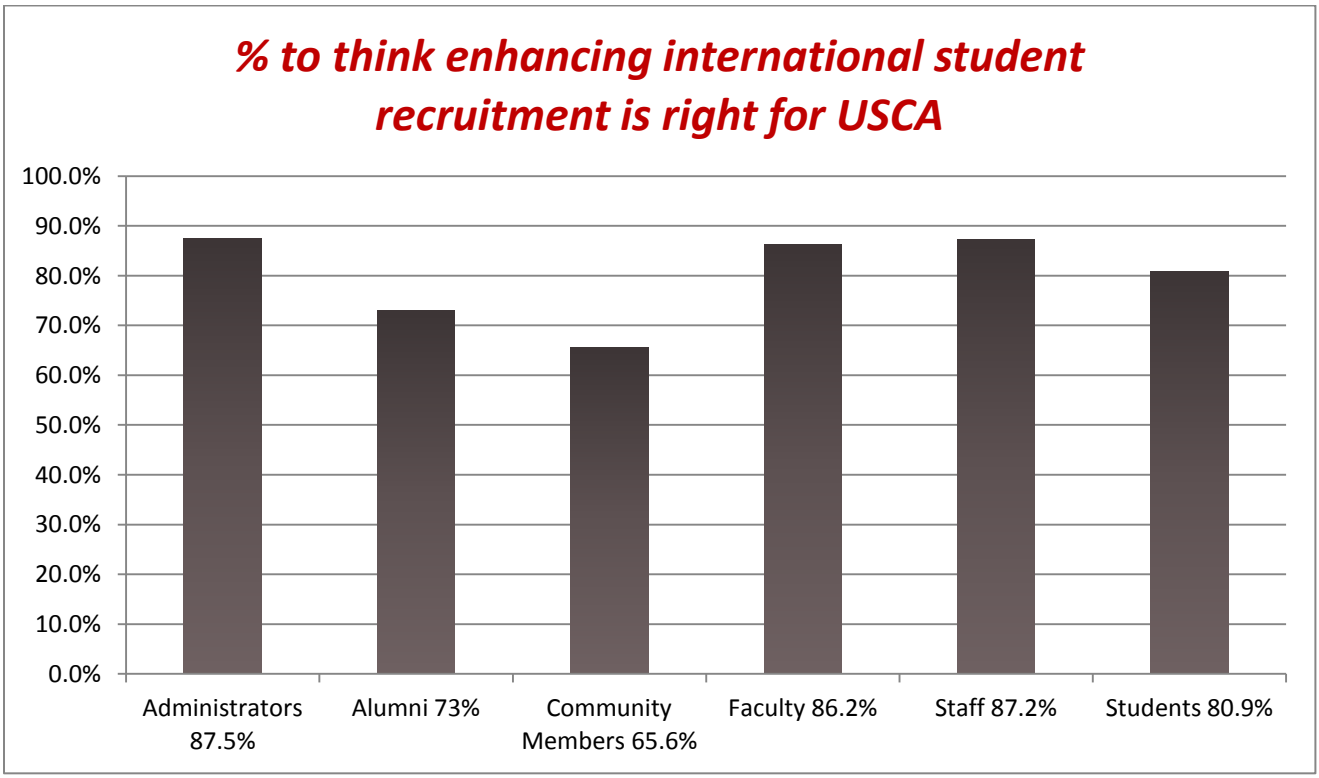

Increase the number of graduate programs and graduate students
Ratings from 1 (low) to 5 (high)
4.6
4.4
4.2
4
3.8
3.6
3.4
Administrators 4.25
Alumni 4.26
Community Members 3.79
Faculty 3.9
Staff 4.35
Students 4.5

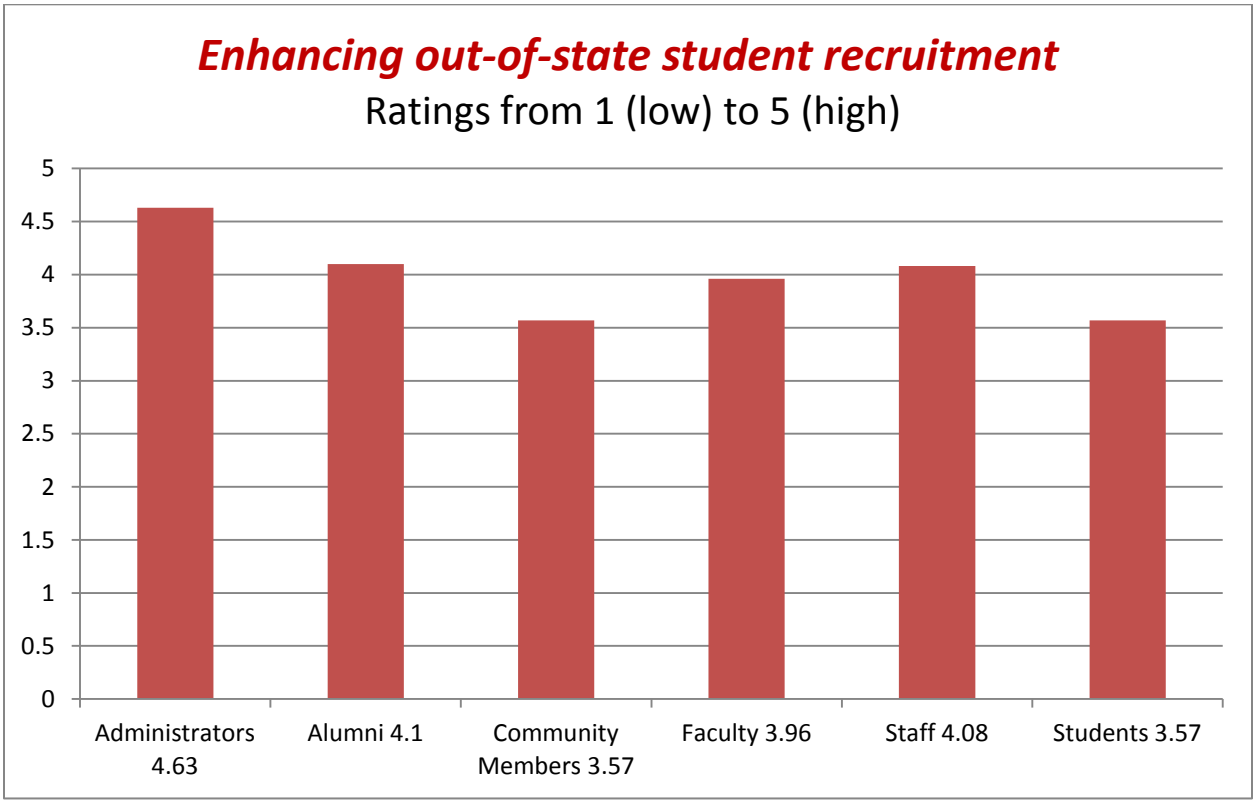

% to think increasing the number of graduate programs and graduate students is right for USCA
120.0%
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
Administrators 100%
Alumni 81.2%
Community Members 85.5%
Faculty 87.9%
Staff 97.9%
Students 91.8%

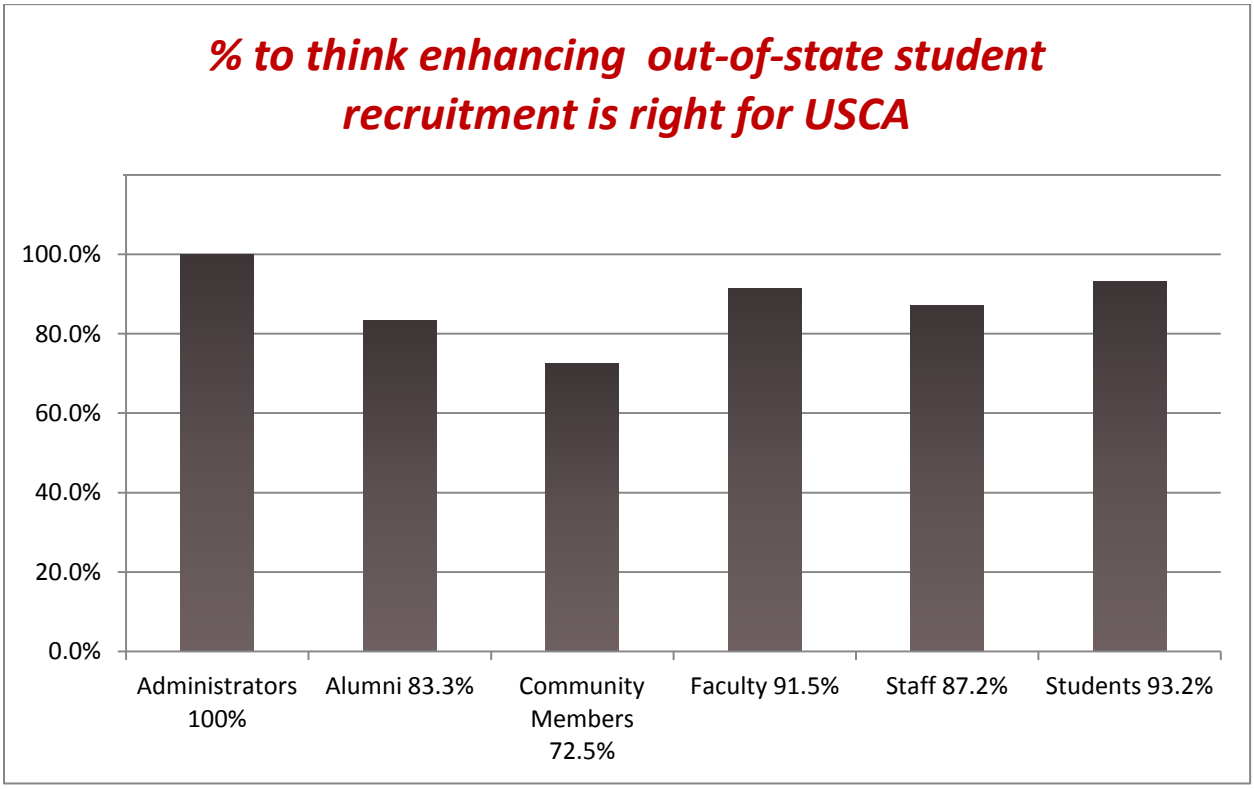

Increase the number of transfer students
Ratings from 1 (low) to 5 (high)
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Administrators 4.25
Alumni 3.62
Community Members 3.42
Faculty 3.77
Staff 4.4
Sudents 3.7

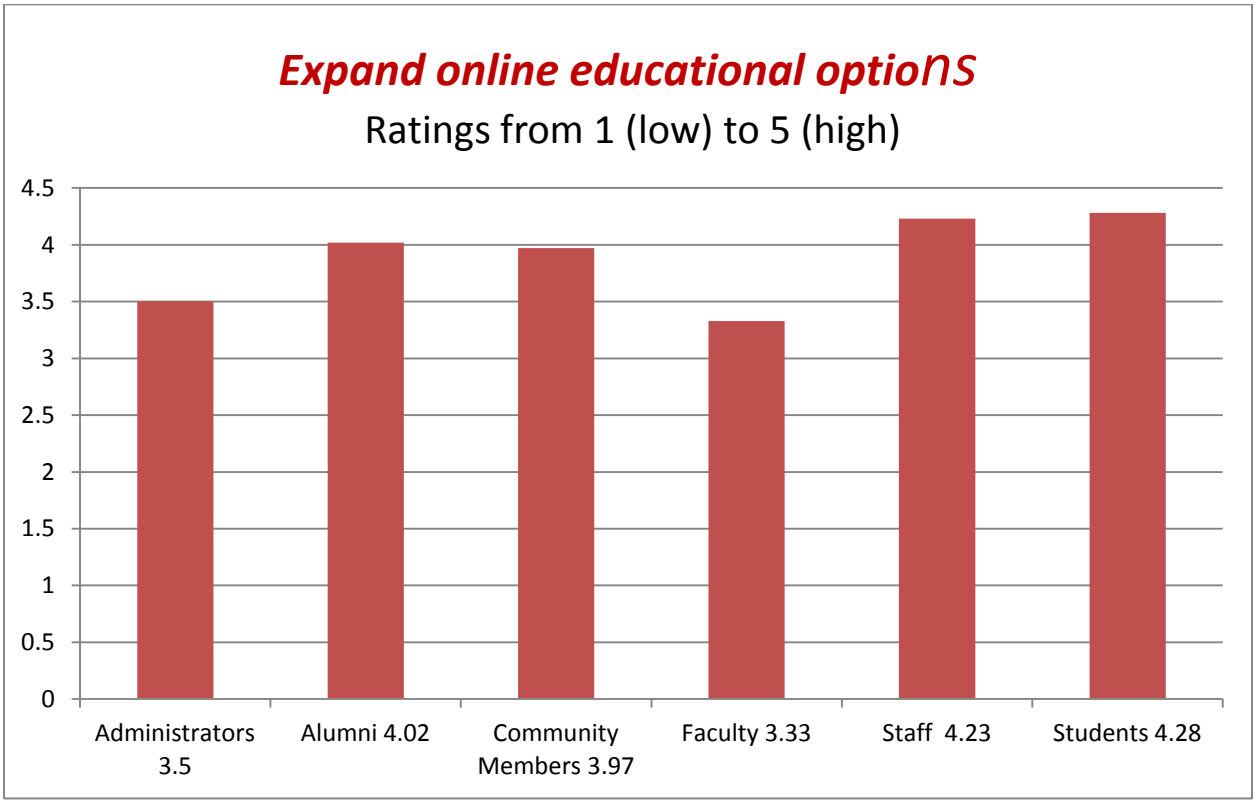

% to think increasing the number of transfer students is right for USCA
100.0%
95.0%
90.0%
85.0%
80.0%
75.0%
70.0%
Administrators 87.5%
Alumni 81.8%
Community Members 83.1%
Faculty 86.0%
Staff 97.9%
Sudents 84.1%

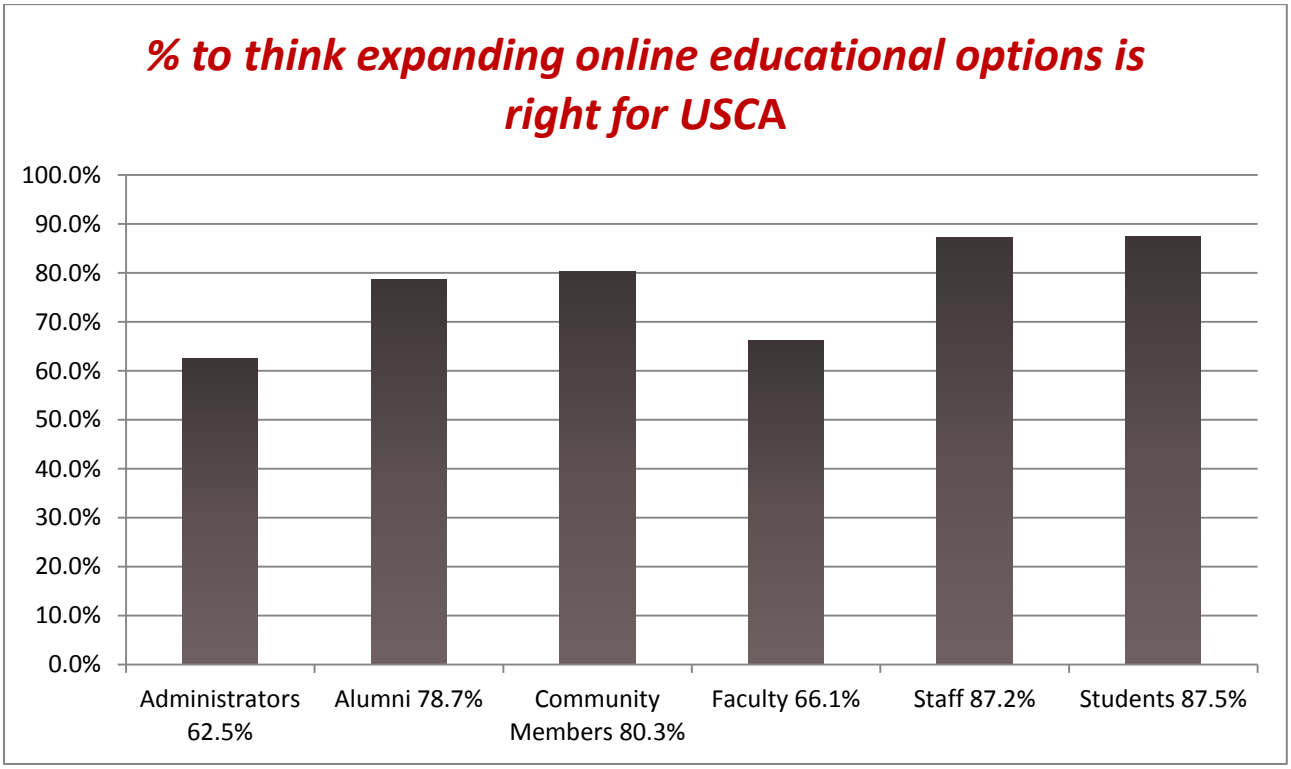

Enhancing international student recruitment
Ratings from 1 (low) to 5 (high)
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Administrators 4.13
Alumni 3.27
Community Members 3.14
Faculty 3.58
Staff 3.77
Students 3.47

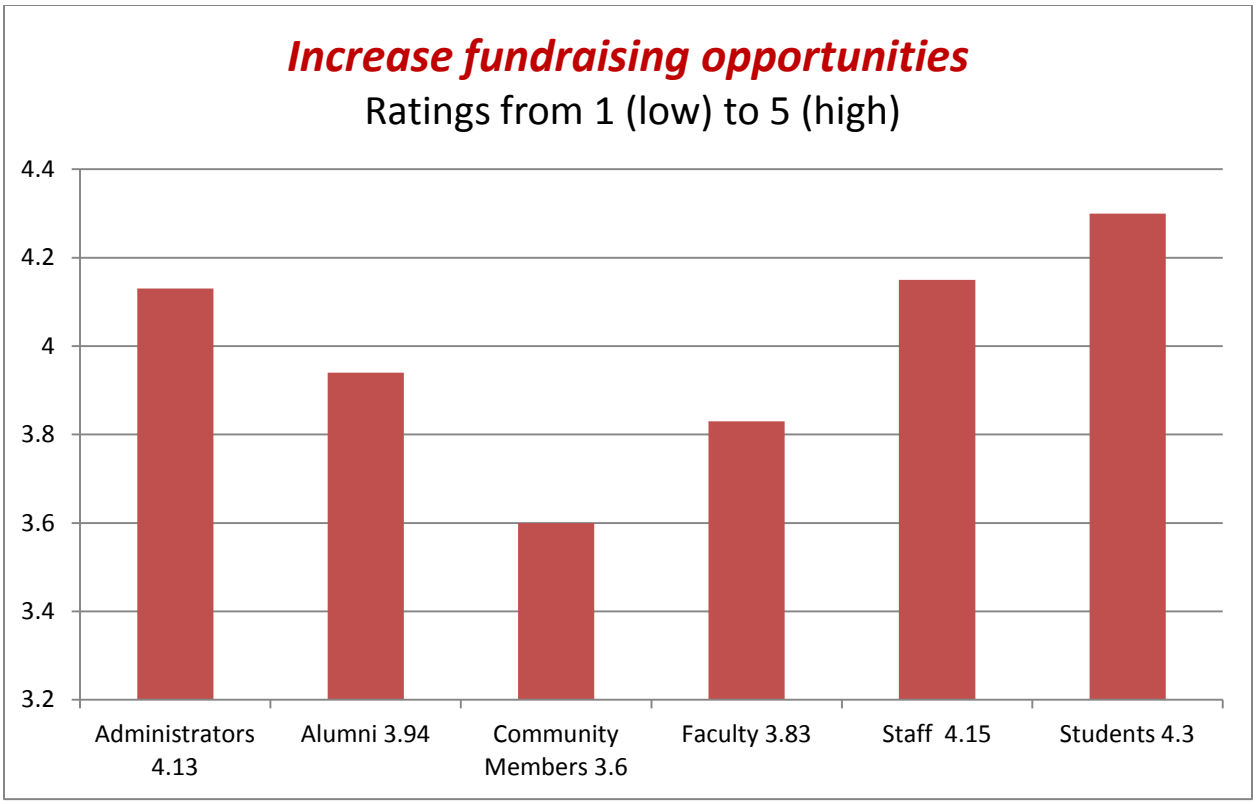

% to think enhancing international student recruitment is right for USCA
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Administrators 87.5%
Alumni 73%
Community Members 65.6%
Faculty 86.2%
Staff 87.2%
Students 80.9%

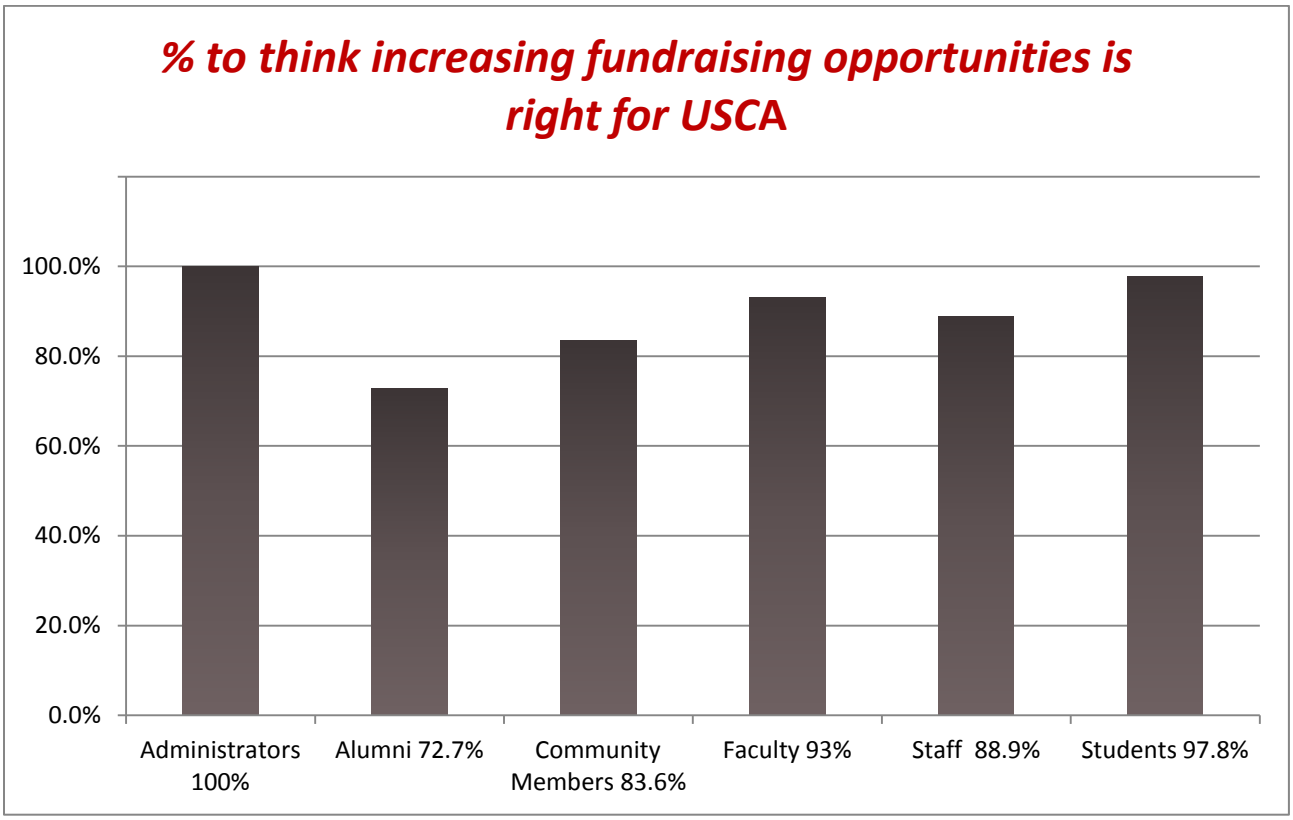

Enhancing out-of-state student recruitment
Ratings from 1 (low) to 5 (high)
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Administrators 4.63
Alumni 4.1
Community Members 3.57
Faculty 3.96
Staff 4.08
Students 3.57

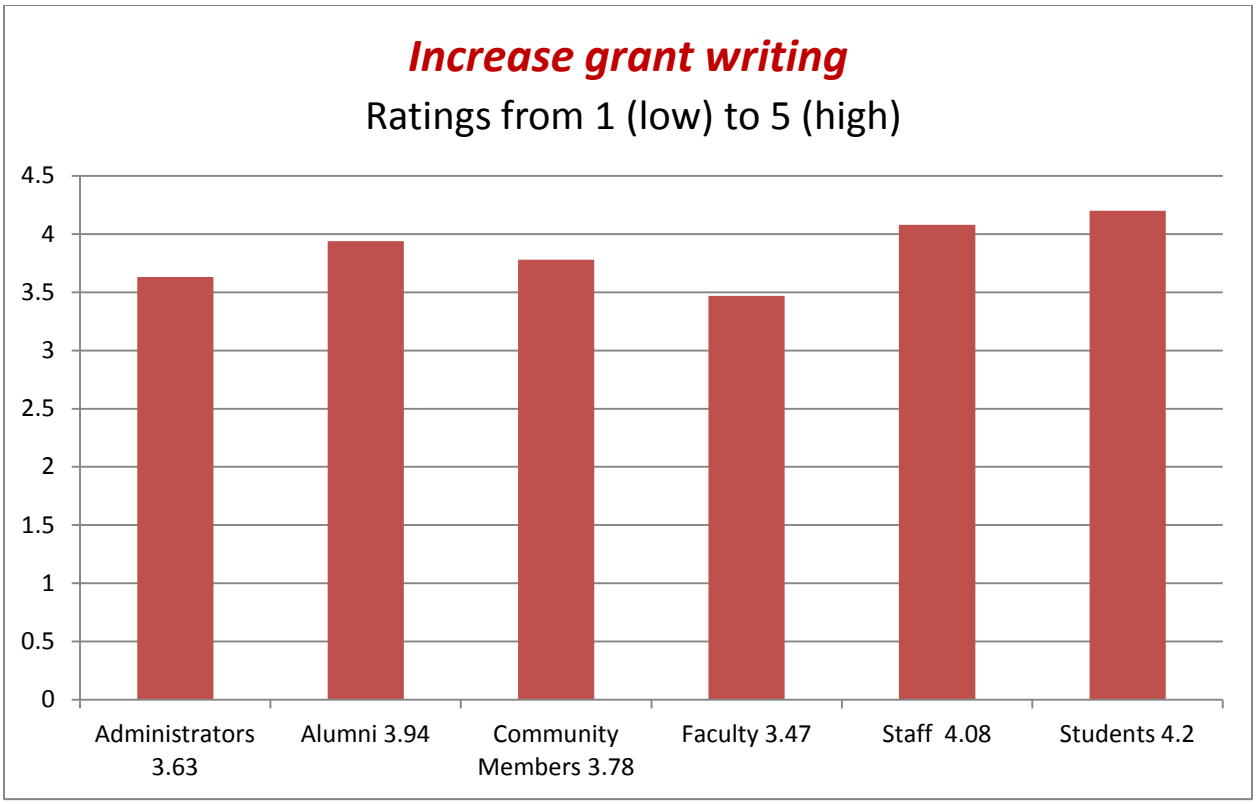

% to think enhancing out-of-state student recruitment is right for USCA
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
Administrators 100%
Alumni 83.3%
Community Members 72.5%
Faculty 91.5%
Staff 87.2%
Students 93.2%

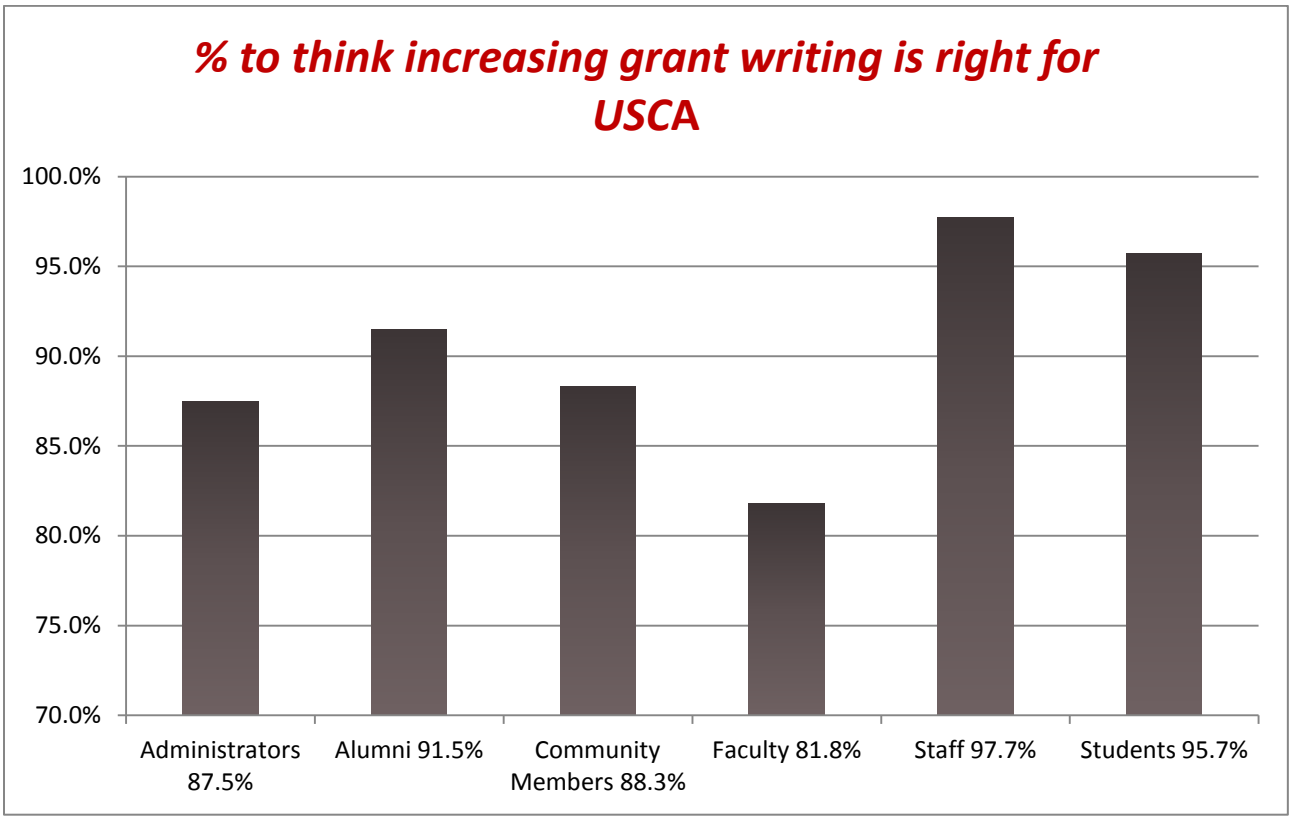

Expand online educational options
Ratings from 1 (low) to 5 (high)
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Administrators 3.5
Alumni 4.02
Community Members 3.97
Faculty 3.33
Staff 4.23
Students 4.28

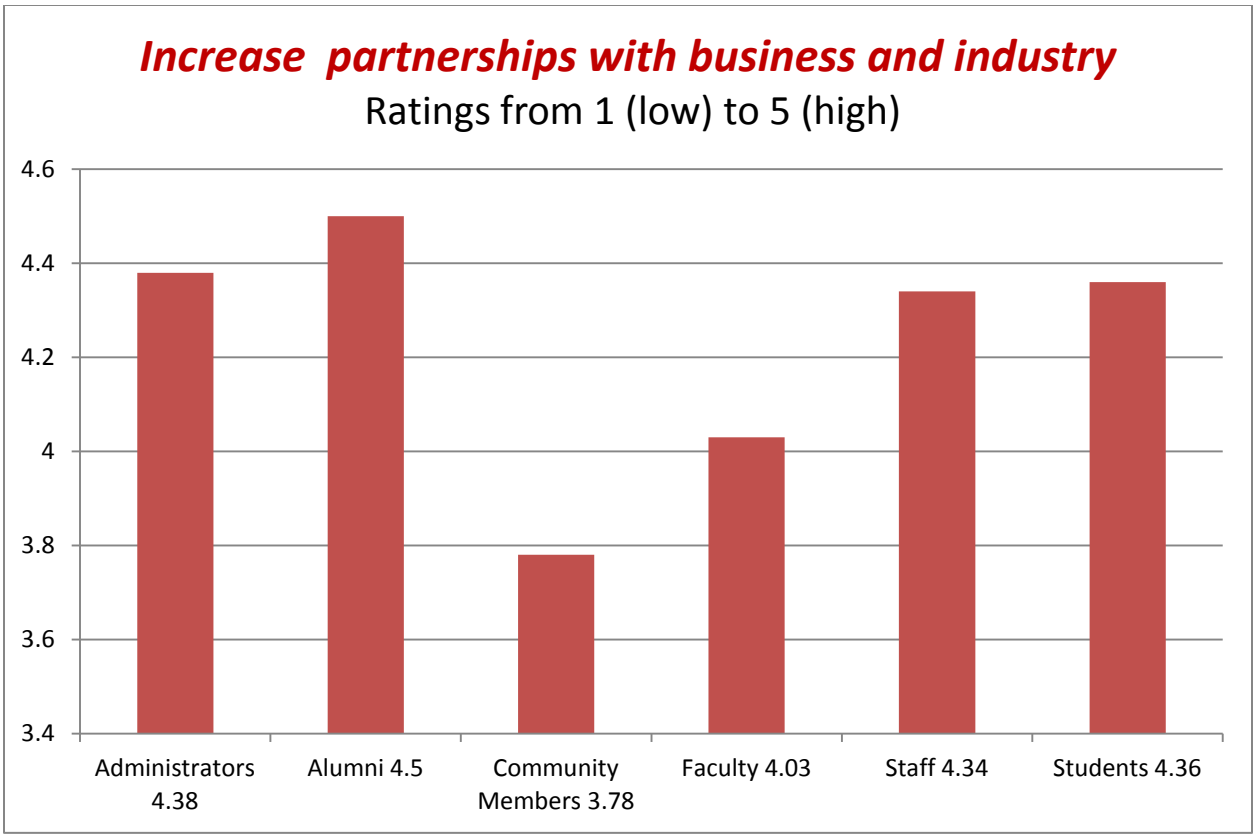

% to think expanding online educational options is right for USCA
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Administrators 62.5%
Alumni 78.7%
Community Members 80.3%
Faculty 66.1%
Staff 87.2%
Students 87.5%

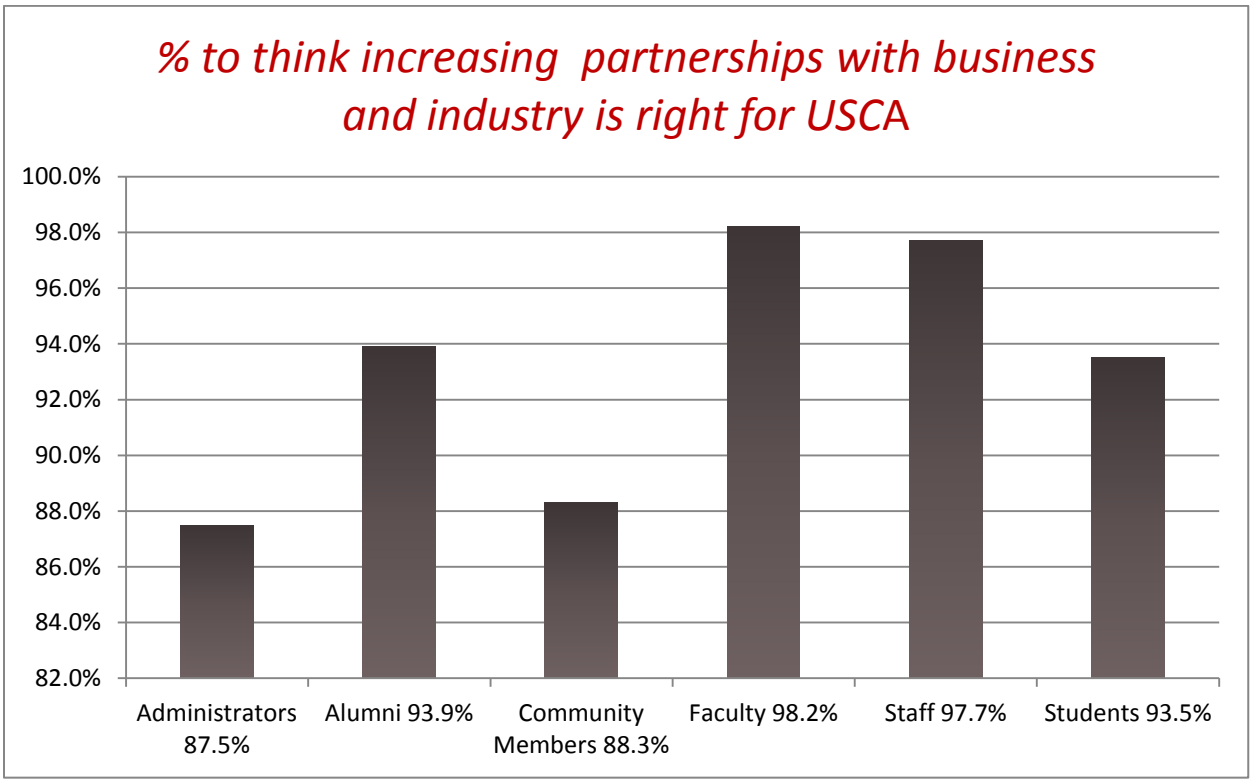

Increase fundraising opportunities
Ratings from 1 (low) to 5 (high)
4.4
4.2
4
3.8
3.6
3.4
3.2
Administrators 4.13
Alumni 3.94
Community Members 3.6
Faculty 3.83
Staff 4.15
Students 4.3

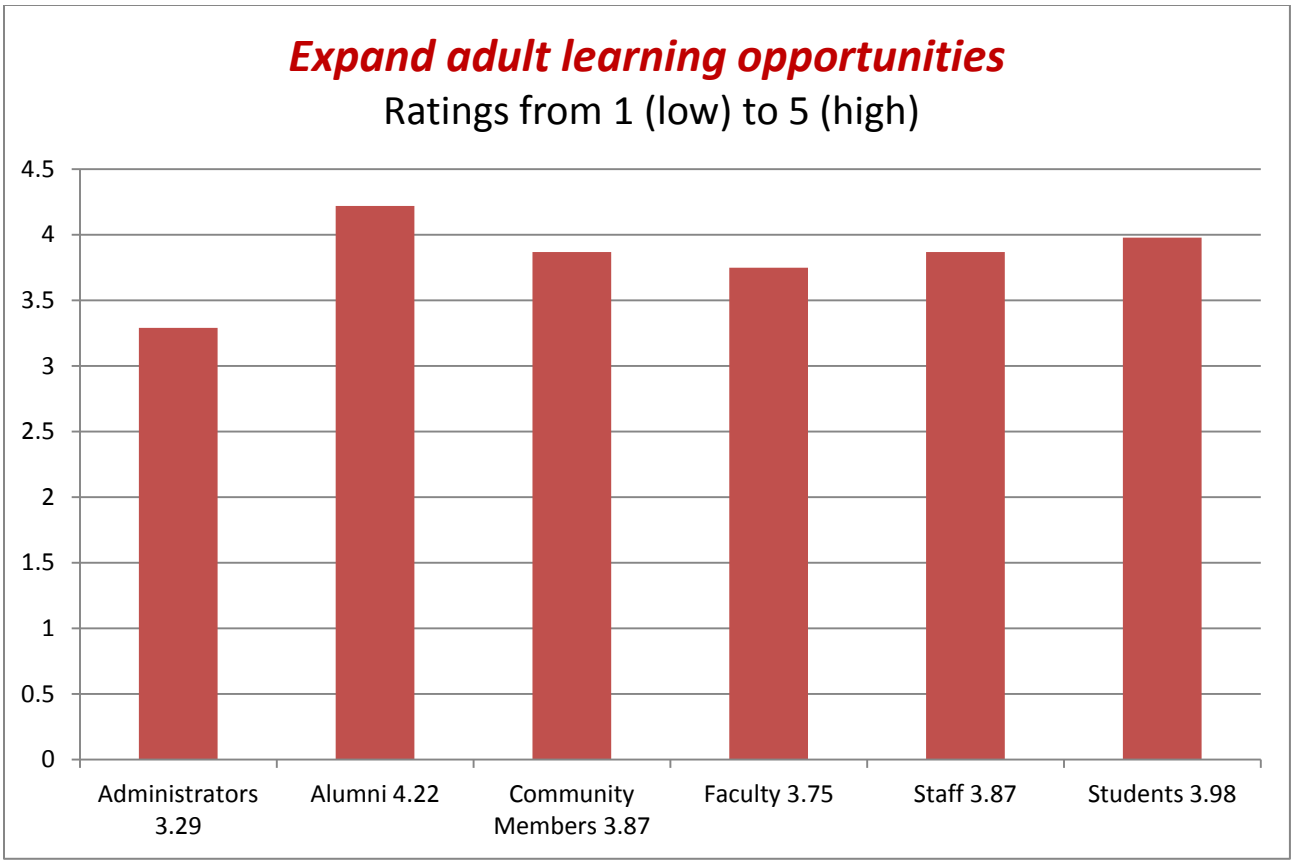

% to think increasing fundraising opportunities is right for USCA
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
Administrators 100%
Alumni 72.7%
Community Members 83.6%
Faculty 93%
Staff 88.9%
Students 97.8%

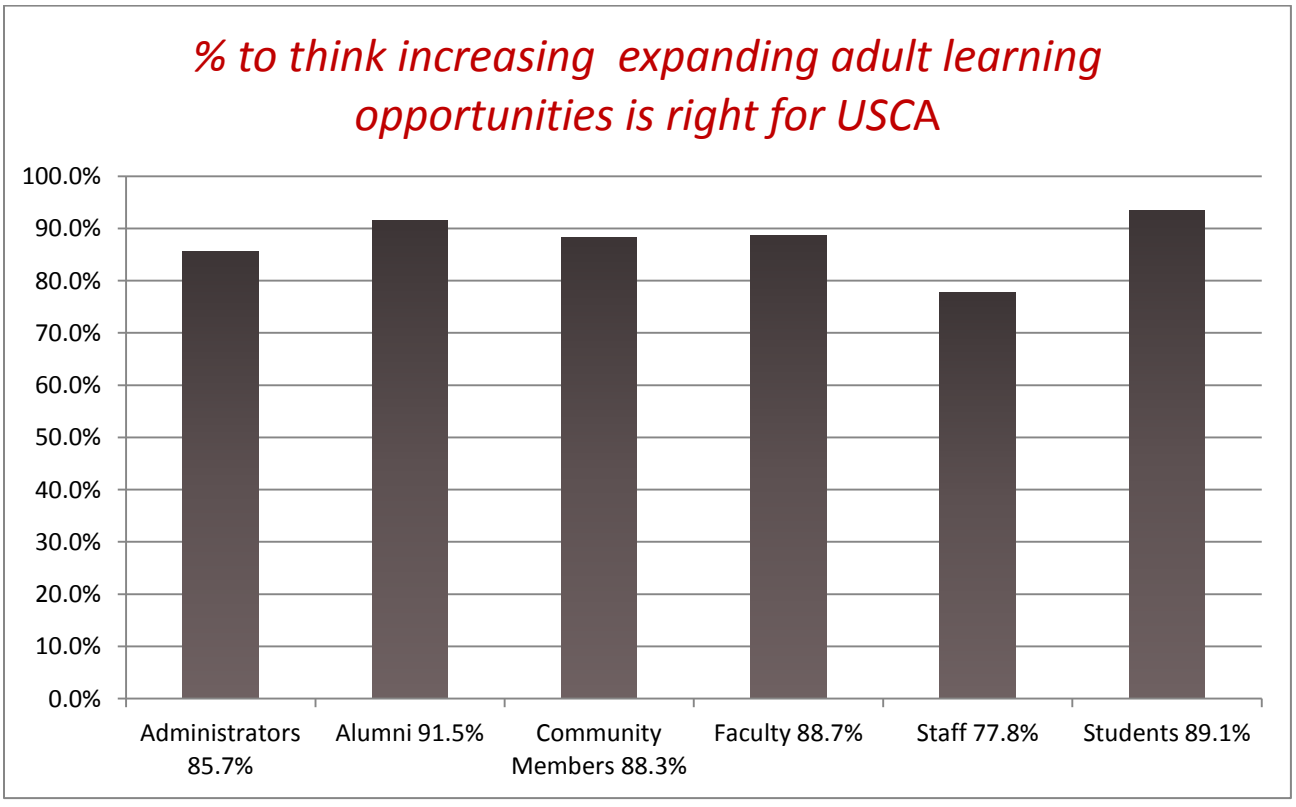

Increase grant writing
Ratings from 1 (low) to 5 (high)
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Administrators 3.63
Alumni 3.94
Community Members 3.78
Faculty 3.47
Staff 4.08
Students 4.2

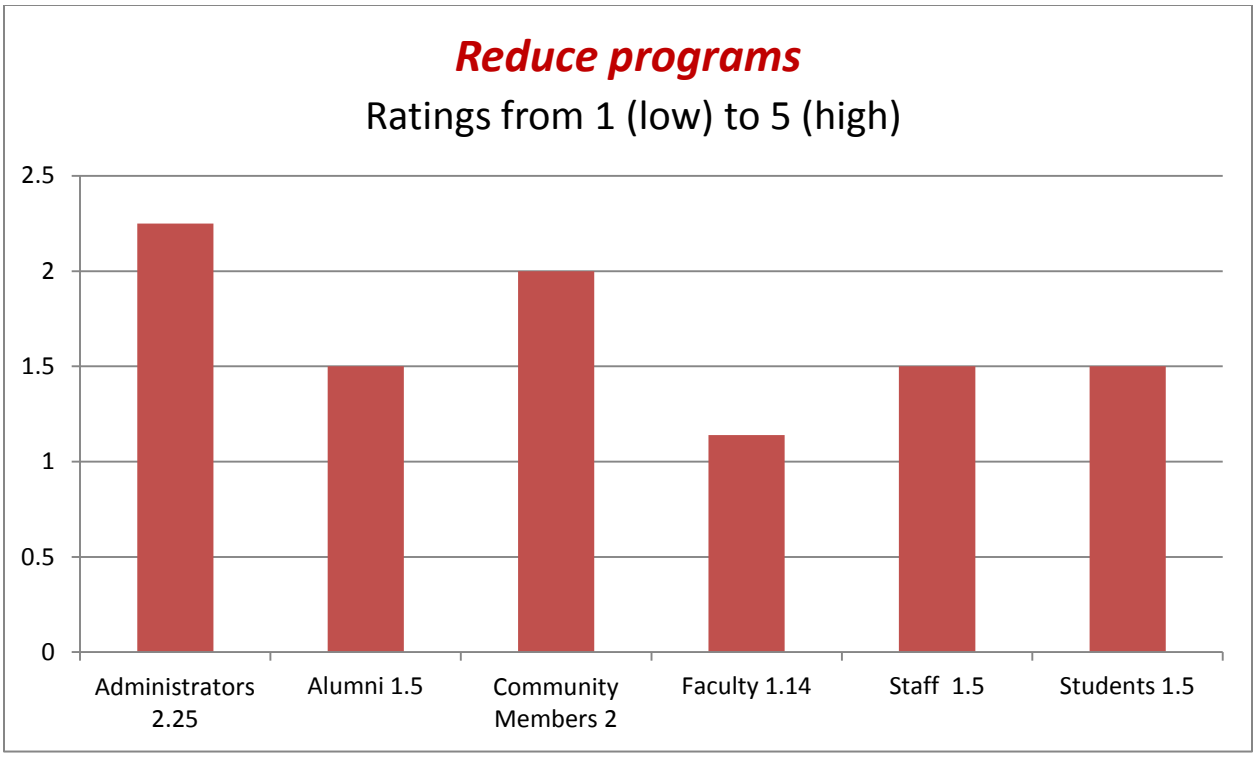

% to think increasing grant writing is right for USCA
100.0%
95.0%
90.0%
85.0%
80.0%
75.0%
70.0%
Administrators 87.5%
Alumni 91.5%
Community Members 88.3%
Faculty 81.8%
Staff 97.7%
Students 95.7%

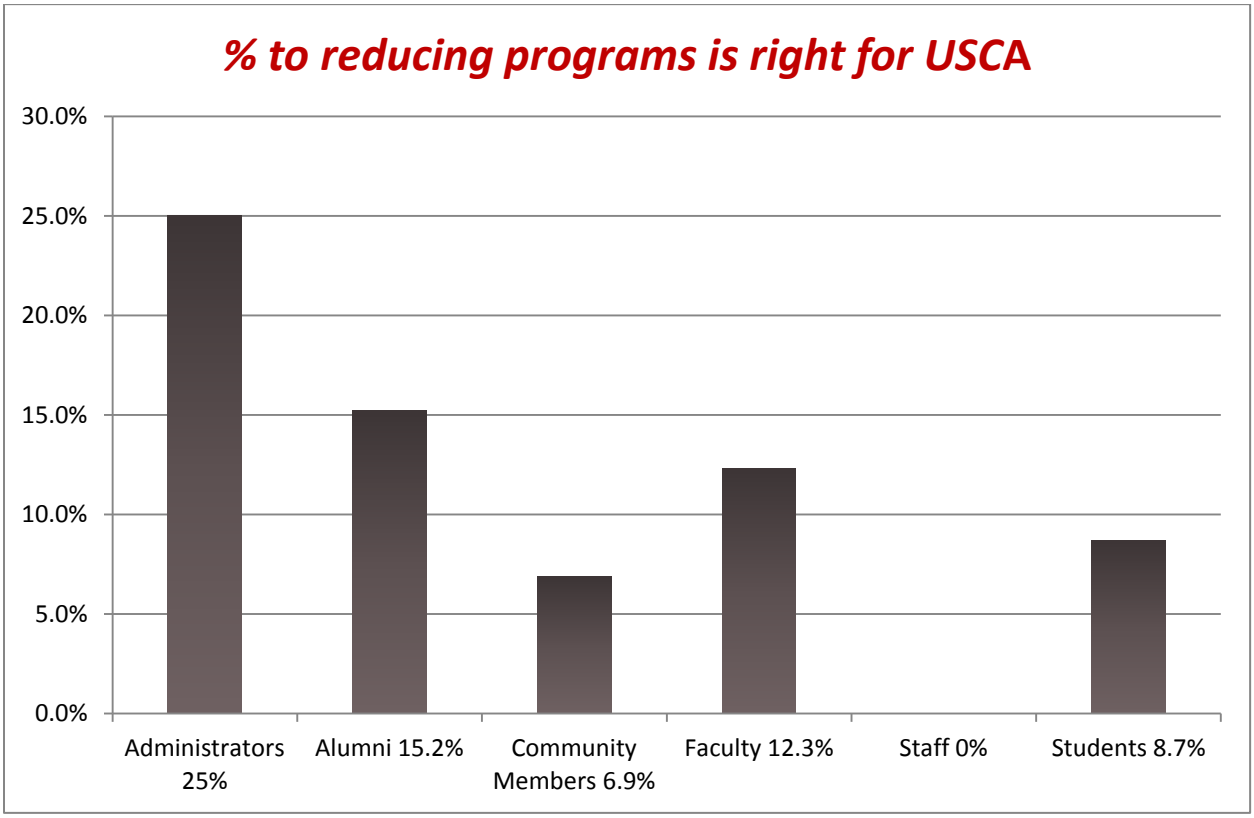

Increase partnerships with business and industry
Ratings from 1 (low) to 5 (high)
4.6
4.4
4.2
4
3.8
3.6
3.4
Administrators 4.38
Alumni 4.5
Community Members 3.78
Faculty 4.03
Staff 4.34
Students 4.36


% to think increasing partnerships with business and industry is right for USCA
100.0%
98.0%
96.0%
94.0%
92.0%
90.0%
88.0%
86.0%
84.0%
82.0%
Administrators 87.5%
Alumni 93.9%
Community Members 88.3%
Faculty 98.2%
Staff 97.7%
Students 93.5%


Expand adult learning opportunities
Ratings from 1 (low) to 5 (high)
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Administrators 3.29
Alumni 4.22
Community Members 3.87
Faculty 3.75
Staff 3.87
Students 3.98


% to think increasing expanding adult learning opportunities is right for USCA
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Administrators 85.7%
Alumni 91.5%
Community Members 88.3%
Faculty 88.7%
Staff 77.8%
Students 89.1%


Reduce programs
Ratings from 1 (low) to 5 (high)
2.5
2
1.5
1
0.5
0
Administrators 2.25
Alumni 1.5
Community Members 2
Faculty 1.14
Staff 1.5
Students 1.5


% to reducing programs is right for USCA
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
Administrators 25%
Alumni 15.2%
Community Members 6.9%
Faculty 12.3%
Staff 0%
Students 8.7%

Question 8: Do you have suggestions for other strategies? (*Summary of responses for all groups*)

1. We need more dedicated dollars for marketing of the university.
2. We need a 4 year Engineering program
3. Evaluate every program and perhaps eliminate some programming that is out of date
4. Create a mixed model for some majors, in which students could earn, for example, a degree in elementary education with 3 semesters on campus
5. Increased emphasis on recruiting military veterans
6. Solar and greening strategies that help incorporate all the land space for self-sustaining projects
7. Utilize the campus in the summer for outside groups- for example, residential sports camps, band camps, retreats, etc.
8. There needs to be some strategic planning in this area
9. Entrepreneurial developments, e.g., patents
10. Create centers of excellence in specific regionally undeserved fields of study
11. Follow up on students who apply for graduation, are disapproved, and then fall off the radar for unknown reasons. The school needs more options in clubs, organizations, courses, etc.
12. Lower entrance standards - 1 year probationary admittance
13. Ensure that engineering students can complete their degrees on this campus
14. masters degree program for the nursing school
15. Putting an emphasis on our athletics and making our facilities as nice as possible will attract high school athletes, transfers, and other students who are just wanting to attend a school that has a good sports team
16. Adding classes that prepare students for the tests that they will have to take. For example, adding MCAT, PCAT, GRE, and LSAT prep classes will allow students to feel more prepared for these tests and will increase the test scores from students across campus
17. Allow qualified high school seniors to attend freshman level courses.
18. Start a biochemistry major
19. Provide more opportunity for faculty and students in terms of research
20. Emailing alumni of scholarships in retiring professors' names is an effective strategy.
21. Create a board of visitors like Charleston Southern University
22. Provide more student jobs, real jobs, to reduce overhead paid to others

Question 9: **What additional degree programs would you suggest to serve our region and local industry?**

The list reflect the frequency with each major was cited from most to least number of times. Engineering was the most frequently cited recommendation for additional degree programs across all stakeholder groups. Some specific suggestions were nuclear, mechanical, civil, electrical and chemical engineering.

1. Engineering
2. Graduate degree in education including EdS program in guidance and administration
3. Graduate degree in business administration
4. Graduate degree in nursing
5. Graduate degree in engineering
6. Equine-related degree
7. Neuroscience
8. Graduate degree in biology
9. Spanish
10. Graduate degree in criminal justice
11. Graduate in information technology
12. Professional writing/communications

Question 10: **What two or three issues must be addressed to move this university to higher levels of excellence?**

Administrators

1. Money /Funding
2. Enrollment growth/Recruitment/Marketing the University
3. Salaries Faculty and Staff
4. Lower tuition
5. Improve facilities
6. Reorganize the administrative structure of the university to colleges and deans / We need to reorganize the admissions office
7. More staff
8. Broad-based teaching evaluation
9. Students need more help w/ reading and writing skills
10. More diverse student population.
11. Expanded programs and offerings
12. More strong undergraduate and region-based Masters programs

Alumni

1. Add graduate programs and more advanced degrees
2. Recruit students and expand enrollment
3. Growing curriculum to be relevant to meet needs of local region
4. Additional student housing
5. Budget/fund raising

6. What is our focus? - Defining who we want to be
7. We need to raise staff morale
8. Increased salaries Employee pay Increase in salaries Staff salaries
9. Getting more alums to give annually
10. Amount of space on campus/additional classroom space

Other Alumni responses

- Student retention
- More institutional scholarship money
- Parking issues for off-campus students
- Raise tuition
- Raise academic standards Make more stringent entrance requirements
- Maintain a professional dress code - appearance is important
- Old guard faculty must be ushered out
- Provide a 24 hour convenient store/restaurant that is not over-priced
- Another housing facility
- An even stronger community presence.

Community Members

1. Increasing university funding levels
2. Expand educational offerings to ensure the right undergraduate and graduate programs are in place
3. Brand/promote the University
4. Raise admission standards and increase the quality of incoming students
5. Modernize physical plant facilities. classrooms space and invest in more technology
6. The rise in tuition and prices of books/cost effectiveness
7. Expanding enrollment and add more international students
8. Explore on-line offerings
9. Student retention/increasing graduation rate
10. Faculty and staff retention
11. Recruiting professors with new ideas/ Faculty willingness to change
12. Get a football team on campus

Other Community Member Responses

- Staff compensation
- An ROTC program is needed
- Job employment after graduation

- Increase the math and technology awareness of the faculty and students
- More student and faculty involvement in the community
- More religious opportunities for students - e.g. on site organizations such as Wesley or more involvement with local churches

Faculty

1. Paying the staff and faculty salaries that are competitive
2. Growth in student population with Recruitment/Marketing strategies that attract better prepared incoming students
3. Increase support and address faculty load issues
4. Sustained resources for adequately funding programs and facilities
5. Administrative re-organization
6. Adding graduate programs and support of new programs
7. Recruitment and retention of faculty members
8. Marketing/branding the university/ market to a broader audience.
9. Determining what USCA is /Clarification of purpose
10. Student retention
11. Student financial aid/scholarships
12. Increase/ Protect USCA's autonomy in USC system Address future within the USC system

Other Faculty Responses

- We need to raise staff morale.
- Lack of internationalization
- Student achievement in writing and critical inquiry. Students need more help w/ reading and writing skills. Create real standards for what is taught in the Critical Inquiry courses
- Over-reliance on student evaluations as a mechanism of defining excellence in teaching
- More diverse student population
- More rigor in general education requirements
- Augmenting the liberal arts component

Staff

1. Increase enrollment/ recruit more students while maintaining or increasing high entrance standards and small class size
2. Increasing University funds
3. Employee pa/salaries
4. Expand the curriculum/Add more degrees and graduate programs

5. more staff/work load issues
6. We need to raise staff morale
7. Space facility overcrowding space on campus need more space on
8. More scholarships offered.
9. Better leadership. Giving more autonomy to lower levels of leadership
10. Student retention

Additional Staff Responses

- Collaboration between departments -especially in the extracurricular activity area
- Faculty and staff retention to retain quality people
- Improve technology on campus
- The role USC Columbia plays in controlling USCA
- It is very difficult for staff members to move up the USCA "ladder"
- More beauty on campus grounds

Students *(Items are listed in order of frequency of response.)*

1. Keeping the cost of tuition and books low and affordable to the students.
2. More undergraduate and graduate programs of study
3. Recruit more students and increase enrollment
4. Maintaining a close knit atmosphere on campus and strong School spirit.
5. Marketing USCA
6. Funding our school
7. More stringent entrance requirements and higher criteria for acceptance.
8. Address parking issues
9. Internship opportunities
10. New building(s), large state-of-the-art fitness center
11. Improve the diversity of the student population. –Multiculturalism

Other Student Responses

- Taking student evaluations seriously
- Online classes -Class scheduling throughout the entire day into the evening to make the campus more appealing to non-traditional students
- better cafe food
- Retention rates and student completion rates

Question 11: Describe the university you want to see USCA develop into over the next five to ten years.

Administrators

1. We need to grow in size (suggestions ranged from 4000-10,000 students)
2. A university that is on a par with the best of the best a jewel of SC higher education produces graduates who can or should go on to post-graduate work.
3. We should aim to become an affordable alternative to private liberal arts colleges.
4. Graduate programs
5. Become the University of Aiken. Free from Columbia and establish our own identity.
6. Busier during the evenings and on the weekends; open 7 days a week
7. More international students, large honors college, STEM focused.

Alumni

1. A university with a larger student body but a continued focus on the student and the small student/faculty ratio
2. Expanded to offer engineering, masters and doctoral level programs
3. To grow without increasing tuition school
4. Recognized as the leading regional university with continued national prominence in rankings
5. Increased concentration on non-traditional students with expanded online experience for adult learners, expanded night school / teleschool options
6. Find other funding sources to fund program increases and salary increases and added space. salaries increase
7. Increase entry level requirements
8. More partnership with the community/local schools
9. Continued athletic competiveness in PBAC pulling in top notch athletic recruits. More sports like women's golf, football, competitive cheerleading and track and field
10. Continue to focus on teaching and learning, with expanded opportunities for undergraduate research projects

More Alumni Responses

- It would be nice to incorporate a program for the students to volunteer to give to the Aiken Community - reading programs in schools, Chamber and Rotary projects, hospitals etc.
- A diverse representation of minorities on the faculty and staff that looks like the stratification of the region and with more international students

- Set an example with environmental technology by going solar with its energy demands
- Alumni who give back and who want to support the University
- Known for innovation and leadership

Community Members

1. A thriving school of choice. Recognized as the leading regional university. Continued national prominence in rankings
2. Manage growth without changing the culture
3. More emphasis on engineering and sciences
4. A university that is more community oriented with more community partnerships
5. Increased concentration on nontraditional and non- mainstream students
6. Education at reasonable affordable cost to the student. Tuition raises must be avoided
7. Expanded curriculum to focus on science and engineering and more graduate programs (Masters and Ph.D.)
8. A university that provides low-cost access to quality higher education programs
9. I would like to see USCA become more diverse which includes a more diverse faculty and staff with study abroad, more international student
10. Continued athletic competiveness in PBAC

Faculty

1. The university grows without losing its intimacy
2. Establish a number of new programs across the curriculum, particularly in the STEM areas
3. A destination school. The preeminent public liberal arts institution in SC. A university that is on a par with the best of the best with continued national prominence in rankings
4. A vibrant and diverse population of students, faculty and staff
5. More educational technology
6. Online learning programs
7. A more global university with more international students
8. A strong reputation as a teaching institution one with faculty who are evaluated first on teaching A place where faculty are able to concentrate on students and teaching, Excellence in teaching and learning at all levels
9. Gradually raise our admission standards
10. Maintaining our small student: teacher ratio
11. Expanded opportunities for students to engage in undergraduate research projects both at undergraduate and graduate level
12. A more financially self-sufficient university

Other Faculty Responses

- At least one new state of the art academic building, and new other facilities
- more investment in liberal arts, faculty development
- better pay
- A University that has a close relationship with businesses in the community
- Continued athletic competiveness in PBAC
- A university that is a great place to work

Staff

1. Larger student body (*suggestions ranged from 4,000-10,000*) but remain a close-knit family
2. We should be a "destination" campus, a premier institution. An Ivy League of the South, one of the best in the US.
3. Strong graduate programs
4. Engineering Degrees so that our students will have opportunities to work at SRNS, Bridgestone etc. graduate level education more majors offered
5. Strong support for nontraditional students and students who commute
6. More educational technology/A university with cutting-edge technology
7. A university that is a great place to work
8. Multiple ways to secure degrees (virtual, on site), Accelerated and decelerated degree programs that match the pace of the students and more online learning programs
9. Greater faculty diversity and have a bigger international student program or population
10. One that has kept high standards for incoming students/ serving students who have the potential to be successful from South Carolina
11. Salary and budget improvement
12. One that is known for the success rate of students graduating

Other Staff Responses

- I would like to see more sports like women's golf, football, competitive cheerleading and track and field
- State of the art recreation facility
- The retention of students is critical
- More professors
- Improved quality of food
- USCA should become a State-level leading resource for expert consultations among the faculty and staff and as an economic researcher on behalf of the county
- Expanded opportunities for undergraduate research projects.
- There needs to be more professional opportunities for advancement offered to staff.
- Foster new partnerships with local businesses/industries.
- Others to recognize USCA as being "the" institution in SC that graduates creative problem solvers and industry leaders

Students

1. Continue growing
2. A university with more majors offered, more graduate and undergraduate students
3. Increase entry level requirements
4. Remain a close-knit family
5. Improved quality of food
6. Graduation rate increase
7. Have more student involved events where you don't necessarily have to be a part of an organization
8. An international university
9. A university that is talked about among all high school students as one of the top choices
10. USCA is to be the number one small university in the United States
11. Keep tuition affordable and prices at a minimum

Other Student Responses

- Create an engineering department
- Offer more to nontraditional students
- It would be great to see another dorm and activity center down by the dorms.
- Happy teachers, functioning computers with software that will work, cleaner campus
- Build the business program

***Question 12*: From your perspective, are there policies, procedures or aspects of USCA's organizational structure that create challenges in the areas of efficiency and effectiveness?**

Administrators

1. We need a provost. Most of Monday Group's work should be done by a provost who is committed to the academic mission of the place.
2. We need academic deans (HSS, Sciences, Professional Schools). Both of those things would give some rationality to our structure.
3. We need to renew our faculty governance from the bottom up, create a faculty senate that can deliberate intelligently about important decisions.
4. Everything should not have to have consensus from all campus administrators before moving forward; the Chancellor should be able to make decisions without getting consensus from the Monday Group.
5. It's sometimes hard to get information from various university offices, largely because we are so small and often only one or two people have the necessary information.
6. Program review process is broken, does not work. Process to get new faculty, staff and equipment etc is difficult at best.

7. I think that public safety should be moved out from under Dr. Deb.
8. I think we should be more student friendly and welcoming to our students. I think we need to provide more student services and programming.
9. Monday Group may be too large for efficiency and it gives the appearance of inequity among all of the work divisions on campus which I don't think is the correct perception.

Faculty

1. Faculty Assembly structure is inefficient. We need to look to a Faculty Senate.
2. The Monday Group structure is outdated and needs to be replaced
3. We have grown to a point at which we need academic deans there have to be ways for staff members to advance in their jobs (not just faculty)
4. We need a provost. Most of Monday Group's work should be done by a provost who is committed to the academic mission of the place
5. Student evaluations of teachers are not validated
6. The faculty is largely over-burdened with responsibilities not related to teaching and research

Other Faculty Responses

- Better communication within the pool of full time faculty and the adjunct faculty.
- It's sometimes hard to get information from various university offices
- Purchasing supplies/equipment difficult which compromises research success
- If an instructor (adjunct) provides a greater money return (in relationship to compensation) then funds should be made available to keep enrollment at a higher level.
- I think that USCA has to seriously consider the implications of not providing ANY paid maternity (or paternity) leave for faculty. This does not align with the policy for faculty who are on federal grants, and as a faculty member of childbearing age, this is the one thing that would cause me to think about leaving USCA.
- I spend far too much of my time either fighting technology or switching from program to program to extract the information that I need.
- The increasing demand for research decreases my effectiveness in the classroom
- More clarity and transparency would be helpful
- We don't seem to be doing a good job of grooming people to take over as unit heads, and where are the women and minority unit heads
- Too many layers of bureaucracy, too many forms and too much paperwork.
- Program review process is broken, does not work. Process to get new faculty, staff and equipment etc is difficult at best
- Don't build any more buildings, but instead focus on novel ways of instruction
- The connection to Columbia and some of the administrative policies may serve a campus of 30,000 students but don't necessarily work on a campus of 3000

Staff

1. Management and decision making at USCA seems to be top heavy. Sometimes the decision making process has to involve too many people there are too many channels to go through to get anything done in a timely manner
2. Too much bureaucracy, lack of creative/innovative thinking, reluctance to take risks
3. there have to be ways for staff members to advance in their jobs
4. Purchasing is a challenge, it's hard to get equipment needed without jumping thru hoops Our university purchasing cards are useless and the whole offer that we can get a diners club card in our name that we're responsible for paying is ridiculous
5. More paperwork than I've ever seen before, the inconsistency of paperwork, having to re-learn processes when they change up every year or so
6. The transfer credit process is terrible. Our admissions standards are difficult to understand, and may not be the best to serve the population we serve
7. The amount of control USC Columbia has over decisions we make on campus
8. Limited amount of academic scholarships to recruit new students, and these are offered late in the recruiting process
9. We should be paperless and have a comprehensive safety and sustainability program involving all on campus
10. Policies aren't explained well and employees often assumed that they can't voice a concern without going up the "chain of command"

Other Staff Responses

- There are some structures in place that makes it seems as though you are being directly supervised by multiple people and there is either miscommunication or no communication among anyone
- We go to much by the "book" when it comes to USC Columbia policies. We are different in many ways and should have more flexibility to change
- I think that a lack of communication hinders efficiency. There are some instances in which some offices/people are performing identical or similar tasks and are missing opportunities to streamline their work
- Reorganize offices so that all transcript questions can be answered in one place

- Too many events are on the same day. Possibly enforcing another period to turn in facility requests
- Should be nonsmoking campus
- An office for each student organization would be nice
- ICE Events are a waste of time

Students

1. Staff members need ways to advance in their jobs
2. There needs to be cross training across administrative areas so there is great understanding of how policies and procedures effect each area differently.
3. Sending everything to Cola! PR's, expenses, transcripts...
4. People don't know the right people to ask to get answers to questions or solutions to problems.
5. Yes, there are information securities policies that are open to interpretation that have no procedures therefore leaving the policies open to unnecessary debate.
6. Work flow and data flow are not documented so there is unnecessary duplication of work.
7. There's too much "that's not my job" and not enough "let me help you find the right person"

***Question 13*: Please feel free to share any other opinions or views that you think we need to consider. (Responses in this section are generally unedited, however similar responses may have been combined)**

Administrators

1. I love working for this university. I would love to see us realize our fullest potential.
2. The salaries and number of employees do not increase to help the work load issues. We give our all because we are dedicated to this campus but we are tired and at a breaking point.
3. I think we need to offer new programs that are both strong and interesting. This will help attract more students and retain those we have.
4. Stronger students will make the teaching/research endeavor more rewarding, pull weaker students forward and increase retention.

Alumni

1. I am proud to be an Alum!
2. I feel that USCA is jumping by leaps and bounds every year, great job
3. Salaries need to be more in line with other universities within the USC SysBetter get rid of that liberal slant and propaganda
4. Staff morale is becoming an issue. Staff members need ways to get ahead.
5. The low tuition is a huge incentive to parents!
6. More advertisement may help
7. Get football
8. As an integral part of the university, the Ruth Patrick Science Education Center provides

service to the campus and community, has the potential to attract new undergraduates, and offers opportunities for pre-service teachers to observe exemplary teaching
9. Establish a P.R. Club - Ambassadors to represent the excellent youth at the University and their participation in the Aiken Community.
10. Reward loyalty and aggressively recruit minorities to work on campus
11. A vibrant university should be a hub of ideas, a blend of cultures and open doors to young people that they might never have known to exist.

Community Members
(Item #12 for this group)

1. I did not mention that we have had accounting student intern with our office and that is a very positive program. It gives the students valuable experience and it gives us a chance to give back and gain some extra help.
2. Overall rating is good. Steer students into paths that will help them in the workplace.
3. Be careful not to let "political correctness" and liberal media agenda take over common sense. Provide an environment where the conservative view and the Christian view have a welcome place and are not ridiculed.
4. Great school with lots of upside and no downside from my view.
5. I look forward to the future and what I can do for the university and also what the university can do for me!
6. I had to transfer from USC Columbia because I couldn't afford it. Cut the Pacer stuff and start rooting for THE GAMECOCKS.
7. The Business School must be more proactive in tapping the experience of local business leaders.
8. USCA is an incredible institution with much to be proud of.
9. Thanks for the opportunity to share my views. I hope USCA will use share this vision and the product will be challenging not only to the institution, but also the leaders and residents within our community.
10. USCA is an outstanding University. I believe that continued growth in all areas, including adding more students, can only bring you more success.
11. This Vision process is a great first step. Stick to it.
12. Thank you for allowing me to offer my input.
13. Bottom line: I would certainly love to see my child attend USC-Aiken and move onto to graduate school somewhere else, or vice versa.
14. We have the right leadership to take to the next level.
15. More advertisement may help. I feel that USCA is jumping by leaps and bounds every year, great job. I am proud to be Alum!
16. I love this school because I had trials and had faculty and staff that never gave up on me. I still drop in when I return to South Carolina to say hello to Marshall Davis and several

others that really care about students and their academic development. Reward loyalty and aggressively recruit minorities to work on campus.

17. State funding should be raised but can't occur w/o legislators who care about education; I believe USCA does wonders w/ what resources it has.

Guidance Counselors
(Item #7 for this group)

1. Increase marketing, and create a network of alumni that can help with recruitment
2. Keep up the great work!
3. It would be interesting to know your job placement rate for graduates. I do not recall ever seeing that. Presenting those statistics would be useful.
4. I'm already impressed with what you do.....keep the school small in order to continue the tradition of quality education with small classes and caring professors.
5. Great job with what you all do!
6. I have enjoyed watching USCA grow and believe that the current focus and vision of the University serves our community and region well.
7. I feel USC-A is doing a great job. I support and promote USC-A as much as possible.
8. You all do a great job!!!
9. You do an excellent job. I am proud you are in Aiken.
10. All of my experiences with USCA have been positive.

Faculty

1. Faculty salaries and work load are issues that must be addressed if we want to move forward.
2. Staff need ways to get ahead.
3. I hope you strongly consider the ramifications of greatly increasing enrollment, especially if this involves greatly increasing course sizes. Large courses completely change how we can teach, the types of assignments and exams we can give and our ability to give our students the attention they deserve.
4. If online courses become standard, faculty that have to develop and teach these courses need some sort of a course release to do so.
5. I was talking to a cop on the USC campus about all the insane drinking and behavioral problems in the dorms there. USCA does not have these problems - not even close. One of the reasons proposed why is because our students do not feel as anonymous as the USC students. Our students feel more accountable for their actions because the staff and faculty know who they are, we know their names, and we have them in our classes. This is because we are a small university. Keep this in mind.
6. I would just add that I think that people are participating in the visioning process out of a

sense of hope that maybe this time will be different (those here for some time have been through several of these, to little avail). I think that morale could take a real turn if nothing comes of it.

7. This is a great learning environment but we as a University must look for ways of staying ahead of the curve when it comes to education in areas of technology
8. I am taking a "wait & see" approach to change with Dr. Jordan. Ask me in a year!
9. Please increase the pay for adjunct instructors commensurate with enrollment.
10. We need to be careful to remember that we are BETTER at MANY of the things we do.
11. We need to grow, now, or we're in trouble.
12. I have taught here at USCA for over 20 years, and I have always considered it to be an honor and a privilege to hold a position here. To be able to teach at an institution that so values teaching makes coming to school every day a joy!
13. I am proud of USCA.
14. Need a lot more money for student scholarships. And have the bookstore sell books at cost so students don't have to share books or order from Chubb or Amazon.
15. I love working for this university. I would love to see us realize our fullest potential. This university has spent a great deal of time talking about how they care about students, faculty and staff and yet the salaries and number of employees does not increase to help the work load issues. We are tired and at a breaking point. We give our all because we are dedicated to this campus.
16. I am really excited about our future! We have the best group of faculty I have ever had the privilege of working with, so there is truly nothing we cannot accomplish.
17. Higher education will look very different in 5-10 years - just look at K-12 and the explosion of the "virtual classroom" as well as the success of for- profit HE institutions. Recruit Hispanic populations actively - the new majority.
18. USCA does everything it can to recognize all of its constituent groups except one. USCA never recognizes long service to its more senior employees.
19. The planning system seems to be really whacked, with requests having to be placed 12 months or more before the need can be discussed, reviewed, fulfilled or denied. Then there is usually a delay of months before the actual deployment of the person, place or thing. In the life of computers, this is absurd.
20. We have the brain power, the strengths, the energy, and the compassion to make this an extraordinary university. All we need is leadership at all levels.

Staff

1. SALARIES need to be HIGHER!!! Our salaries need to be more in line with other universities within the USC System. Close the large salary gap between administrative staff and directors and upper level management. Improve salaries for those employees who now make less than 35K.

2. Staff need ways to get ahead.
3. I do feel USCA has such a potential to grow and prosper over the coming years.
4. I do feel we need to spark more energy and excitement on campus to make our students feel proud to be at USCA which will then keep them here longer.
5. Retention and graduation rates should be a huge emphasis and I think we have the capability to improve both of those areas.
6. Parking decks where lots C and D are would be fabulous.
7. Have you considered changing the name of the "Monday Group" to something else?
8. I think it is important to let the people you hire to do their job without micromanaging them!
9. Stories of teachers not caring, or getting ripped off isn't going to help students come to this school.
10. As an integral part of the university, the Ruth Patrick Science Education Center provides service to the campus and community, has the potential to attract new undergraduates, and offers opportunities for pre-service teachers to observe exemplary teaching.
11. I love being an alumnus of and working at USC Aiken and will always be a Pacer.
12. Tough job getting anything done that Columbia thinks will compete with them.
13. Improve technology on campus for staff so that we can do our jobs more efficiently and effectively.
14. I really hope that there is a CHANGE because there are ALOT of WONDERFUL individuals here and we are employed here but unfortunately we lost because people due to salary and not being able to advance. I feel that if you value and invest in your employees that they will stay and will look forward to continue providing the best services to the potential students, current students, and the community!
15. Although change is sometimes scary for some, it is needed.
16. Every employee needs specific goals to participate in growth of this university.
17. We are all adults working at this great institution. No one has the right to bully a coworker.
18. As I have said in this survey, I have been here for 32 years and I HATE the thought of having to retire. I want to see this university grow and improve every day. This place should be the center piece of the community, a place that everyone on campus and in the community are proud of and proud to be associated with and I believe the energy from a larger student body could be contagious.
19. I think staff morale is becoming an issue. There is a lot of staff on campus who feel undervalued and underappreciated. They feel like faculty take advantage of them or think them inferior because they don't have a PhD. Faculty get their pay increases automatically in addition to state salary increases while staff work harder with less and get nothing. For lower salary ranges, a 3% increase does nothing when there are also increases in retirement and health premiums.
20. The best possible model for any community is when education, business and government come together to take advantage of opportunities or to solve problems. Many more of these

partnerships need to occur. Those relationships need to be more formalized. Incentives can be provided to faculty/staff to participate in these partnerships.

Students
(#12 on their survey)

1. More towards disabled, elderly and handicapped people to make the University suited for them. I had to transfer from USC Columbia because I couldn't afford it.
2. Cut the Pacer stuff and start rooting for THE GAMECOCKS.
3. Graduate Programs
4. I would greatly appreciate some consideration from the maintenance staff and lawn management with driving their vehicles in the quad where people WALK.
5. for military men and women who have traveled the world and fought for our country, the ICE credits should be optional.
6. Have dancing classes.
7. I think that the writing portfolio is a waste of time, money, and resources.
8. Please do the right thing by science and don't fall into servitude of local corporations
9. Most of the student life tends to focus on Greek life. Giving more focus and a more equal spreading of funds to other organizations would more this university into a better direction.
10. Better Parking.
11. The orientation for incoming transfer/non-traditional students should provide guidance toward the uses of available resources such as writing labs, tutoring, black board, etc.
12. Free student transportation around town on public transportation.

ADDITIONAL QUESTIONS FOR GUIDANCE COUNSELORS

Question 5: As a local guidance counselor, what two or three things might USCA do to help you and students at your school?

1. There is a need for financial aid information for parents and students. SC Student Loan use to provide great state scholarship brochures that are no longer available due to budget cuts. Many parents like publications with general qualifications for Life, Palmetto Fellows, etc.
2. Dual enrollment, more opportunities for high school students to come on campus to see what college life is like, maybe a "Pre College" experience where students come for a summer program and gain University credit.
3. Dual enrollment
4. Continue to do what they are already doing---- -continue to hold our senior college nights -continue to come and meet with our students throughout the year -continue the efficiency and excellent communication regarding the dual enrollment program.
5. Be more visible on campus. Send flyers to counselors that can be distributed to all CP 11th graders.

6. Be more visible in the school and area.
7. Help with programs in the evening and lunchroom visits.
8. You already do what I need.
9. continue the financial aid nights continue the freshman Fridays
10. I believe that USCA is doing all the "right" things for us - excellent communication, availability of admissions officer (Ally) for enrollment and college nights, and concurrent enrollment opportunities.
11. I believe USCA provides sufficient support to local guidance counselors. The staff at USCA is very friendly and willing to communicate with myself and my students.
12. On-campus financial aid workshops General college information workshops
13. Doing everything they can right now. Excellent job!
14. USCA is very responsive to local counselors and provides opportunities for them to know their campus and their focus. My only recommendation is for admissions folks to spend a little more time on the high school campus.
15. 1. Set up a date and come out to the high school to talk to seniors who are interested in going to USC-A. It used to be done but staff changed and it stopped. 2. Continue sending out staff to generate interest in Concurrent Classes at USC-A. This has helped a tremendous amount. 3. Advertise more the Fridays for future students to come to.
16. See the answer to question #3.
17. Donate tickets to ballgames that we could use as rewards. Promote the feeling that USCA is where they want to be.
18. More help to parents with the financial aid application
19. New Major Offerings
20. Start working with juniors, perhaps setting up information centers during lunch breaks.
21. Continue to visit the school to relay the importance of education.
22. Provide written information and personal service. Be available to high school students and parents to answer question (especially for those who are the first in the family to attend college).
23. Allow high school students to visit your campus to learn more about the college experience as well as what USCA has to offer.

Question 6: What additional degree programs would you suggest to serve our region and local industry?

1. A full 4 year engineering program
2. Masters in Nursing, Nuclear Energy, Engineering, Equine studies
3. Graduate/Masters Level programs in Business, Education, Leadership, Administration held on campus Graduate programs in education (EdS and PhD programs in Guidance and Administration)
4. Medical programs for professional degrees
5. Pharmacy, Engineering, Quality Control, Construction Management, Pre-Vet Program that is not marine science, but prepares students large and small animal vet programs.
6. Design, Interior/Fashion

7. More space in the nursing program and increase size of nursing program
8. Golf course management or related areas.
9. Offer other Allied Health programs. Radiology and imaging.
10. Piedmont Tech has a great program at the Saluda Campus in Forestry/Agriculture/Natural Resources. However, there is not a local 4 year in state school that offers these majors for this area.
11. STEM

This report was prepared by Dr. Faye Hargrove with data provided Dr Lloyd Dawe, USCA Director of Institutional Research.

Appendix B: USC Aiken's Mission Statement

USC Aiken's Mission

Founded in 1961, the University of South Carolina Aiken (USCA) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities, and service. In this stimulating academic community, USCA challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment.

The University offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USCA also encourages interdisciplinary studies and collaborative endeavors.

Emphasizing small classes and individual attention, USCA provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The University values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding.

USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USCA actively seeks student enrollment from all parts of South Carolina as well as from other states and countries.

As a senior public institution of the University of South Carolina, USCA combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USCA is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs.

USCA endeavors to apply knowledge, skills, and wisdom in ways that promote the common good. Accordingly, the University seeks to build strong community ties. The institution enriches the quality of life not only on campus but also throughout the surrounding region through a variety of activities including the fine and performing arts, athletics, continuing education, distance learning, and community service. In fulfilling its role as an institution of higher learning, the University of South Carolina Aiken is a community of individuals engaged in broadly based educational experiences necessary for an enlightened society.

Approved by Faculty Assembly, February 25, 2005
Approved by the USC Board of Trustees, June 23, 2005

Appendix C: Legal Authority of the USC Board of Trustees

South Carolina Code of Laws
(Unannotated)
Current through the end of the 2008 Session

DISCLAIMER

The South Carolina Legislative Council is offering access to the unannotated South Carolina Code of Laws on the Internet as a service to the public. The unannotated South Carolina Code on the General Assembly's website is now current through the 2008 session. The unannotated South Carolina Code, consisting only of Code text and numbering, may be copied from this website at the reader's expense and effort without need for permission.

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Title 59 - Education

CHAPTER 117.

UNIVERSITY OF SOUTH CAROLINA

ARTICLE 1.

GENERAL PROVISIONS

SECTION 59-117-10. Composition of board of trustees of the University of South Carolina.

The board of trustees of the University of South Carolina shall be composed of the Governor of the State (or his designee), the State Superintendent of Education, and the President of the Greater University of South Carolina Alumni Association, which three shall be members ex officio of the board; and seventeen other members including one member from each of the sixteen judicial circuits to be elected by the general vote of the

General Assembly as hereinafter provided, and one at-large member appointed by the Governor. The Governor shall make the appointment based on merit regardless of race, color, creed, or gender and shall strive to assure that the membership of the board is representative of all citizens of the State of South Carolina.

SECTION 59-117-20. Terms of elected members of board.

The regular term of office of each trustee elected by the General Assembly is four years; however, the trustee shall continue to function as a trustee after his term has expired until his successor is elected and qualifies. Trustees from the first, third, fifth, seventh, ninth, eleventh, twelfth, and thirteenth judicial circuits whose terms expire March 31, 1982, must next be elected for terms commencing on April 1, 1982, and those terms expire on June 30, 1986. Trustees from the second, fourth, sixth, eighth, tenth, fourteenth, fifteenth, and sixteenth judicial circuits elected for terms to commence April 1, 1984, shall have their terms extended to June 30, 1988, and must next be elected for terms commencing on July 1, 1988. Thereafter, the General Assembly shall hold elections every two years for the purpose of selecting successors of those trustees whose terms are then expiring. The term of office of an elective trustee commences on the first day of July of the year in which the trustee under this plan is scheduled to be elected and the term continues until the thirtieth day of June of the year in which the term is scheduled to expire. After its 1984 session, the General Assembly shall elect successors to those elective trustees whose terms are expiring not earlier than the first day of April of the year the term expires. In electing members of the board, the General Assembly shall elect members based on merit regardless of race, color, creed, or gender and shall strive to assure that the membership of the board is representative of all citizens of the State of South Carolina.

The term of office of the at-large trustee appointed by the Governor is effective upon certification to the Secretary of State and is four years. If the Governor, chooses to designate a member to serve in his stead as permitted by Section 59-117-10, the appointment is effective upon certification to the Secretary of State and shall continue, at the pleasure of the Governor making the appointment, so long as he continues to hold the specified office.

The term of the President of the Greater University of South Carolina Alumni Association is for the active term of office as president.

SECTION 59-117-30. Vacancies; compensation.

In case a vacancy should occur in the board among the members elected by the General Assembly, the Governor may fill it by appointment until the next session of the General Assembly. Any vacancy occurring in the office of the member appointed by the Governor shall be filled for the remainder of the unexpired term by appointment in the same manner of original appointment. Each member of the board shall draw such per diem and expenses as from time to time may be allowed boards, commissions, and committees.

Elections to fill vacancies which are caused by the death, resignation, or removal of an elective trustee may be held earlier than the first day of April of the year in which the unexpired term terminates, but the term of the person elected to fill the vacancy expires on the last day of June of the year in which the term of the former member would have expired.

SECTION 59-117-40. Board constituted body corporate and politic; powers.

The board of trustees of the University of South Carolina is and is hereby constituted a body corporate and politic, in deed and in law under the name of the University of South Carolina. Such corporation has the following powers:

(1) To have perpetual succession;

(2) To sue and be sued by the corporate name;

(3) To have a common seal and to alter it at pleasure;

(4) To make contracts and to have, to hold, to purchase and to lease real estate and personal property for corporate purposes; and to sell and dispose of personal property and any buildings that are deemed by it as surplus property or not further needed and any buildings that it may need to do away with for the purpose of making room for other construction. All such powers shall be exercised in a manner consistent with the provisions of Chapter 35 of Title 11 of the 1976 Code.

(5) To appoint a chairman of the board of trustees and to appoint a University president, treasurer and secretary, and in the appointment of these latter three to prescribe their duties and their terms of office and to fix their compensation;

(6) To appoint or otherwise provide for the appointment of subordinate and assistant officers and agents, faculty members, instructors and other employees prescribing the terms of their employments, their duties, and fixing their compensations;

(7) To make bylaws and all rules and regulations deemed expedient for the management of its affairs and its own operations not inconsistent with the Constitution and laws of this State or of the United States;

(8) To condemn land for corporate purposes as provided in Section 59-117-70;

(9) To fix tuition fees and other charges for students attending the University, but these shall not be inconsistent with statutes where the legislature undertakes to fix such fees and charges;

(10) To confer degrees upon students and such other persons as in the opinion of the board of trustees may be qualified to receive them;

(11) To accept, receive and hold all moneys or other properties, real and personal, that may be given, conveyed, bequeathed or devised to the University and to use them for the benefit of the University but in those cases where such money or property is received charged with any trust then in every case such money or property shall be held and used strictly in accordance with the terms of such trust; provided, however, where the terms of any such trust would require something to be done other than merely to administer the trust no obligation in receiving the trust over and above merely its administration shall be binding upon the University or the State except such as are accepted by the General Assembly;

(12) To assign any member of the faculty to additional duties in any other University department than that in which the faculty member may at the time be working and without additional salary;

(13) In all investigations touching the affairs of the University the board of trustees is invested with full powers to compel by subpoena, rule and attachment witnesses to appear and testify and papers to be produced and read before such board;

(14) To adopt such measures and make such regulations as may in the discretion of the board of trustees be necessary for the proper operation of the University;

(15) To appoint for the University a board of visitors of such number as the board of trustees may deem expedient, and to regulate the terms during which the members of such board shall serve, and to prescribe the functions of such board of visitors;

(16) To remove any officer, faculty member, agent or employee for incompetence, neglect of duty, violation of University regulations, or conduct unbecoming a person occupying such a position;

(17) To appoint an executive committee not exceeding six members of the board who have all the powers of the board during the interim between meetings of the board but not the power to do anything which is inconsistent with the policy or action taken by the

board. The executive committee at each meeting of the board shall report fully all action taken by it during the interim; and

(18) To appoint committees of the board of trustees or officers or members of the faculty of the University, with such power and authority and for such purposes in connection with the operation of the University as the board of trustees may deem wise.

SECTION 59-117-50. Meetings of board; quorum.

The board of trustees shall meet not less frequently than quarterly, the time and place of each such regular meeting to be fixed by the chairman of the board or otherwise as the board of trustees shall provide. If the Governor chooses to serve as an ex officio member of the board, he shall preside at all regular and special meetings of the board of trustees in which he is in attendance. At those meetings at which the Governor is not in attendance the chairman of the board of trustees shall preside and in his absence such member shall preside as the board may select. The Governor of the State (if serving as an ex officio member of the board), the chairman of the board of trustees, and the president of the University shall each have the power to call a special meeting of the board of trustees and fix the time and place thereof. Any five members of the board shall likewise have this power. A majority of the members of the board of trustees shall constitute a quorum for the transaction of all business of the board but not less than a majority vote of the whole board shall be required for the election or removal of a president. It shall be the duty of the president and other officers as well as members of the faculty to attend meetings of the board of trustees when requested to so.

Notice of the time and place of all meetings, both regular and special meetings, of the board of trustees of the University of South Carolina shall be mailed by the secretary or his assistant to each trustee not less than five days before each meeting thereof.

SECTION 59-117-60. Property and rights vested in University.

All property, real and personal, and rights of every description which have heretofore been vested in the South Carolina College and the University of South Carolina and the trustees of the University of South Carolina are vested in the "University of South Carolina."

SECTION 59-117-65. University of South Carolina Board of Trustees; authority to enter into ground lease agreements.

The Board of Trustees of the University of South Carolina with the approval of the Budget and Control Board may enter into lease agreements with a private entity whereby the private entity will provide all services necessary for the creation and operation of student housing facilities at the University of South Carolina-Spartanburg including, but not limited to, ground leasing, financing, designing, construction, managing, operating, maintaining, and related services. Upon expiration of the agreement term, the private entity shall surrender to the University of South Carolina-Spartanburg, such premises with the existing buildings, other structures and improvements constructed and located thereon and therein, in the same condition as when the construction of the buildings, other structures, and improvements were completed, only natural and normal wear and tear excepted. The Budget and Control Board first must approve all agreement terms and conditions including the consideration involved, and the full faith and credit of the State toward the lease obligations must not be pledged, and any statement to the contrary is deemed null and void as a matter of public policy. The private entity may be a nonprofit organization. The Budget and Control Board approval required shall be in lieu of or a substitute for any other approval required by any other provision of law or regulation in connection with the undertaking of the private entity and the University of South Carolina-Spartanburg; however, the private entity and the University of South Carolina-Spartanburg shall adhere to fire, life, and safety codes as required by the Office of State Engineer.

Neither this section, nor the approval required by this section, exempts any transaction or entity from complying with Chapter 35 of Title 11.

SECTION 59-117-70. Right of condemnation by board.

The trustees of the University of South Carolina may, in their discretion, make use of the provisions of the Eminent Domain Procedure Act (Chapter 2 of Title 28) to acquire land for which funds are provided by the General Assembly.

SECTION 59-117-80. Board authorized to lease or sell real property donated during fund campaign.

After obtaining the approval of the State Budget and Control Board, the board of trustees of the University of South Carolina is authorized to lease or to sell and convey from time to time any real property which may have been or may hereafter be donated to the University in the course of its current greater university fund campaign, or any similar campaign which may be conducted at any future time, for such consideration and upon such terms and at such times and in such manner as shall be set forth in the resolution of approval of the State Budget and Control Board. The proceeds of any such lease or sale shall be applied to the original purpose of the donation of the property leased or sold.

SECTION 59-117-85. Faculty participation in school's practice plan; handling of generated funds.

Employees of agencies and institutions affiliated with the University of South Carolina School of Medicine who hold faculty appointments in the school may participate in the school's practice plan. Funds generated by such participants shall be handled in accordance with university policies governing practice plan funds.

SECTION 59-117-90. Closing of streets bordered by University property.

The University of South Carolina is authorized to close any public road or street which is bordered on two sides by property now owned by the University or hereafter acquired by it. Provided, that no road or street shall be closed which is situated within the corporate limits of the city of Columbia without concurrence of the governing body of the city. Provided, further, that no section of the state highway system shall be closed without concurrence of the Department of Transportation.

SECTION 59-117-100. President shall not be atheist or infidel.

The board of trustees shall take care that the president of the University shall not be an atheist or infidel.

SECTION 59-117-110. Prior authorization for campus closing.

No campus of the University of South Carolina shall be closed without prior authorization of the General Assembly by act or joint resolution.

ARTICLE 3.

AUXILIARY FACILITIES REVENUE BONDS

SECTION 59-117-210. Purpose; authorization.

(A) The General Assembly finds that it is desirable to provide continuing and general statutory authority for the University of South Carolina to incur debt for, among other things, the purposes of providing funds to acquire, construct, renovate, and equip certain revenue-producing auxiliary facilities, which debt is secured by a pledge of the revenues derived from the operation of some or all of the facilities. The University of South Carolina has demonstrated need for additional funds to provide for acquisition, construction, renovation, and equipping of these facilities. These facilities are needed to replace or renovate aging facilities and to provide additional facilities all to the end that the educational environment at the University of South Carolina will be enhanced for the benefit of present and potential students at the University of South Carolina.

(B) Consideration has been given to this need and to the methods of funding it. It has been determined to be in the best interests of the people of this State to authorize the University to acquire, construct, renovate, and equip additional facilities and to incur indebtedness for these purposes which is payable from the revenues derived from the operation of these facilities to the extent and under the conditions provided for in this article.

SECTION 59-117-220. Definitions.

As used in this article:

(1) "Bond" or "bonds" means any note, bond, installment contract, or other evidence of indebtedness issued pursuant to this article.

(2) "University" means the University of South Carolina.

(3) "Facilities" means any or all of the following facilities operated to provide for the students, faculty, or staff at the University: dining or food service facilities; laundry facilities; canteen facilities; vending machines; convenience stores; any other facilities for the sale of sundry items; health services; book stores; parking lots and vehicle registration; and all furniture, furnishings and equipment in them, which are now owned by the University, or which may be acquired by the University for any of these purposes.

(4) "Revenues" of any facilities means the entire receipts of the University from the operation of the facilities. 'Net revenues' means these receipts reduced by the necessary expenses for operation and maintenance of the facilities.

(5) "Board" means the State Budget and Control Board.

(6) "Trustees" means the Board of Trustees of the University or any successor body.

SECTION 59-117-230. Trustees authorization; acquisition of facilities; bond refunds.

The trustees are authorized to acquire additional facilities and to improve and renovate existing facilities to the extent they determine to be necessary, and the proceeds of bonds authorized by this article are made available for that purpose. The trustees also are authorized to refund bonds that may from time to time be outstanding pursuant to this article by exchange or otherwise.

SECTION 59-117-240. Issuance of bonds; limit.

Upon receiving the approval of the board and upon review by the Joint Bond Review Committee, the trustees may from time to time borrow such sums as may be necessary to accomplish the purpose of this article and to evidence these borrowings by bonds issued pursuant to this article in such aggregate principal amount as they determine, except that other provisions of this article to the contrary notwithstanding, there may not be outstanding at any time bonds issued pursuant to this article in excess of twenty-five million dollars.

SECTION 59-117-250. Funding of bonds; security, generally.

Bonds issued pursuant to this article must be payable from the revenues or the net revenues derived by the University from these facilities as designated by the trustees with respect to the bonds. The trustees may abandon the use of any portion of the facilities or sell or dispose of any portion of the facilities upon receipt of a written recommendation by the chief financial officer of the University to the effect that the action will not adversely affect the ability of the University to discharge its obligations to the holders of bonds issued pursuant to this article and upon the further conditions as prescribed in the resolution of the trustees providing for the issuance of bonds. The bonds issued pursuant to this article may be further secured by the additional pledges of other revenues or fees of the University as it may be authorized to grant pursuant to

other laws of this State.

SECTION 59-117-260. Bonds not guaranteed by State; trustees not personally liable.

The faith and credit of the State may not be pledged for the payment of the principal and interest of the bonds, and there must be on the face of each bond a statement plainly worded to that effect. Neither the trustees nor any other person signing the bonds is personally liable for them.

SECTION 59-117-270. Bond specifications; issuing resolutions.

In order to avail themselves of the authorizations set forth in this article, the trustees shall adopt resolutions providing for the issuance of bonds of the University, within the limitations mentioned in this article which must prescribe the tenor, terms, and conditions of the bonds. The bonds must be issued as serial or term bonds, maturing in equal or unequal amounts, at such times and on such occasions as the trustees determine. The last maturing bonds of any issue must be expressed to mature not later than fifty years from their date, and the first maturing bonds of any issue, issued pursuant to this article, falls due within five years from their date. They must bear such rates of interest, payable on such occasion, as the trustees prescribe, and the bonds must be in such denominations, payable in such medium of payment, and at such place as such resolutions prescribe. All bonds may be issued with a provision permitting their redemption on any interest payment date before their respective maturities. Bonds made subject to redemption before their stated maturities may contain a provision requiring the payment of a premium for the privilege of exercising the right of redemption, in such amount or amounts as the trustees prescribe in the resolutions authorizing their issuance. All bonds that are subject to redemption must contain a statement to that effect on the face of each bond. The resolutions authorizing their issuance must contain provisions specifying the manner of call and the notice of call that must be given.

SECTION 59-117-280. Tax exempt status.

The bonds authorized by this article and all interest to become due on them have the tax exempt status prescribed by Section 12-1-60.

SECTION 59-117-290. Who may invest in bonds.

It is lawful for all executors, administrators, guardians, and fiduciaries, all sinking fund commissions, the board, as trustee of the South Carolina Retirement System, and all other governmental entities within this State to invest any monies in their hands in the bonds.

SECTION 59-117-300. Execution of bonds and coupons; registration as to principal and interest.

The bonds and coupons, if any, attached to the bonds, are executed manually or by facsimile in the name of the University in the manner and by persons as the trustees from time to time determine, and the seal of the University must be affixed to or impressed or reproduced on each bond. Any coupons attached to the bonds must be authenticated by the facsimile signature of one or more of the persons signing the bonds. The bonds, in the discretion of the trustees, may be registerable as to principal and interest on books kept for them by or on behalf of the University, including by a corporate registrar. The delivery of the executed bonds is valid notwithstanding changes in officers or in the seal occurring after the execution. Notwithstanding the foregoing, the bonds, in the discretion of the trustees, may be issued as fully registered noncertificated book-entry securities.

SECTION 59-117-310. Sale; advertisement; discounts.

The bonds must be disposed of in such manner as the trustees determine, except that no sale, privately negotiated without public advertisement, may be made unless the approval of the board is obtained. If the trustees elect to sell the bonds at public sale, at

least one advertisement of them must appear in some newspaper of general circulation in this State not less than seven days before the date fixed for the opening of bids. The bonds may be sold at such discount or for such premium as may be determined by the trustees or their designee as being in the best interest of the University.

SECTION 59-117-320. Trustees' powers for purposes of securing principal and interest of bonds.

To the end that the payment of the principal and interest of the bonds authorized by this article is secured adequately, the trustees of the University may:

(1) issue bonds in such amount within the limitations provided for in this article, as the trustees consider necessary. It is lawful for the trustees to use a portion of the principal proceeds derived from any sale of bonds, except bonds issued to effect refunding of outstanding bonds, to meet the payment of interest on the bonds for a period equal to the period of construction of the facilities to be financed with the proceeds of such bonds, plus a period not exceeding six months. It is recognized by the General Assembly that until the facilities to be constructed with the proceeds of the loan are completed an undue burden may be imposed upon the existing revenues at that time;

(2) pledge the revenues or the net revenues of the facilities as designated by the trustees in connection with the issuance of the bonds, whether then or after that time to be existing and to pledge any otherwise available gifts, grants, or donations to the University for the payment of the principal of and interest on the bonds as they respectively mature. However, any surplus of the revenues or net revenues available after the payment of costs of operation and maintenance of the facilities and of debt service on the bonds, and the establishment of any debt service reserve obligation under the proceedings providing for the issuance of the bonds, is placed in a contingency and improvement fund for the facilities in order to restore depreciated or obsolete items of the facilities, to make improvements to the facilities, to defray the cost of unforeseen contingencies with regard to the facilities, to prevent defaults under such bonds, or to redeem any of the bonds;

(3) further secure the bonds with a pledge of any additional revenues or fees of the University as may be authorized under other laws of this State;

(4) covenant that no facilities owned by the University may be used free of charge, or to specify and limit the facilities which may be used free of charge;

(5) covenant to establish and maintain a system of rules as will insure the continuous use and occupancy of the facilities, whose revenues are pledged to secure any bonds;

(6) covenant that an adequate schedule of charges be established and maintained for the facilities designated by the trustees, whose revenues or net revenues are pledged to secure the bonds, to the extent necessary to produce sufficient revenues to:

(a) pay the cost of operating and maintaining the facilities, whose revenues or net revenues are pledged for the payment of the bonds, including the cost of fire, extended coverage and use, and occupancy insurance;

(b) pay the principal and interest of the bonds as they respectively become due;

(c) create and at all times maintain an adequate debt service reserve fund to meet the payment of the principal and interest; and

(d) create and at all times maintain an adequate reserve for contingencies and for major repairs and replacement.

(7) covenant against the mortgaging or disposing of the facilities designated by the trustees, whose revenues or net revenues are pledged for the payment of the bonds, and against permitting or suffering any lien to be created on them, equal or superior to the lien created for the benefit of such bonds. The trustees are empowered to

discontinue the use of or demolish obsolete facilities and to reserve the right, under the terms they prescribe, to issue additional bonds on a parity with the bonds authorized by this article, if at some later date they obtain legislative authorization for the issuance of additional bonds;

(8) covenant as to the use of the proceeds derived from the sale of any bonds issued pursuant to this article;

(9) provide for the terms, form, registration, exchange, execution and authentication of bonds, and for the replacement of lost, destroyed, or mutilated bonds;

(10) make covenants with respect to the use of the facilities, to be constructed with the proceeds of the bonds authorized by this article, and of the other facilities, whose revenues must be pledged for the payment of the bonds;

(11) covenant that all revenues or net revenues of the particular facilities pledged for the payment of the bonds must be segregated into special funds and that the funds must be used solely for the purposes for which they are intended and for no other purpose;

(12) covenant for the mandatory redemption of bonds on the terms and conditions as the resolutions authorizing the bonds prescribe;

(13) provide for early defeasance of bonds through the establishment of special escrow accounts maintained by a corporate trustee, which may be the State Treasurer, of cash or United States government obligations, or obligations of agencies of them, which escrows may be funded with proceeds of bonds issued under the provisions of this article or revenues or other funds available to the University;

(14) prescribe the procedure, if any, by which the terms of the contract with the bondholders may be amended, the number of bonds whose holders must consent to it, and the manner in which consent is given;

(15) covenant as to the maintenance of the facilities, whose revenues must be pledged for the payment of the bonds, the insurance to be carried on them, and the use and disposition of proceeds from any insurance policy;

(16) prescribe the events of default and the terms and conditions upon which all or any bonds become or may be declared due before maturity and the terms and conditions upon which the declaration and its consequences may be waived;

(17) impose a statutory lien upon the facilities designated by the trustees, the revenues or net revenues of which must be pledged to secure the bonds. The lien must extend to the facilities, to their appurtenances and extension, to their additions, improvements and enlargements to the extent specified in the resolutions and must inure to the benefit of the holders of the bonds secured by the lien. The facilities remain subject to the statutory lien until the payment in full of the principal and interest of the bonds. A holder of a bond, or any of the coupons representing interest on them, either at law or in equity, by suit, action, mandamus, or other proceedings, may protect and enforce the statutory lien, and by suit, action, mandamus, or other proceedings may enforce and compel performance of all duties of the trustees, including the fixing of sufficient rates, the proper segregation of the revenues, and the proper application of them. However, the statutory lien may not be construed to give the bond or coupon holder authority to compel the sale of any of the facilities or any part of them;

(18) covenant that if there is a default in the payment of the principal of or interest upon any of the bonds, a court having jurisdiction in any proper action may appoint a receiver to administer and operate the facilities designated by the trustees, whose revenues or net revenues are pledged for the payment of the bonds, with power to fix rates and charges for the facilities, sufficient to provide for the payment of the expense of operating and maintaining the facilities, and to apply the income and revenues of the facilities to the payment of the bonds, and the interest on them;

(19) establish on or before the delivery of any bonds issued pursuant to this article a

debt service reserve fund and to cause it to be deposited with a corporate trustee, who may be the State Treasurer, and to that end, the trustees are empowered to utilize any monies available for that purpose, including revenues previously accumulated from the facilities before the issuance of bonds. In the discretion of the trustees, in lieu of cash, the debt service reserve fund may be funded with a surety bond, insurance policy, letter of credit, line of credit, or similar guarantee. At the discretion of the trustees, the University may purchase an insurance policy insuring payment of both principal and interest on any issuance of bonds under the provisions of this article;

(20) appoint a corporate trustee, who may be the State Treasurer, or paying agent to whom must be paid all or any portion of the revenues or net revenues pledged to the payment of the bonds or derived from the operation of the facilities, and to prescribe the manner in which these revenues or net revenues must be utilized and disposed of. The corporate trustee shall serve in a fiduciary capacity as trustee for the bondholders under the resolutions of the trustees authorizing the issuance of bonds.

SECTION 59-117-330. No time limit for issuing bonds.

No time limit is set for the issuance of bonds pursuant to this article.

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Appendix D: USC Board of Trustees Bylaws

UNIVERSITY OF SOUTH CAROLINA

BYLAWS
BOARD OF TRUSTEES

I hereby certify that this edition of the Bylaws of the Board of Trustees of the University of South Carolina reflects the Bylaws as approved and adopted by the Board on April 17, 2013.

Amy E. Stone

Secretary, Board of Trustees

University of South Carolina

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PREAMBLE

The Board of Trustees of the University of South Carolina was created on December 19, 1801, and constituted a body corporate and politic by virtue of Sections 59-117-10 *et seq.*, Code of Laws of South Carolina (1976), as amended. The Board is charged with the operation and management of the University of South Carolina. In order to more effectively discharge its responsibilities and duties in connection therewith, in order to provide for a definitive, orderly form of governance, and in order to secure and continue a responsive, progressive, and superior institution of higher education, the Board of Trustees hereby does promulgate and adopt these Bylaws.

ARTICLE I

THE UNIVERSITY OF SOUTH CAROLINA

SECTION 1. NAME OF BOARD. The name of the Board is fixed by statute of the State of South Carolina as the Board of Trustees ("Board") of the University of South Carolina.

SECTION 2. NAME OF UNIVERSITY. The name of the University under the control of the Board as fixed by statute is the University of South Carolina.

SECTION 3. BODY CORPORATE AND POLITIC. The Board of the University of South Carolina was created and constituted a body corporate and politic, in deed and in law under the name of the University of South Carolina by statute of the State of South Carolina.

SECTION 4. THE UNIVERSITY SYSTEM. The University System is composed of the following component campus units:

A. University of South Carolina Aiken.
B. University of South Carolina Beaufort.
C. University of South Carolina Columbia.
D. University of South Carolina Lancaster.
E. University of South Carolina Salkehatchie.
F. University of South Carolina Sumter.
G. University of South Carolina Union.
H. University of South Carolina Upstate.

ARTICLE II

THE BOARD OF TRUSTEES

SECTION 1. COMPOSITION. Pursuant to Section 59-117-10, Code of Laws of South Carolina (1976), as amended, the Board of the University of South Carolina shall be composed of the Governor of this State (or the Governor's designee), the State Superintendent of Education, and the President of the University of South Carolina Alumni Association, which three members shall be ex officio members of the Board, and seventeen other members, including one from each of the sixteen judicial circuits, elected by the general vote of the General Assembly as hereinafter provided, and one at-large member appointed by the Governor. The Governor shall make the appointment based on merit regardless of race, color, creed or gender and shall strive to assure that the membership of the Board is representative of all citizens of the State of South Carolina.

SECTION 2. TERMS. Pursuant to Section 59-117-20, Code of Laws of South Carolina (1976), as amended, the regular term of office for each member elected by the General Assembly, shall be four years with the terms commencing on July 1 of the year of election and expiring on June 30 four years thereafter; provided, however, that such member shall continue to serve after his term expires until his successor shall have been elected and qualified. The terms are staggered by Judicial Circuits as prescribed by the Legislature. Currently, members from the 1st, 3rd, 5th, 7th, 9th, 11th, 12th and 13th Judicial Circuits are elected at one time and members from the 2nd, 4th, 6th, 8th, 10th, 14th, 15th and 16th Judicial Circuits are elected two years thereafter. The General Assembly holds regular elections every two years for the purpose of selecting successors of those members whose terms are then expiring which elections shall not be earlier than the first day of April of the year the term expires.

The term of the office of the at-large members appointed by the Governor is effective upon certification to the Secretary of State and is four years. If the Governor chooses to designate a member to serve in the Governor's stead as permitted by Section 1 hereinabove, the appointment is effective upon certification to the Secretary of State and shall continue at the pleasure of the Governor. The term of the President of the University of South Carolina Alumni Association is for the active term of office as President.

SECTION 3. VACANCIES. If a vacancy occurs among the sixteen members elected by the General Assembly when the General Assembly is not in session, the Governor may fill such vacancy by appointment until the next session of the General Assembly.

SECTION 4. COMPENSATION. Each member of the Board shall draw such per diem and expenses as from time to time may be allowed other boards, commissions and committees of the State or its agencies.

ARTICLE III

INDIVIDUAL TRUSTEE RESPONSIBILITIES

Each member of the Board of Trustees shall:

A. Honor his/her fiduciary responsibility to the University System and the Board as a whole;

B. Recognize that the Board, as the governing authority of the University System, is responsible for defining the mission, role and scope of the University System, for establishing the general policies by which the University System shall operate, and for delegating the day-to-day management function of the University System to the President;

C. Recognize that the legal authority of the Board to govern and direct the University System rests with the collective Board and not individual Board members;

D. Notify the Chairman of the Board and the President immediately of credible information that could bring discredit upon the University or damage the University's reputation; and

E. Avoid conflicts of interest and self-dealing with the University; and refrain from engaging in personal agendas that conflict with actions of the Board or the advancement of the institution as a whole.

ARTICLE IV

RESPONSIBILITIES OF THE BOARD

SECTION 1. DUTIES OF THE BOARD. The Board shall define the mission, role and scope of the University System and each of its major component institutions, shall establish the general policies of the University System, shall lay out the University System's broad program of educational activity, shall approve the budget for the next fiscal year, and shall provide ultimate accountability to the public and the General Assembly.

Within these fundamental responsibilities, the Board will perform, where appropriate, many essential functions, including but not limited to the following:

A. Elect a President of the University to serve at the will of the Board or for such term and compensation as the Board may prescribe;

B. Elect a Secretary of the University and of the Board to serve at the will of the Board or for such term and compensation as the Board may prescribe;

C. Elect a Treasurer of the University to serve at the will of the Board or for such term and compensation as the Board may prescribe;

D. Establish policies and goals of the University and direct the President to implement and achieve those policies and goals;

E. Review and approve academic plans, including new programs and new units, and major modifications or deletions in existing programs and units;

F. Approve, upon recommendation of faculties and the President, the earned degrees awarded;

G. Designate academic chairs and professorships, award honorary degrees and name buildings or major portions thereof, other structures, outdoor spaces, streets and geographic areas;

H. Levy fees and charges and examine from time to time admissions policies as established by the faculties and the administration;

I. Review and approve requests for appropriations;

J. Review and approve annual budgets and budget changes;

K. Approve all gifts where restrictions are indicated, designate the use of unrestricted gifts, and approve and designate the use of testamentary gifts;

L. Approve all loans, borrowing, and issuance of bonds;

M. Approve appointments and salaries of principal officials which shall be defined as those persons elected by the Board as provided in Paragraphs A, B, and C above, as well as University officers having the rank of Vice President or Chancellor or equivalent rank;

N. Approve compensation policy for faculty and staff;

O. Approve all long-range development plans for the University including major capital projects;

P. Approve or delegate authority for approval of all major contractual relationships and other major legal obligations executed in the name of the University;

Q. Approve all sales or purchases of real property, and ensure that all properties of the University are preserved and maintained;

R. Establish investment policies and procedures which will provide for the prudent investment and preservation of funds entrusted to the University;

S. Establish auditing policies and standards and appoint independent auditors; and

T. Establish and maintain within the administrative procedures of the University the policy and practice that the administrators of the University covered under Paragraphs A, B, and C herein above shall serve in such capacities at the will and pleasure of the Board; that the administrators of the University having the rank of Vice President, Chancellor, University Campus Dean, Academic Dean, Director or the equivalent thereof and any other person reporting directly to the President shall serve in such capacities at the will and pleasure of the President. It is understood that the employment of such administrators shall be on customary terms of University employment and there shall be no separate employment agreements; provided, however, it is further understood that no Athletics Department administrators will be given employment agreements in excess of one year without prior approval of a majority (eleven) vote of the entire Board of Trustees.

SECTION 2. PRESIDENTIAL CANDIDATE SEARCH COMMITTEE. When there is a vacancy or notification of a forthcoming vacancy in the office of the President, the Board will create a Presidential Candidate Search Committee the composition of which will be as follows:

A. five members of the University of South Carolina Board of Trustees from among those elected by the General Assembly to be recommended by the Executive Committee to the full Board (one of whom shall be designated as Chair of the Committee);

B. three members of the faculty of the University including the incumbent Chair of the USC Columbia Faculty Senate who shall serve until the conclusion of the presidential search process, a representative of the faculty elected by the USC Columbia Faculty Senate, and a representative of the faculties of USC Aiken, USC Upstate, and the USC University Campuses to be selected mutually by the faculty senates thereof;

C. the incumbent President of the USC Columbia Student Government Association who shall continue to serve on the Committee until the conclusion of the presidential search process;

D.the incumbent President of the USC Alumni Association who shall continue to serve on the Committee until the conclusion of the presidential search process;

E. a representative of the University's support foundations who shall be an elected member of the board of either the USC Educational Foundation, the USC Development Foundation,

the USC Business Partnership Foundation, or the South Carolina Research Institute to be mutually selected by the foundation boards;

F. the Secretary of the Board of Trustees will serve as Secretary of the Committee and the Vice President for Human Resources and the General Counsel of the University will make themselves available to advise and further the work of the Committee.

A charge to the Presidential Candidate Search Committee will be delivered by the Chairman of the Board, such charge requiring the Committee to present to the Board the names of four fully acceptable candidates for the presidency, and should at any time an acting or interim president be required to fulfill the responsibilities of the presidency, the process described above shall not apply but such appointment shall be made by the Board on recommendation of the Executive Committee of the Board.

ARTICLE V

POWERS OF THE BOARD

The powers of the Board are prescribed by the provisions of Sections 59-117-40, *et seq*., Code of Laws of South Carolina (1976), as amended.

ARTICLE VI

OFFICERS OF THE BOARD

SECTION 1. EX OFFICIO CHAIRMAN. The Ex Officio Chairman of the Board shall be the Governor of South Carolina who, when present, shall preside at all meetings of the Board.

SECTION 2. PERMANENT CHAIRMAN. A permanent Chairman of the Board may be elected by written ballot from among those members of the Board elected by the General Assembly. A majority vote of the entire Board (eleven or more votes required for election) is necessary for election. Such election shall take place at the August meeting of the Board in each even year and the term of office shall commence immediately upon election and shall extend for a period of two years or until his successor shall be elected. The permanent Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of permanent Chairman, the Vice Chairman shall complete the term of the vacating Chairman.

The permanent Chairman of the Board, in the absence of the Ex Officio Chairman, shall preside at all meetings of the Board and shall be the spokesman for the Board. He shall serve as Chairman and a member of the Executive Committee of the Board. He shall serve as an ex officio member of all standing, special or ad hoc committees of the Board with full right to participate in Board or committee discussion and with the full right to vote. He shall perform such other duties as may, from time to time, be prescribed by the Board and by these Bylaws.

SECTION 3. VICE CHAIRMAN. The Board shall, subsequent to the election of permanent Chairman and in the same manner as the permanent Chairman was elected, elect a Vice Chairman who shall preside at meetings of the Board in the absence of the Ex Officio Chairman and the permanent Chairman of the Board. He shall also serve as a member of the Executive Committee of the Board and in the absence of the permanent Chairman he shall preside at the meetings of the Executive Committee. In the absence of, or on the delegation of, the permanent Chairman, the Vice Chairman shall serve in place and stead of the permanent Chairman as an ex officio member of any standing, special or ad hoc committee of the Board with full right to participate in Board or committee discussion and with the full right to vote. The Vice Chairman shall be eligible to succeed himself for not more than one additional, consecutive full term. In the event a vacancy occurs in the office of Vice Chairman, the Board shall elect a Vice Chairman to complete the term of the vacating Vice Chairman in the same manner prescribed above (eleven or more votes required for election) at the next regular meeting of the Board following the creation of the vacancy. The Vice Chairman shall succeed the Chairman in the event of vacancy.

SECTION 4. CHAIRMAN EMERITUS. In the event a retiring permanent Chairman continues to serve as an elected member of the Board subsequent to the expiration of his term as permanent Chairman, he shall be designated as Chairman Emeritus and shall be an ex officio member of the Executive Committee of the Board during his service as Chairman Emeritus, with the full right to participate in committee discussions and with the full right to vote. The term of Chairman Emeritus shall extend for the duration of that member's elected service on the Board or until a succeeding retiring permanent Chairman becomes eligible to assume the designation of Chairman Emeritus by

the termination of his service as permanent Chairman and his continuing to serve as an elected member of the Board, whichever occurs first. At no time shall there be more than one member of the Board entitled to the designation of Chairman Emeritus and the last person to have served as Chairman who is still a member of the Board shall be designated Chairman Emeritus.

SECTION 5. TEMPORARY CHAIRMAN. In the event the Ex Officio Chairman, the permanent Chairman, and the Vice Chairman are absent, the Board shall elect, by a majority of those present and voting, a temporary Chairman.

SECTION 6. SECRETARY OF THE UNIVERSITY AND THE BOARD OF TRUSTEES. A Secretary of the University and of the Board of Trustees shall be elected by the Board to serve at the will of the Board. The Secretary need not be a member of the Board. He shall also serve as Secretary of all committees of the Board and the Board of Visitors. The Board may also elect assistant secretaries with such powers as may be delegated by the Secretary. The Secretary shall perform those duties prescribed in Article XI of these Bylaws.

ARTICLE VII

COMMITTEES

SECTION 1. STANDING COMMITTEES.

A. To facilitate consideration of the business and management of the Board and of the University, standing committees are established as hereinafter set forth. Any matters appropriate for consideration by a standing committee first shall be referred thereto, except by a two-thirds vote of the Board present at a meeting of the Board but in no event by an affirmative vote of less than a majority (eleven) of the members of the entire Board; provided, however, that any matter referred to and considered by a standing committee, but upon which the committee makes no recommendation or report to the Board, may be brought before the Board for consideration at the request of any member of the Board. Except as otherwise provided in these Bylaws, matters determined by the permanent Chairman of the Board, the President of the University, and the Secretary to be appropriate for consideration by more than one standing committee shall be referred only to the standing committee of primary jurisdiction. Members of any other standing committee before which it would be appropriate to consider such matters shall be invited to attend the meeting of the standing committee of primary jurisdiction at which such matters are to be considered.

Unless otherwise specifically delegated and except as otherwise provided herein, authority to act on all matters is reserved to the Board, and the duty of each standing committee shall be only to consider and to make recommendations to the Board upon matters referred to it.

The several standing committees are charged specifically with the immediate care and supervision of the subject matter respectively indicated by and properly relating to their titles.

B. The following shall be the standing committees of the Board:

1. The Academic Affairs and Faculty Liaison Committee
2. The Audit and Compliance Committee
3. The Buildings and Grounds Committee
4. The Executive Committee
5. The Health Affairs Committee
6. The Intercollegiate Athletics Committee
7. The Student-Trustee Liaison Committee

C. Members of the Executive Committee, other than the permanent Chairman, Vice Chairman, and Chairman Emeritus, who are members thereof by virtue of their office, shall be elected at the August meeting in each even year, with the three persons receiving the highest number of votes and a majority vote of the members present and voting being essential to election. This election may be held by written ballot. In the event a vacancy occurs on the Executive Committee,

other than in the ex officio capacity of Chairman Emeritus, that vacancy shall be filled by the same method prescribed above at the next regular meeting of the Board following the creation of the vacancy provided all Board members entitled to vote thereon receive at least fifteen days prior notice of such vacancy and the scheduled election.

D. The Executive Committee shall appoint members to the various other standing committees following the August meeting of the Board in every even year. In the event a vacancy occurs on a standing committee, that vacancy shall be filled by appointment by the Executive Committee at the next regular meeting of the Executive Committee following the creation of the vacancy.

E. No member of the Board may serve simultaneously on the Executive Committee of the Board and as Chairman of another standing committee of the Board.

F. No member of the Board may serve on more than three standing committees of the Board.

SECTION 2. SPECIAL OR AD HOC COMMITTEES. Special or ad hoc committees shall be appointed by the permanent Chairman of the Board upon authority of the Board with such powers and duties and period of service as the Board may determine, provided that no special or ad hoc committee shall be created to act upon any matter appropriate to be acted upon by a standing committee.

ARTICLE VIII

RESPONSIBILITIES OF STANDING COMMITTEES

SECTION 1. ACADEMIC AFFAIRS AND FACULTY LIAISON COMMITTEE. The Academic Affairs and Faculty Liaison Committee shall consist of not less than three members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of the Committee Chairman shall be for two years from the date of election until the appointment of Committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the remaining members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall be kept informed of all academic programs; of the conditions affecting recruitment and retention of faculty members; of the adequacy of instructional facilities; of the proposal of new degrees, major programs or institutes; of the proposal to eliminate existing degrees, major programs and institutes; and of such other matters relating to the educational policies and programs as may be brought before it or referred to it by the Board. It shall consider the development of new programs, degrees, institutes and research for submission to the State Commission on Higher Education. It shall consider and make recommendations to the Board with respect to the naming of any academic centers, institutes, or other such programs. It shall report on all such matters to the Board from time to time with such recommendations as it may consider relevant to the achievement of the University's goal of academic excellence.

The Committee shall consider recommendations for tenure and promotion; honorary faculty titles; extensions of service; and appointments with tenure.

The Committee shall meet from time to time with the Faculty–Board of Trustees Liaison Committee of the Faculty Senate on matters of concern to the faculty and of concern to the Board, and shall keep the Board informed of all such matters.

The Committee shall review from time to time all recommendations forwarded by the President in accordance with the Policy on Honorary Degree Recipients and shall recommend there from to the Board appropriate recipients of such degrees. Approval by a three-fourths vote of the members present at the Board meeting next following the meeting at which the recommendation is made shall be required to approve the granting of such honorary degrees.

The Committee shall likewise serve as the final forum of appeal in faculty matters pertaining to revocation of tenure and dismissal of tenured faculty members.

SECTION 2. AUDIT AND COMPLIANCE COMMITTEE. The Committee shall consist of not less than three members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of the Committee Chairman shall be for two years from the date of election until the appointment of committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the remaining members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall review and monitor the finance and fiscal policies and procedures of the University, its departments, and related entities; receive and evaluate reports and recommendations of internal and external auditors; advise the Executive Committee and the Board of the financial status of the University, its departments, and related entities; perform such studies of financial matters as the Executive Committee or the Board may request; and recommend fiscal policies to the Executive Committee and Board that will better serve the needs of the University of South Carolina and the public.

SECTION 3. BUILDINGS AND GROUNDS COMMITTEE. The Buildings and Grounds Committee shall consist of not less than three members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of the Committee Chairman shall be for two years from the date of election until the appointment of Committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the remaining members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall be charged with the consideration of all Board matters relating to the buildings and the grounds of the University System; the design and location of new buildings and maintenance, improvement or remodeling of older buildings; the landscaping of the grounds; and all other matters having to do with the physical care and preservation of the University's physical plant, furniture, and equipment. It shall report to the Board with its recommendations thereon and also on all contracts relating to new construction, to improvement and repairs to existing buildings, and to improvements and maintenance of the grounds of the University.

The Buildings and Grounds Committee shall review in advance all recommendations relating to the naming of buildings and other facilities and outdoor areas under the management control of the University or operated by the University or any single purpose support organization created to support the activities of the University and shall make recommendations to the Board regarding same. In this regard, it shall be the general policy of the Board, and, therefore, of this

Committee, that no building, part of a building, outdoor space, or facility shall be designated by the name of any particular person or entity except:

A. in cases where a gift, either *inter vivos* or testamentary, has been accepted by the Board for (1) the construction or naming of a building, part of a building, or other facility, or (2) the creation or naming of an outdoor space, or other facility, and the terms of the gift require or request that a particular name be used; or

B. in cases where it is desired to honor a past President of the University, a past Chancellor of a component four-year institution within the University System, or a past Campus Dean of a component two-year institution within the University System, for conspicuous services to the University; or

C. in cases where it is desired to acknowledge conspicuous services of an individual (other than a past President, past Chancellor or past Campus Dean) employed by the University for not less than fifteen years whose exceptional leadership and unique successes on behalf of the University in his or her field of endeavor have been recognized nationally and have enhanced significantly the reputation and good-will of the University in the local community, the state, and the nation; provided, however, any motion for such special individual designation of a building, part of a building, outdoor space or facility (1) shall not be considered while the individual remains employed in the position for which he or she is to be recognized, and (2) shall require approval by a two-thirds vote of the members present at the Board meeting at which the recommendation is made; or

D. in cases where it is desired to acknowledge conspicuous services of an individual (other than a past President, past Chancellor or past Campus Dean) to the University; provided, however, any motion for such special individual designation of a building, part of a building, outdoor space or facility (1) shall not be considered until one year after the death of the individual involved, and (2) shall require approval by a three-fourths vote of the members present at the Board meeting at which the recommendation is made.

Buildings and other naming opportunities shall only bear the name of individuals or entities that exemplify attributes of integrity, character and leadership consistent with the highest values of the University. In the event the Buildings and Grounds Committee determines that those attributes have been violated, it shall recommend to the Board that the individual's or entity's name be removed.

SECTION 4. EXECUTIVE COMMITTEE. The Executive Committee shall consist of the permanent Chairman of the Board, the Vice Chairman of the Board, the Chairman Emeritus of the Board, and not more than three other members of the Board elected by the General Assembly who shall be elected as hereinabove provided.

The Executive Committee, during the interim between meetings of the Board, shall have all the powers of the Board not inconsistent with the established policies of the Board or with any action theretofore taken by the Board; provided, however, that the Executive Committee shall not preempt the role of a standing committee as stated in Section 1 of Article VII except in those emergency circumstances which do not permit the handling of a matter in the normally prescribed manner. The Executive Committee shall function as a continuous planning and financial committee of the Board, exercising general supervision of the finances of the University; shall review in advance the proposed

budget for the succeeding year; and shall review in advance the proposed application for appropriations for the succeeding fiscal year in the light of overall University plans. It shall make reports to the Board at each meeting on all such matters occurring since the previous meeting.

The Executive Committee shall provide for an appropriate fidelity surety bond or bonds covering all officers, agents, and employees of the University who at any time shall hold any property or funds of the University and for appropriate officers and directors' insurance to insure the officers and members of the Board against liability arising by virtue of the acts of such officers or Board members in their official capacity with the University.

SECTION 5. HEALTH AFFAIRS COMMITTEE. The Health Affairs Committee shall consist of not less than three members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of the Committee Chairman shall be for two years from the date of election until the appointment of committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall be charged with the consideration, formulation, review and approval of all matters affecting the activities or policies of the School of Medicine, the South Carolina College of Pharmacy, the College of Nursing, and the School of Public Health, and shall be kept informed of all matters affecting these activities or policies in order that it may make recommendations and reports to the Board.

All matters relating to the various schools and colleges heretofore mentioned but also pertaining to financial affairs, academic affairs, student affairs, or facilities affairs of these schools and colleges shall continue to be the primary responsibility of, respectively, the Executive Committee, the Academic Affairs and Faculty Liaison Committee, the Student-Trustee Liaison Committee, or the Buildings and Grounds Committee of the Board with the Health Affairs Committee having concurrent but subordinate jurisdiction.

Major aspects of the considerations of the Health Affairs Committee shall be the coordination of the efforts of the heretofore listed schools and colleges and the presentation of the results of their mutual efforts to the University community and the public at large.

SECTION 6. INTERCOLLEGIATE ATHLETICS COMMITTEE. The Intercollegiate Athletics Committee shall consist of not less than three members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of the Committee Chairman shall be for two years from the date of election until the appointment of committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the remaining

members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall be charged with the formulation, review, and approval of all policies affecting the intercollegiate activities of the University and shall be kept informed of all matters affecting these policies in order that it may make recommendations and reports to the Board.

SECTION 7. STUDENT-TRUSTEE LIAISON COMMITTEE. The Student-Trustee Liaison Committee shall consist of not less than four members nor more than eight members of the Board appointed by the Executive Committee following the August Board meeting of each even year. The members so appointed shall elect a Chairman of the Committee at the first scheduled meeting following such appointment. The term of Committee Chairman shall be for two years from the date of election until the appointment of committees by the Executive Committee in the next even year. The Committee Chairman shall be eligible to succeed himself for not more than one additional, consecutive term. In the event a vacancy occurs in the office of Committee Chairman, the remaining members of the Committee shall elect a new Committee Chairman to complete the term of the vacating Committee Chairman at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board member so elected from serving two additional consecutive terms as Chairman as provided above.

The Committee shall meet from time to time with the student government presidents of each System campus.

ARTICLE IX

MEETINGS OF THE BOARD AND COMMITTEES

SECTION 1. REGULAR MEETINGS OF THE BOARD. Pursuant to Section 59-117-50, Code of Laws of South Carolina (1976), as amended, the Board shall hold regular meetings not less frequently than quarterly in each calendar year. Such meetings shall be held at such time and place as the Board may direct.

SECTION 2. NOTICE OF REGULAR MEETINGS. Pursuant to Section 59-117-50, Code of Laws of South Carolina (1976), as amended, notice of the time and place of all regular meetings of the Board shall be distributed to each member by the Secretary not less than five working days before each meeting. Public notice of such meetings shall also be given by the Secretary at the beginning of each calendar year in accordance with the requirements of Section 30-4-80, Code of Laws of South Carolina (1976), as amended.

SECTION 3. SPECIAL MEETINGS OF THE BOARD. Pursuant to Section 59-117-50, Code of Laws of South Carolina (1976), as amended, the Ex Officio Chairman of the Board, the permanent Chairman, the President, or any five Board members may call special meetings of the Board and fix the time and place thereof. Public notice of such meetings shall be given by the Secretary not less than twenty-four hours before the meeting in accordance with the requirements of Section 30-4-80, Code of Laws of South Carolina (1976), as amended.

SECTION 4. AGENDA. At least five working days prior to each regular meeting of the Board, the Secretary shall mail to each member thereof an agenda setting forth all substantive matters upon which action is to be requested at the meeting. No action shall be taken on any substantive matter which is not on the agenda of the Board except with the consent of two-thirds of the members present, but in no event by an affirmative vote of less than a majority (eleven) of the members of the Board; provided, however, that action may be taken on matters considered by committees after the mailing of said agenda.

SECTION 5. PUBLIC MEETINGS; EXECUTIVE SESSIONS. All meetings of the Board and its Committees shall be public unless the matter being discussed falls within the provisions of Section 30-4-70, Code of Laws of South Carolina (1976), as amended, in which event the Board or committee, as applicable, may enter executive session for the purpose of considering such matter. The Board, upon the vote of a majority of those present, may call for consideration of such matters in executive session. However, if it is determined either by the Chairman or by a majority of the Board or committee during the course of such considerations in executive session that the matter is not properly the subject of an exception to the South Carolina Freedom of Information Act, the Board shall discontinue consideration of that matter and move on to other matters, if any, appropriate for consideration in executive session. Thereafter, the presiding officer of the Board or committee shall terminate the executive session and reconvene the public session for consideration of such matters requiring action. Only voting members of the Board or committee shall remain for executive sessions unless the Board or committee deems otherwise and specifically requests such other person or persons to be in attendance.

SECTION 6. RELEASE OF EXECUTIVE SESSION INFORMATION. All matters discussed in executive sessions are confidential and shall be released to the public only as the Board shall direct, or in the event an executive session of a standing committee is involved, only as that standing committee shall direct, except that:

A. Executive session items which require release from confidentiality in order that the ordinary business of the University might be conducted may be so released as directed by either the permanent Chairman of the Board, the President or the Secretary of the Board.

B. The Secretary of the Board, in consultation with the permanent Chairman of the Board, is authorized to release for scholarly purposes executive session minutes of Board meetings, when the substance of such minutes would not now be considered in executive session or when the minutes pertain to meetings held more than twenty-five years ago.

SECTION 7. ATTENDANCE AT MEETINGS OF THE BOARD BY THE PRESIDENT OF THE STUDENT BODY AND THE FACULTY REPRESENTATIVE. The President of the Student Government Association of the University of South Carolina Columbia and the Chair of the University Faculty Senate shall be invited to sit personally in all meetings of the full Board with full right to participate in the Board's discussions but without the right to vote on any matter.

SECTION 8. MEETINGS OF COMMITTEES. Meetings of committees shall be called by the Secretary at the direction of the permanent Chairman of the Board, the Chairman of the particular committee concerned, the President of the University, or any two members of the committee of which a meeting is to be called. Notice of the time and place of a meeting of a committee shall be distributed to all members of the Board at least five working days before the time appointed for the meeting. Public notice of such meetings shall be given by the Secretary not less than twenty-four hours before the meeting in accordance with the requirements of Section 30-4-80, Code of Laws of South Carolina (1976), as amended.

ARTICLE X

BOARD AND COMMITTEE PROCEDURES

SECTION 1. ORDER OF BUSINESS OF THE BOARD. The order of business at each regular meeting of the Board shall be as follows:

A. Call to order;

B. Reading of notice and statement of service thereof;

C. Roll call;

D. Approval of minutes of the last meeting or previous meetings;

E. Reports of standing committees;

F. Reports of special committees;

G. Report of the President, and of other officers, when required;

H. Other Matters;

I. Adjournment.

At special meetings the order of business shall be as follows:

A. Call to order;

B. Reading of notice and statement of service thereof;

C. Roll call;

D. The special business for which the meeting was called;

E. Adjournment.

The regular order of business may be suspended at any meeting by a vote of a majority of the Board members present.

SECTION 2. QUORUM OF THE BOARD. Eleven members of the Board shall constitute a quorum for the transaction of business.

SECTION 3. QUORUM OF COMMITTEES. Three Board members of any committee shall constitute a quorum for the transaction of business.

SECTION 4. PRESIDING AT COMMITTEE MEETINGS. In the absence of the Chairman of a committee the member of the committee who has greatest seniority on the committee shall preside and otherwise perform the duties of Chairman.

SECTION 5. RULES OF PROCEDURE. The rules contained in the most recent edition of Robert's Rules of Order Newly Revised shall govern the proceedings at and the conduct of the meetings of the Board and its committees in all cases to which they are applicable and which are not covered in or by the Bylaws.

SECTION 6. PROCEDURES FOR REPORTS. Reports shall be submitted to the Board or its standing committees in accordance with a schedule of reports adopted by the Board. Requests for other reports to be prepared for submission to the Board or its committees shall be voted by the Board or the appropriate committee.

SECTION 7. COMMUNICATIONS. The Secretary of the Board shall serve as the official medium of communication within the University System between the Board, and the University faculty, administrative officers, individual members of the staff, student organizations and students. The sole exception to this rule of procedure shall be communications made directly to the Board or its members by the President.

SECTION 8. APPEARANCE BEFORE AND DOCUMENTS PRESENTED TO THE BOARD. All individuals who wish to appear before and be heard by the Board and its committees must apply for permission to do so at least ten working days prior to any such meeting. The office of the Secretary of the Board shall be responsible for the transmittal of all documents for the Board or its committees. Such information must be made available to the office of the Secretary at least ten working days in advance of the projected hearing date so that the Secretary may disseminate such information not less than five working days prior to such meeting.

SECTION 9. MINUTES OF BOARD AND COMMITTEE PROCEEDINGS.

A. Minutes of the proceedings of the Board shall be kept by the Secretary, and as soon as practical after a meeting, a copy of said minutes shall be distributed to each member of the Board.

B. Minutes of the proceedings of each committee shall be kept by the Secretary, and as soon as practical after a meeting, a copy of said minutes shall be distributed to each member of the Board.

C. The minutes of executive sessions of the Board and its committees shall be recorded and maintained in accordance with the South Carolina Freedom of Information Act.

SECTION 10. PROXIES PROHIBITED. The use of proxies for purposes of determining a quorum, for voting or for any other purposes shall not be permitted.

SECTION 11. VOTING. Except as otherwise specifically provided herein, all matters coming before the Board or a committee thereof for determination shall be determined by a majority vote of the members present. Upon request of any Board or committee member, a vote by the Board or committee, as applicable, shall be by a call of the roll and results of such roll call vote shall be recorded in the minutes of the Board or committee.

SECTION 12. ACTION BY CONFERENCE CALL OR OTHER MEANS. Unless otherwise prohibited by the enabling legislation or the Bylaws, any or all Board members may participate in a meeting of the Board or any committee by means of conference call or other means of

communication by which all persons participating in the meeting can hear each other at the same time, and participation by such means shall constitute presence in person at such meeting.

SECTION 13. RECONSIDERATION, REPEAL, OR RESCISSION. Any member who voted on the prevailing side may move for the reconsideration of an action taken by the Board. Such motion must be made and voted upon at the same meeting at which said action is taken.

No motion for repeal or rescission of any action taken by the Board shall be voted upon unless notice of intention to make such motion shall have been given at the previous meeting or distributed to each member of the Board at least five working days prior to the meeting at which such motion is to be voted upon.

ARTICLE XI

DUTIES OF THE SECRETARY

The Board shall elect a Secretary of the University and of the Board of Trustees as provided in Articles IV and VI of the Bylaws who, as the Board's elected representative, shall be one of the principal officers of the University System and who shall be charged with the responsibility of performing the many duties assigned to the Secretary by these Bylaws or by the Board, including but not limited to the following:

A. Attend all meetings of the Board and of its committees and keep or cause to be kept a full and accurate record of proceedings of the Board and its committees;

B. Promptly furnish a copy of the minutes of every Board and committee meeting to all members of the Board and to the President;

C. Give due notification to the University administration and to State and civic bodies of the pertinent decisions and actions of the Board;

D. Prepare and send out notices of all meetings of the Board and its committees, together with an agenda and other pertinent material relating thereto, in the manner and time provided in these Bylaws;

E. Be responsible for the effective staffing and management of office premises to serve the working needs of the Board and ensure that the University provides sufficient and suitable space for the Secretary and the Secretary's staff and for the holding of all Board and committee meetings;

F. Select and administer the staff of the Board Office and provide such staff assistance to the members of the Board and to the committees of the Board as may be requested or required from time to time in furtherance of their duties; appoint assistant secretaries, as necessary, to accomplish the responsibilities set forth in these Bylaws;

G. Be responsible for the welfare, travel and compensation of the Board in accordance with applicable State statutes;

H. Be responsible for and provide for the preservation of the records of the Board and all documentary files thereof;

I. Be responsible for the text of all official plaques and notices erected on University premises by order of the Board;

J. J. Be responsible for preparation of recommendations and citations for all honorary degrees granted in the name of the University;

K. Ensure that the Board is informed of all other honors and distinctions given in the University's name;

L. Be responsible for keeping members of the Board and such persons as the Board may direct supplied with copies of any changes or amendments to these Bylaws or the policies of the University as adopted or amended by the Board from time to time and any interpretive rulings previously made regarding matters being or to be considered;

M. Provide liaison between the Board and its members as well as provide an additional communication link between the Board and the President and be responsible for communications between the Board and others as set forth in Section 7 of Article X of these Bylaws;

N. Be custodian of the official seal of the University;

O. Certify as to the authority of all administrative or executive officers of the University when necessary;

P. Assist the Board, in liaison with the President, in activities involving local higher education commissions associated with the two-year and four-year campuses;

Q. Generally act as the coordinator of the Board and its members for all official functions and activities of the Board or with which the Board is involved; and

R. Perform such other duties and functions as may be prescribed by the Board.

ARTICLE XII

THE UNIVERSITY SYSTEM AND ITS GOVERNANCE

SECTION 1. ORGANIZATION. The University of South Carolina System, at times also referred to as the "University System," consists of the component campus units described in Section 4 of Article I of these Bylaws. It shall be charged with the responsibility of providing to the State of South Carolina readily accessible comprehensive undergraduate, graduate and professional programs and other instruction, research, continuing education and service programs, all of the highest quality, through the operation of major components or campuses with varying missions and at various locations throughout the State. Each four-year campus with the exception of the Columbia campus shall be administered by a Chancellor who shall report directly to the President. The position of the President of the University System shall also encompass the office and duties of Chancellor of the Columbia campus. Each University Campus, other than Columbia and four-year campuses, shall be administered by a Campus Dean who shall report to the Chancellor of Palmetto College who in turn reports to the President.

SECTION 2. AUTHORITY AND DUTIES OF THE PRESIDENT. The President of the University shall be the chief executive officer of the University System and shall exercise such executive powers as are necessary for its appropriate governance under the authority of the Board. He shall be the primary spokesman for the University to the alumni of the institution, the news media, the educational world, and the general public. He shall administer University policies as promulgated by the Board, speak for the University as its chief executive officer, and coordinate all activities of each campus of the institution directly or through his designated representatives. The President shall report directly to the Board the current affairs of all components of the University System and shall discuss with the Board basic issues, new or alternative directions, and recommendations on new policies. He shall direct, coordinate and implement the planning, development, and appraisal of all activities of the University System and shall be directly responsible to the Board for its operation.

With the general authority granted by the Board, the President shall perform the duties and responsibilities associated with his office, including but not limited to the following:

A. Implement Board policies, continuously review the administration and effect of these policies and recommend to the Board, for consideration, modifications of policies and new policies in all aspects and at all levels of the University System;

B. Maintain open communications with the Board; notify the Board immediately of credible information that could bring discredit upon the University or damage the University's reputation;

C. Assume primary responsibility for relationships with the Governor's office, the Legislature, the Commission on Higher Education, federal agencies and other agencies, groups and institutions;

D. Recommend to the Board the mission, role and scope of the University System and of its respective campuses, and undertake comprehensive and long-range planning;

E. Direct and approve the preparation of a coordinated request for both operating and capital appropriations, and direct the presentation of and justification for the request;

F. Review and recommend to the Board the budgets of all components of the University System;

G. Coordinate all functions of the University to assure an integrated institution of related and cooperating campuses, with coordinated educational programs, so that quality and comprehensiveness are emphasized, cooperation is ensured, and unnecessary duplication is avoided;

H. Establish fiscal, budgetary, audit, and business procedures for the efficient and effective management of the University;

I. Subject to the approval of the Board and within the budget limitations of the University, make such appointments to and grant such promotions in faculty or administrative staff of the University as may be appropriate, and terminate any appointments or employment, both in faculty or administrative staff, in keeping with the general and tenure (so far as applicable) policies as may be established by the Board, and duly report any action taken hereunder at the next succeeding regular or special meeting of the Board;

J. Serve as ex officio member of all the standing committees of the Board, with full right to participate in the committee's discussions but without a right to vote on any matter;

K. Attend all meetings of the Board and of the Executive Committee, as far as his duties may permit;

L. Review and recommend action on all legal commitments and all other matters within the province of the Board, including contractual arrangements in accordance with policies and procedures of the Board;

M. Recommend policies and procedures which will accomplish the Board's investment responsibilities and objectives and supervise the implementation of the policies and procedures approved by the Board;

N. Sign certificates, contracts and instruments authorized or issued by authority of the Board or any properly authorized committee thereof and all diplomas. Use of automated signature technology shall comply herewith; and

O. Perform such other duties as may be duly assigned to him by the Board or may be appropriate to his general duties and responsibilities.

SECTION 3. AUTHORITY AND DUTIES OF THE CHANCELLORS OF THE FOUR-YEAR INSTITUTIONS. There shall be a Chancellor of each component four-year institution within the University System, and the President shall serve as and perform the duties of Chancellor for the Columbia campus. These Chancellors shall be the chief administrative officers of their respective campuses and shall have full authority to administer campus affairs and to formulate and issue regulations and orders not inconsistent with the Bylaws, rules, policies and procedures of the Board and the President. They shall be responsible for the participation of their campuses in the overall planning, resource allocation and program evaluation of the University System. These Chancellors shall report directly to the President who in turn shall report to the Board. Within the general

authority granted by the Board and the President, the Chancellors shall perform duties and responsibilities including but not limited to the following:

A. As the administrative head of a campus, bear responsibility to the Board through the President for the effective execution of all laws relating to the University of South Carolina System; all resolutions, policies, rules, and regulations adopted by the Board for the administration and operation of the University System and for the governance of all of its campuses; and all policies, rules, regulations, directives and memoranda issued by the President. Each Chancellor's discretionary powers shall be broad enough to enable him to meet his extensive responsibility to the University and to the applicable local higher education commission. Each Chancellor shall be the official medium of communication between the President and all personnel of his campus.

B. Bear primary responsibility for all of the factors that contribute to the quality of academic (teaching, research, and public service) and support programs of the campus. Such factors include the general supervision of all campus faculties, the allocation and utilization of available resources within the campus, and any and all matters related to the welfare of the campus.

C. Bear responsibility for the general supervision of all relationships between students and the various levels of campus administration. Such supervision includes but is not limited to admissions, registration and records, academic progress and advising, counseling, housing, scholarships and financial aids, student activities and services, placement, foreign students, and the evaluation and certification of academic credit from other institutions.

D. Bear responsibility for the financial management of the campus and its component parts in conformity with University management policies and practices. This function shall include but is not limited to the preparation of budgets, maintenance of financial records and accounts for activities of the campus, the receipt and expenditure of all campus funds, and preparation of required financial reports.

E. Bear responsibility for personnel administration including employment and termination, wage determination and condition of employment within prescribed policies for all employees except those positions requiring action by the President or the Board, and in those cases he shall make recommendations to the President.

F. Bear responsibility for operation and maintenance of the physical plant, purchase of supplies and equipment, and the maintenance of appropriate inventories and records of real and personal property under the jurisdiction of the campus.

G. Bear responsibility for fund raising, intercollegiate athletics, auxiliary enterprises, and alumni activities.

H. Bear responsibility for cooperating closely with the local higher education commission on all matters pertaining to the applicable campus and strive, where possible within established University System policy, to make the campus responsive to local preferences and priorities.

I. Whenever practicable, attend all meetings of the Board and keep the chairman of the local higher education commission apprised of the schedule of such meetings and of the Board's standing invitation for a representative of the local commission to attend such meetings.

SECTION 4. AUTHORITY AND DUTIES OF UNIVERSITY CAMPUS DEANS. The Campus Deans of the component two-year institutions within the University System shall generally have the same authority and duties as enumerated in Section 3 of Article XII herein for the Chancellors of the component four-year institutions within the University System except that they will report to the Chancellor of Palmetto College instead of directly to the President.

SECTION 5. AREA OR COUNTY HIGHER EDUCATION COMMISSIONS. The Chancellors of the component four-year institutions within the University System, the Chancellor of Palmetto College, the Campus Deans of the component two-year institutions within the University System, as well as the President and the Secretary shall work in close liaison with the various area and county higher education commissions which shall act in an advisory capacity on matters pertaining to the various campuses within the University System. Those commissions and their respective campuses are as follows:

A. Aiken County Commission For Higher Education - University of South Carolina Aiken.

B. Beaufort County Higher Education Commission - University of South Carolina Beaufort.

C. Lancaster County Commission On Higher Education - University of South Carolina Lancaster.

D. Western Carolina Higher Education Commission - University of South Carolina Salkehatchie.

E. Sumter County Commission For Higher Education - University of South Carolina Sumter.

F. Union-Laurens Commission For Higher Education - University of South Carolina Union.

G. Spartanburg County Commission For Higher Education - University of South Carolina Upstate.

ARTICLE XIII

DUTIES OF THE TREASURER OF THE UNIVERSITY

The Board shall elect a Treasurer of the University System as provided in Article IV of these Bylaws. The Treasurer of the University shall serve as the official liaison between the Board and the financial functions of the University.

The Treasurer shall:

A. in consultation with the Vice President and Chief Financial Officer, direct the preparation and analysis of financial statements and status reports of university funds for the presentation to the Board and the President;

B. direct the preparation of special reports and financial analyses as requested by the Board or the President;

C. review the status and use of all funds of the University on a periodic basis to determine that the financial position of the University is properly reflected;

D. exercise signatory authority for all checks issued by the University of South Carolina;

E. appoint assistant treasurers as necessary to accomplish the responsibilities set forth in these Bylaws and be responsible for the effective staffing and management of the Treasurer's Office and for providing staff assistance to the Board and President as needed; and

F. perform such other duties and functions as may be required by the Board.

ARTICLE XIV

TRUSTEES EMERITI

Members who have been elected or appointed to terms of office totaling twelve or more years on the Board shall be eligible to be named a Trustee Emeritus or Trustee Emerita. Persons so named and who choose to serve as Trustees Emeriti shall receive notice and agenda of all Board meetings and such perquisites of office as shall be determined by the Board from time to time.

ARTICLE XV

THE BOARD OF VISITORS

SECTION 1. COMPOSITION OF THE BOARD OF VISITORS. The Board of Visitors of the University of South Carolina shall consist of thirty-one members elected by the Board of Trustees from the following categories: one member from each of the sixteen judicial circuits nominated by the member of the Board of Trustees representing that judicial circuit; two in-state at-large members and two out-of-state at-large members nominated by members of the Board of Trustees; one member nominated by the Gubernatorial Designee to the Board of Trustees; one member nominated by the Gubernatorial Appointee to the Board of Trustees; one faculty representative nominated by the Columbia Faculty Senate; and eight representatives nominated by the President. The Secretary of the Board of Trustees, the Vice President for University Development and Alumni Relations, the immediate past Chair of the Board of Visitors, and the spouse of the President shall serve as ex officio members.

The Board of Visitors shall be reconstituted and all members shall be elected anew by the Board of Trustees for terms beginning September 1, 2013; provided, however, current members who are ineligible for re-election under existing bylaws may not be elected to the Board of Visitors until after a break in service of not less than three years.

SECTION 2. TERM OF MEMBERSHIP. The term of office for elected members of the Board of Visitors shall be as follows:

A. The following members shall be elected by the Board of Trustees to serve an initial term of three years: members representing the 1st, 4th, 7th, 10th, 13th and 16th Judicial Circuits; one in-state at-large member; one out-of-state at-large member; one member nominated by the Gubernatorial Designee to the Board of Trustees; and three members nominated by the President.

B. The following members shall be elected by the Board of Trustees to serve an initial term of two years: members representing the 2nd, 5th, 8th, 11th and 14th Judicial Circuits; one in-state at-large member; one out-of-state at-large member; one member nominated by the Gubernatorial Appointee to the Board of Trustees; and three members nominated by the President.

C. The following members shall be elected by the Board of Trustees to serve an initial term of one year: members representing the 3rd, 6th, 9th, 12th and 15th Judicial Circuits; one faculty representative nominated by the Columbia Faculty Senate; and two members nominated by the President.

Thereafter, the regular term of office of each member elected by the Board of Trustees shall be three years. Elected members shall be eligible to serve not more than two consecutive terms (e.g., an initial term as specified above and one three-year term) but may not thereafter be elected to the Board of Visitors until after a break in service of not less than three years. In the event a vacancy occurs on the Board of Visitors prior to the expiration of a member's term, a successor nominated in accordance with Section 1 hereinabove shall be elected by the Board of Trustees to fulfill the unexpired portion of the term and shall be eligible to serve two additional, consecutive three-year terms.

The Chair of the Board of Visitors shall be elevated from the office of Vice Chair/Chair-Elect and elected by the members of the Board of Visitors for a one-year term. He shall be eligible to succeed himself for one additional one-year term. In the event a vacancy occurs in the office of the Chair, the Vice Chair/Chair-Elect shall complete the term of the vacating Chair and shall be eligible to serve two additional, consecutive one-year terms as Chair.

The Vice Chair/Chair-Elect of the Board of Visitors shall be elected by the members of the Board of Visitors for a one-year term. He shall be eligible to succeed himself for one additional one-year term. In the event a vacancy occurs in the office of the Vice Chair/Chair-Elect, the Board of Visitors shall elect a Vice Chair/Chair-Elect to complete the term of the vacating Vice Chair/Chair-Elect. The individual so elected shall be eligible to serve two additional, consecutive one-year terms as Vice Chair/Chair-Elect.

The Secretary of the University Board of Trustees shall serve as the Secretary of the Board of Visitors.

SECTION 3. FUNCTIONS OF THE BOARD OF VISITORS. The Board of Visitors shall assist the Board of Trustees and the President in the overall advancement of the University of South Carolina Columbia, and where appropriate, the University of South Carolina System. The Board of Visitors, with thorough information and staff support, will seek to enhance the image of the University and the statewide system, encourage alumni participation, invite public and private support, and facilitate internal and external communication. The standing committees of the Board of Visitors shall be as follows:

A. Executive Committee

B. Student Recruitment and Scholarly Award Committee

C. University Relations and Communications Committee

D. Advocacy Committee

SECTION 4. BOARD OF VISITORS BYLAWS. The Board of Visitors is authorized to create and adopt bylaws for its operations; provided, however, such bylaws shall be subject to the prior approval of the Board of Trustees.

ARTICLE XVI

CONFLICTS OF INTEREST POLICY

SECTION 1. PURPOSE. The purpose of this conflicts of interest policy is to protect the interest of the University when contemplating entering a transaction or arrangement that might benefit the private interest of a trustee. The policy is intended to supplement but not replace state laws governing conflicts of interests applicable to public officials.

SECTION 2. DEFINITIONS.

A. Interested Person. Any trustee who has a direct or indirect Financial Interest, as defined herein below, is an Interested Person.

B. Financial Interest. A person has a Financial Interest if the person has, directly or indirectly, through business, investment or family:

1. an ownership or investment in any entity with which the University has a transaction or arrangement;

2. a compensation arrangement with the University or with any entity or individual with which the University has a transaction or arrangement; or

3. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the University is negotiating a transaction or arrangement.

A Financial Interest is not necessarily a conflict of interest. Pursuant to Section 3 herein below, a person who has a Financial Interest may have a conflict of interest only if the Board, upon a finding and recommendation of the Executive Committee, determines that a conflict of interest exists.

C. Compensation. Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

SECTION 3. PROCEDURES.

A. Duty to Disclose. In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her Financial Interest and all material facts to the Executive Committee.

B. Determining Whether a Conflict of Interest Exists.

1. The Executive Committee shall gather all relevant information regarding the transaction or arrangement from the University. After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, the Interested Person shall leave the committee meeting while the committee discusses if a conflict of interest exists. If the committee believes a conflict of interest exists, the committee shall forward its findings to the Board for final determination.

2. If the Interested Person disagrees with the finding of the committee, the Interested Person may make a presentation to the Board but shall leave the Board meeting while the Board discusses if a conflict of interest exists.

C. Procedure for Addressing the Conflict of Interest. An Interested Person found to have a conflict of interest shall abstain from any discussion with any Board member, formal or information, and any vote regarding the transaction or arrangement that results in the conflict of interest.

SECTION 4. ANNUAL STATEMENTS. Each trustee shall annually sign a statement which affirms that such person:

A. has received a copy of the Conflicts of Interest Policy;

B. has read and understands the policy; and

C. has agreed to comply with the policy.

ARTICLE XVII

INDEMNIFICATION

The University shall furnish its current and former members and officers with legal defense in connection with any threatened or pending action, suit or proceeding, whether civil, criminal, administrative or investigative, to which they are made parties by reason of being or having been a representative of the University, provided the President or Secretary is promptly notified of the need for such defense. Furthermore, the University shall indemnify to the extent permitted by South Carolina law any members or officers for judgments, damages, settlements and costs reasonably incurred in such proceedings so long as such matters are not as a result of gross negligence or willful misconduct. In addition to the indemnification herein provided, the University shall secure and maintain in full force and effect a policy of Directors and Officers Liability Insurance covering all members of the Board with limits as established by the Board.

ARTICLE XVIII

MISCELLANEOUS

SECTION 1. UNIVERSITY SEAL. The official University seal shall be used in connection with the transaction of business of the Board of the University of South Carolina and of the University. The seal may be affixed by the Secretary on any document signed on behalf of the University or the Board. Permission may be granted by the Board, the Secretary of the Board or the President for the use of the seal in the decoration of University buildings or in other special circumstances. The seal shall be of the following form and design:

SECTION 2. NONDISCRIMINATION. The Board shall not accept any invitation to attend functions (social or otherwise) which are to be held at a club or organization which does not admit as members persons of all races, religions, colors, sexes or national origins. All such invitations so received shall be referred to the Executive Committee and the Executive Committee shall have the duty of determining and reporting to the Board whether or not the function is to be held at a club or organization which does not admit as members persons of all races, religions, colors, sexes or national origins.

SECTION 3. GENDER; NUMBER. The use of the masculine gender in these Bylaws includes the feminine gender, and when the context requires, the use of the singular includes the plural.

SECTION 4. SEVERABILITY. Should any article, section, subsection, sentence, clause, phrase or term of these Bylaws be declared to be void, invalid, illegal, or unenforceable, for any reason, by the adjudication of any court or other tribunal having jurisdiction over the proper parties and the subject matter affected by these Bylaws, such judgment shall in no wise affect the other provisions hereof which shall be severable and which shall remain in full force and effect.

ARTICLE XIX

AMENDMENTS

These Bylaws may be amended at any regular meeting of the Board by the affirmative vote of not less than two-thirds (fourteen or more votes) of the members of the Board, provided that notice of any proposed amendment including a draft thereof shall have been given at the regular meeting of the Board next preceding the meeting at which such amendment is voted upon and the proposal for amendment first shall have been referred to an appropriate committee of the Board in accordance with Article VII of these Bylaws.

Adopted by the Board of Trustees
at its meeting on June 24, 1992.

Amended by the Board of Trustees
at its meeting on February 19, 1993.

Amended by the Board of Trustees
at its meeting on October 19, 1995.

Amended by the Board of Trustees
at its meeting on August 10, 2001.

Amended by the Board of Trustees
at its meeting on April 20, 2007.

Amended by the Board of Trustees
at its meeting on February 4, 2011.

Amended by the Board of Trustees
at its meeting on December 13, 2011.

Amended by the Board of Trustees
at its meeting on April 17, 2013.

Appendix E: Legal Authority of the South Carolina Commission on Higher Education

South Carolina Code of Laws
(Unannotated)
Current through the end of the 2008 Session

DISCLAIMER

The South Carolina Legislative Council is offering access to the unannotated South Carolina Code of Laws on the Internet as a service to the public. The unannotated South Carolina Code on the General Assembly's website is now current through the 2008 session. The unannotated South Carolina Code, consisting only of Code text and numbering, may be copied from this website at the reader's expense and effort without need for permission.

The Legislative Council is unable to assist users of this service with legal questions. Also, legislative staff cannot respond to requests for legal advice or the application of the law to specific facts. Therefore, to understand and protect your legal rights, you should consult your own private lawyer regarding all legal questions.

While every effort was made to ensure the accuracy and completeness of the unannotated South Carolina Code available on the South Carolina General Assembly's website, the unannotated South Carolina Code is not official, and the state agencies preparing this website and the General Assembly are not responsible for any errors or omissions which may occur in these files. Only the current published volumes of the South Carolina Code of Laws Annotated and any pertinent acts and joint resolutions contain the official version.

Please note that the Legislative Council is not able to respond to individual inquiries regarding research or the features, format, or use of this website. However, you may notify Legislative Printing, Information and Technology Systems at LPITS@scstatehouse.net regarding any apparent errors or omissions in content of Code sections on this website, in which case LPITS will relay the information to appropriate staff members of the South Carolina Legislative Council for investigation.

Title 59 - Education

CHAPTER 103.

STATE COMMISSION ON HIGHER EDUCATION

ARTICLE 1.

GENERAL PROVISIONS

SECTION 59-103-5. Definitions.

For purposes of this chapter (1) "public higher education" shall mean state-supported education in the post-secondary field, including comprehensive and technical education; (2) "public institution of higher learning" shall mean any state-supported-post-secondary educational institution and shall include technical and comprehensive educational institutions.

SECTION 59-103-10. State Commission on Higher Education created; membership.

There is created the State Commission on Higher Education. The commission shall consist of fourteen members appointed by the Governor. The membership must consist of one at-large member to serve as chairman, one representative from each of the six congressional districts, three members appointed from the State at-large, three representatives of the public colleges and universities, and one representative of the independent colleges and universities of South Carolina.

The membership of the Commission on Higher Education must be as follows:

(1) Nine members, six to represent each of the congressional districts of this State appointed by the Governor upon the recommendation of a majority of the senators and a majority of the members of the House of Representatives comprising the legislative delegation from the district and three members appointed from the State at-large upon the advice and consent of the Senate. Each representative of a congressional district must be a resident of the congressional district he represents. In order to qualify for appointment, the representatives from the congressional districts and those appointed at large must have experience in at least one of the following areas: business, the education of future leaders and teachers, management, or policy. A member representing the congressional districts or appointed at large must not have been, during the succeeding five years, a member of a governing body of a public institution of higher learning in this State and must not be employed or have immediate family members employed by any of the public colleges and universities of this State. These members must be appointed for terms of four years and shall not serve on the commission for more than two consecutive terms. However, the initial term of office for a member appointed from an even-numbered congressional district shall be two years.

If the boundaries of the congressional districts are changed, members serving on the commission shall continue to serve until the expiration of their current terms, but successors to members whose terms expire must be appointed from the newly defined congressional districts. If a congressional district is added, the commission must be enlarged to include a representative from that district.

(2) Three members to serve ex officio to represent the public colleges and universities appointed by the Governor with the advice and consent of the Senate. It shall not be a conflict of interest for any voting ex officio member to vote on matters pertaining to their individual college or university. One member must be serving on the board of trustees of one of the public senior research institutions, one member must be serving on the board of trustees of one of the four-year public institutions of higher learning, and one member must be a member of one of the local area technical education commissions or the State Board for Technical and Comprehensive Education to represent the State Board for Technical and Comprehensive Education. These members must be appointed to serve terms of two years with terms to rotate among the institutions.

(3) One ex officio member to represent the independent colleges and universities by the Governor upon the advice and consent of the Senate. The individual appointed must be serving as a member of the Advisory Council of Private College Presidents. This member must be appointed for a term of two years and shall serve as a nonvoting member.

(4) One at-large member to serve as chairman appointed by the Governor with the advice and consent of the Senate. This member must be appointed for a term of four years and may be reappointed for one additional term; however, he may serve only one term as chairman.

The Governor, by his appointments, shall assure that various economic interests and minority groups, especially women and blacks, are fairly represented on the commission and shall attempt to assure that the graduates of no one public or private college or technical college are dominant on the commission. Vacancies must be filled in the manner of the original appointment for the unexpired portion of the term. All members of the commission shall serve until their successors are appointed and qualify.

SECTION 59-103-15. Higher education mission and goals.

(A)(1) The General Assembly has determined that the mission for higher education in South Carolina is to be a global leader in providing a coordinated, comprehensive system of excellence in education by providing instruction, research, and life-long learning opportunities which are focused on economic development and benefit the State of South Carolina.

(2) The goals to be achieved through this mission are:

(a) high academic quality;

(b) affordable and accessible education;

(c) instructional excellence;

(d) coordination and cooperation with public education;

(e) cooperation among the General Assembly, Commission on Higher Education, Council of Presidents of State Institutions, institutions of higher learning, and the business community;

(f) economic growth;

(g) clearly defined missions.

(B) The General Assembly has determined that the primary mission or focus for each type of institution of higher learning or other post-secondary school in this State is as follows:

(1) Research institutions

(a) college-level baccalaureate education, master's, professional, and doctor of philosophy degrees which lead to continued education or employment;

(b) research through the use of government, corporate, nonprofit-organization grants, or state resources, or both;

(c) public service to the State and the local community;

(2) Four-year colleges and universities

(a) college-level baccalaureate education and selected master's degrees which lead to employment or continued education, or both, except for doctoral degrees currently being offered;

(b) limited and specialized research;

(c) public service to the State and the local community;

(3) Two-year institutions - branches of the University of South Carolina

(a) college-level pre-baccalaureate education necessary to confer associates' degrees which lead to continued education at a four-year or research institution;

(b) public service to the State and the local community;

(4) State technical and comprehensive education system

(a) all post-secondary vocational, technical, and occupational diploma and associate degree programs leading directly to employment or maintenance of employment and

associate degree programs which enable students to gain access to other post-secondary education;

(b) up-to-date and appropriate occupational and technical training for adults;

(c) special school programs that provide training for prospective employees for prospective and existing industry in order to enhance the economic development of South Carolina;

(d) public service to the State and the local community;

(e) continue to remain technical, vocational, or occupational colleges with a mission as stated in item (4) and primarily focused on technical education and the economic development of the State.

SECTION 59-103-20. Studies of institutions of higher learning.

The commission shall meet regularly and shall have the authority and responsibility for a coordinated, efficient, and responsive higher education system in this State consistent with the missions of each type of institution as stipulated in Section 59-103-15. In meeting this responsibility and in performing its duties and functions, the commission shall coordinate and collaborate at a minimum with the Council of Presidents of State Institutions, the council of board chairs of the various public institutions of higher learning, and the business community. The commission also is charged with examining the state's institutions of higher learning relative to both short and long-range programs and missions which include:

(a) the role of state-supported higher education in serving the needs of the State and the roles and participation of the individual institutions in the statewide program;

(b) enrollment trends, student costs, business management practices, accounting methods, operating results and needs, and capital fund requirements;

(c) the administrative setup and curriculum offerings of the several institutions and of the various departments, schools, institutes, and services within each institution and the respective relationships to the services and offerings of other institutions;

(d) areas of state-level coordination and cooperation with the objective of reducing duplication, increasing effectiveness, and achieving economies and eliminating sources of friction and misunderstanding;

(e) efforts to promote a clearer understanding and greater unity and good will among all institutions of higher learning, both public and private, in the interest of serving the educational needs of the people of South Carolina on a statewide level.

SECTION 59-103-25. Publication of legislation; standing committees.

The commission shall compile and publish legislation applicable to it so that the relationships among the commission, the governing bodies of public institutions of higher education, the General Assembly and the executive branches of government may be more clearly established and understood.

The commission shall create from among its membership such standing committees as it may deem necessary. The creation of the committees and their duties shall be prescribed by a two-thirds vote of the membership of the commission. Special committees may be created and their duties prescribed by a majority vote of the membership of the commission.

SECTION 59-103-30. Critical success factors and performance indicators.

(A) The General Assembly has determined that the critical success factors, in priority

order, for academic quality in the several institutions of higher learning in this State are as follows:

(1) Mission Focus;

(2) Quality of Faculty;

(3) Classroom Quality;

(4) Institutional Cooperation and Collaboration;

(5) Administrative Efficiency;

(6) Entrance Requirements;

(7) Graduates' Achievements;

(8) User-friendliness of the Institution;

(9) Research Funding.

(B) The General Assembly has determined that whether or not an institution embodies these critical success factors can be measured by the following performance indicators as reflected under the critical success factors below:

(1) Mission Focus

(a) expenditure of funds to achieve institutional mission;

(b) curricula offered to achieve mission;

(c) approval of a mission statement;

(d) adoption of a strategic plan to support the mission statement;

(e) attainment of goals of the strategic plan.

(2) Quality of Faculty

(a) academic and other credentials of professors and instructors;

(b) performance review system for faculty to include student and peer evaluations;

(c) post-tenure review for tenured faculty;

(d) compensation of faculty;

(e) availability of faculty to students outside the classroom;

(f) community and public service activities of faculty for which no extra compensation is paid.

(3) Instructional Quality

(a) class sizes and student/teacher ratios;

(b) number of credit hours taught by faculty;

(c) ratio of full-time faculty as compared to other full-time employees;

(d) accreditation of degree-granting programs;

(e) institutional emphasis on quality teacher education and reform.

(4) Institutional Cooperation and Collaboration

(a) sharing and use of technology, programs, equipment, supplies, and source matter experts within the institution, with other institutions, and with the business community;

(b) cooperation and collaboration with private industry.

(5) Administrative Efficiency

(a) percentage of administrative costs as compared to academic costs;

(b) use of best management practices;

(c) elimination of unjustified duplication of and waste in administrative and academic programs;

(d) amount of general overhead costs.

(6) Entrance Requirements

(a) SAT and ACT scores of student body;

(b) high school class standing, grade point averages, and activities of student body;

(c) post-secondary nonacademic achievements of student body;

(d) priority on enrolling in-state residents.

(7) Graduates' Achievements

(a) graduation rate;

(b) employment rate for graduates;

(c) employer feedback on graduates who were employed or not employed;

(d) scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests;

(e) number of graduates who continued their education;

(f) credit hours earned of graduates.

(8) User-Friendliness of Institution

(a) transferability of credits to and from the institution;

(b) continuing education programs for graduates and others;

(c) accessibility to the institution of all citizens of the State.

(9) Research Funding

(a) financial support for reform in teacher education;

(b) amount of public and private sector grants.

(C) The commission, when using the critical success factors for the purpose of funding recommendations for institutions of higher learning, is required to use objective, measurable criteria.

(D) Critical success factors developed and used for the purpose of funding recommendations shall be those which are directly related to the missions of the particular type of institution as outlined in Section 59-103-15(B) and not those factors which are not relevant to the success factors of the particular type of institution.

SECTION 59-103-35. Submission of budget; new and existing programs.

All public institutions of higher learning shall submit annual budget requests to the commission in the manner set forth in this section. The State Board for Technical and Comprehensive Education shall submit an annual budget request to the commission representing the total requests of all area-wide technical and comprehensive educational institutions. The budget submitted by each institution and the State Board for Technical and Comprehensive Education must include all state funds, federal grants, tuition, and fees other than funds derived wholly from athletic or other student contests, from the activities of student organizations, from approved private practice plans, and from the operation of canteens and bookstores which may be retained by the institutions and be used as determined by the respective governing boards, subject to annual audit by the State. Fees established by the respective governing boards for programs, activities, and projects not covered by appropriations or other revenues may be retained and used by each institution as previously determined by the respective governing boards, subject to annual audit by the State. The budget request for the public higher education system shall be submitted by the commission to the Governor and appropriate standing committees of the General Assembly in conjunction with the preparation of the annual general appropriations act for the applicable year.

Supplemental appropriations requests from any public institution of higher education must be submitted first to the commission. If the commission does not concur in the requests, the affected institution may request a hearing on the requests before the appropriate committee of the General Assembly. The commission may appear at the hearing and present its own recommendations and findings to the same committee. The provisions of this paragraph do not apply to any capital improvement projects funded in whole or in part prior to July 30, 1996.

No new program may be undertaken by any public institution of higher education without the approval of the commission. The provisions of this chapter apply to all college parallel, transferable, and associate degree programs of technical and comprehensive education institutions. All other programs and offerings of technical and comprehensive education institutions are excluded from this chapter.

SECTION 59-103-36. Military students included in count of full-time students.

Military students in the senior colleges and universities of this State shall be included in the count of full-time equivalent students for the purpose of determining the appropriation of each institution. The Commission on Higher Education and the Budget and Control Board may make whatever audit adjustments are necessary to carry out this intent.

SECTION 59-103-40. Council of presidents of State institutions of higher learning.

The Commission shall establish a council of presidents consisting of the presidents of the State institutions of higher learning. The council of presidents shall appoint a chairman and such other officers and committees as it may see fit. It shall meet at least four times a year, of which two meetings will be held jointly with the Commission. The council of presidents shall establish committees consisting of qualified personnel representing the

various State-supported institutions of higher learning, either upon request of the Commission or upon its own initiative, to investigate, study and report to the Commission on such subjects as:

(a) Academic planning

(b) Business and financial coordination

(c) Library utilization and coordination.

SECTION 59-103-45. Additional duties and functions of commission regarding public institutions of higher learning.

In addition to the powers, duties, and functions of the Commission on Higher Education as provided by law, the commission, notwithstanding any other provision of law to the contrary, shall have the following additional duties and functions with regard to the various public institutions of higher education:

(1) establish procedures for the transferability of courses at the undergraduate level between two-year and four-year institutions or schools;

(2) coordinate with the State Board of Education in the approval of secondary education courses for the purpose of determining minimum college entrance requirements, and define minimum academic expectations for prospective post-secondary students, communicate these expectations to the State Board of Education, and work with the state board to ensure these expectations are met;

(3) review minimum undergraduate admissions standards for in-state and out-of-state students;

(4)(a) develop standards for determining how well an institution has met or achieved the performance indicators for quality academic success as enumerated in Section 59-103-30, and develop mechanisms for measuring the standards of achievement of particular institutions. These standards and measurement mechanisms shall be developed in consultation and cooperation with, at a minimum but not limited to, the Council of Presidents of State Institutions, the chairmen of the governing boards of the various institutions and the business community;

(b) base the higher education funding formula in part on the achievement of the standards set for these performance indicators including base-line funding for institutions meeting the standards of achievement, incentive funding for institutions exceeding the standards of achievement, and reductions in funding for institutions which do not meet the standards of achievement, provided that each institution under the formula until July 1, 1999, must receive at least its fiscal year 1996-1997 formula amount;

(c) promulgate regulations to implement the provisions of subitems (a) and (b) above and submit such regulations to the General Assembly for its review pursuant to the Administrative Procedures Act not later than the beginning of the 1997 Session of the General Assembly.

(d) develop a higher education funding formula based entirely on an institution's achievement of the standards set for these performance indicators, this formula to be used beginning July 1, 1999. This new funding formula also must be contained in regulations promulgated by the commission and submitted to the General Assembly for its review in accordance with the Administrative Procedures Act;

(5) reduce, expand, or consolidate any institution of higher learning including those which do not meet the standards of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30, and beginning July 1, 1999, close any institution which does not meet the standards of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30. The process to be followed for the closure, reduction, expansion, or

consolidation of an institution under this item (5) shall be as promulgated in regulations of the commission which shall be submitted to and approved by the General Assembly;

(6) review and approve each institutional mission statement to ensure it is within the overall mission of that particular type of institution as stipulated by Section 59-103-15 and is within the overall mission of the State;

(7) ensure access and equity opportunities at each institution of higher learning for all citizens of this State regardless of race, gender, color, creed, or national origin within the parameters provided by law.

SECTION 59-103-50. Advisory Council of Private College Presidents.

There shall be established, under the auspices of the commission, an Advisory Council of Private College Presidents to counsel with and advise the commission with regard to matters concerning nonpublic colleges and their role in overall programs of higher education in the State. The council shall consist of eight members selected by the South Carolina College Council. Terms of members shall be for two years. A chairman shall be elected by the members. The council shall meet upon the call of the chairman and shall meet at least once annually with the commission. The members of the council serving on this section's effective date may continue to serve until the expiration of their terms.

SECTION 59-103-55. Representation of four-year colleges on commission councils, advisory groups, committees and task forces.

Each four-year campus of each state-supported public institution of higher learning, as defined in Section 59-103-5, shall have equal representation on all formal and informal councils, advisory groups, committees, and task forces of the commission. Independent four-year colleges shall have representation on all formal and informal committees and commissions dealing with higher education statewide issues.

SECTION 59-103-60. Recommendations to Governor's Office and General Assembly.

The commission shall make such recommendations to the Governor's Office and the General Assembly as to policies, programs, curricula, facilities, administration, and financing of all state-supported institutions of higher learning as may be considered desirable. The House Ways and Means Committee, the Senate Finance Committee, and the State Budget and Control Board may refer to the commission for investigation, study, and report any requests of institutions of higher learning for new or additional appropriations for operating and for other purposes and for the establishment of new or expanded programs.

SECTION 59-103-65. Close of institution; reallocation of funds.

If an institution beginning July 1, 1999, is closed by the commission, the institution shall be treated as a terminated agency under Section 1-20-30 and as such terminated in the manner provided therein. However, any remaining funds shall not revert to the general fund as provided in Section 1-20-30 but instead shall be reallocated to higher education funding through use of the higher education funding formula in the manner the commission shall provide.

SECTION 59-103-70. Reports.

The Commission shall make reports to the Governor and the General Assembly at least annually on the status and progress of higher education in the State, with such recommendations as may be appropriate.

SECTION 59-103-80. Expenses; compensation of Commission members.

Funds for the necessary technical, administrative and clerical assistance and other expenses of the Commission, including stationery, shall be carried in the annual appropriation act for the State. The members of the Commission shall be allowed such

per diem and mileage as authorized by law for members of boards, commissions and committees. The sum appropriated for the use of the Commission shall be expended upon warrants signed by the chairman.

SECTION 59-103-90. Professional staff.

An executive director must be appointed by the commission to manage and carry out the duties of the commission as prescribed by law and assigned by the commission. The executive director is not subject to the State Employee Grievance Procedure Act of 1982 and may be dismissed without cause.

A professional staff complement shall be established by the executive director who shall ensure that there are persons on the staff who have the professional competence and experience to carry out the duties assigned and to ensure that there are persons on the staff who are familiar with the problems and capabilities of all of the principal types of state-supported institutions in the State. Provision shall be made for persons of high competence and strong professional experience in the areas of academic affairs, public service and extension programs, business and financial affairs, institutional studies and long-range planning, student affairs, research and development, legal affairs, health affairs, institutional development, and for state and federal programs administered by the commission. The hiring of additional staff members to any position for which funds were not specifically appropriated by the General Assembly shall require prior approval by the General Assembly.

SECTION 59-103-100. Federal and private research grants not to be limited.

The provisions of this chapter shall not be construed to limit federal and private grants which are made for research and are not connected with teaching programs.

SECTION 59-103-110. Approval for new construction; exemptions.

No public institution of higher learning shall be authorized to construct or purchase any new permanent facility at any location other than on a currently approved campus or on property immediately contiguous thereto unless such new location or purchase of improved or unimproved real property has been approved by the commission.

SECTION 59-103-120. Accreditation and chartering of chiropractic colleges.

One hundred and eighty days from the effective date of this act, the State Commission on Higher Education shall publish a list of the accrediting agency or agencies, which may include itself, approved by it for accreditation of chiropractic colleges or schools doing business in this State. Any chiropractic college or school doing business in this State shall, upon publication of said list of such accrediting agency or agencies, forthwith apply for such accreditation or candidate status and furnish the State Commission on Higher Education documented evidence of such application.

Failure to obtain such accreditation or candidate status within nineteen months after publication of the list of approved agencies shall result in the Commission on Higher Education revoking the status of such college or school as a recognized college or school of chiropractic.

Provided, further, any college of chiropractic applying for a South Carolina charter must furnish the Commission on Higher Education with sufficient evidence that such school will qualify for required accreditation. Upon certification by the Commission on Higher Education to the Secretary of State, the Secretary of State may issue a charter; provided, further, however, that any college now chartered must attain required licensure before one hundred eighty days after the effective date of this act or have its charter revoked upon a finding by the Attorney General that such licensure has not been attained by such date. In addition to other existing criteria, licensure of all chiropractic colleges shall be renewable annually contingent upon supplying semiannual reports as to the progress of accreditation to the Commission on Higher Education and the Commission shall make a determination if such progress is satisfactory.

SECTION 59-103-130. Colleges and universities to emphasize teaching as career opportunity.

The Commission on Higher Education shall adopt guidelines whereby the publicly supported colleges and universities of this State shall emphasize teaching as a career opportunity and provide students interested in a teaching career with opportunities to tutor other students.

SECTION 59-103-140. Contracts with colleges and universities for provision of teacher training programs.

The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers. The Commission shall devise guidelines and procedures by which institutions, or groups of institutions, may apply for such contracts by the Commission. Such guidelines and procedures shall include participation by local schools or school districts in such programs as may be appropriate. Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

SECTION 59-103-150. Early retirement plans for faculty of public institutions of higher learning.

(A) As long as there is no impact on state appropriations and subject to approval by the governing body of the public institution of higher education, the institution may implement an early retirement plan for its faculty to accomplish the following objectives:

(1) reallocate institutional resources;

(2) provide an equitable method to increase the flexibility of the institution to effect cost-saving measures;

(3) foster intellectual renewal;

(4) provide increased opportunities for promotion of a younger faculty;

(5) improve the opportunity to recruit qualified women and minorities.

(B) An early retirement plan may include provisions for institutions to pay:

(1) actuarial costs required by Sections 9-1-1850 and 9-11-60;

(2) health, dental, and life insurance costs;

(3) incentive payments;

(4) the costs of single premium annuity plans to provide supplemental benefits.

SECTION 59-103-160. English Fluency in Higher Learning Act.

(A) This section may be cited as the English Fluency in Higher Learning Act.

(B) The following words and phrases when used in this section have the meanings given to them unless the context clearly indicates otherwise:

"Instructional faculty" means every member of a public institution of higher learning whose first language is not English, other than visiting faculty but including graduate teaching assistants, who teaches one or more undergraduate credit courses at a campus

of that institution within this State except:

(1) courses that are designed to be taught predominately in a foreign language;

(2) student participatory and activity courses such as clinics, studios, and seminars;

(3) special arrangement courses such as individualized instruction and independent study courses; and

(4) continuing education courses.

(C) Each public institution of higher learning shall establish policies to:

(1) ensure that the instructional faculty whose second language is English possess adequate proficiency in both the written and spoken English language. Student and faculty input is required in establishing these policies.

(2) provide students with a grievance procedure regarding an instructor who is not able to write or speak the English language.

(D)(1) Each institution of higher learning must submit its policy or amendments to the Commission on Higher Education within six months from the effective date of this section. Any amendments to the policy must be promptly forwarded to the commission. The commission shall notify the chairmen of the Senate and House Education Committees of those institutions not submitting plans and any amendment to the commission.

(2) Each institution of higher learning must report annually to the Commission on Higher Education and the chairmen of the Senate and House of Representatives Education Committees grievances filed by students under the requirement of subsection (C)(2) and the disposition of those grievances.

SECTION 59-103-162. South Carolina Manufacturing Extension Partnership; review of activities and board membership; budget recommendations.

The South Carolina Commission on Higher Education shall review annually the activities of the South Carolina Manufacturing Extension Partnership, make a budget recommendation to the General Assembly, and coordinate the allocation of funds among each participating institution. The funds appropriated to the University of South Carolina--Columbia for the South Carolina Manufacturing Extension Partnership may not be used for any other purpose. The Commission shall review the membership of the South Carolina Manufacturing Extension Partnership board to insure appropriate representation of each participating institution.

ARTICLE 2.

POST-SECONDARY EDUCATION OPTION INFORMATION

SECTION 59-103-165. Information packages for eighth-grade students regarding higher education; pilot programs.

The Commission on Higher Education is directed to work with the state's public institutions of higher education, and private institutions of higher education which wish to participate, to develop information packages for eighth grade students and their parents on the options of post-secondary education available in South Carolina, the courses required to attend colleges and universities, and the financial requirements and assistance available for students pursuing additional education after high school.

During 1991-92, the commission shall develop the information packages, and to the extent that funds are appropriated by the General Assembly, pilot-test the program in a number of school districts. The commission shall report to the Senate Education

Committee and the Education and Public Works Committee of the House on the pilot-testing.

SECTION 59-103-170. Small group and one-on-one counseling sessions; Education Options Week.

After pilot-testing, the Commission on Higher Education shall work with this state's public institutions of higher education and private higher education institutions wishing to participate, to provide annually for the state's eighth grade students and their parents or guardians small group and one-on-one counseling on required high school courses and post-secondary options, financial requirements, and assistance available for a post-secondary education. These sessions must be held at each of the state's public schools which house an eighth grade class. The counseling may be provided during a week declared to be "Education Options Week" or at another time convenient to the school and the cooperating institution of higher education.

The annual sessions will be phased-in over two years and by school year 1993-94 will be in the individual schools in accordance with Sections 59-103-165 through 59-103-190.

SECTION 59-103-180. Participation of State Board of Education, State Department of Education, and public schools and districts.

The State Board of Education, the State Department of Education, and the state's public school districts and schools shall cooperate with the Commission on Higher Education and the institutions of higher education in providing the counseling and shall assist in any manner considered appropriate by them. The schools shall make special efforts to ensure that as many students and parents or guardians as possible are made aware of the opportunity, are urged to attend the sessions, and receive the information.

SECTION 59-103-190. Business and industry requested to participate.

The businesses and industries of this State are requested to provide the opportunity to their employees with children in the eighth grade to attend the counseling sessions and to cooperate with institutions of higher education in presenting at the worksite small group and one-on-one counseling on required high school courses, post-secondary options, financial requirements, and assistance for post-secondary education.

SECTION 59-103-195. Regulation of culinary arts instruction requiring student under 21 to taste alcoholic beverage.

The State Commission on Higher Education shall have review authority in order to determine the legitimacy and appropriateness of the tasting requirements pursuant to Sections 63-19-2440 and 63-19-2450. The commission shall also establish reasonable rules and restrictions through regulation, as appropriate, with regard to any proposed course of instruction in the culinary arts which any private or public institution desires to offer to students under twenty-one years of age in which the tasting of beer, ale, porter, wine, or other similar malt or fermented beverage or alcoholic liquor is required. Unless approved by the commission, no such course and no student under twenty-one years of age enrolled in such course shall qualify for the exceptions provided under Sections 63-19-2440, 63-19-2450, 61-6-4070, or 61-4-90. A course of instruction on bartending or any similar curriculum does not qualify for exception or approval by the commission under this section.

SECTION 59-103-200. Repealed by 2008 Act No. 242, Section 2, eff May 27, 2008.

Appendix F: Carnegie Communications Environmental Scan Report

Environmental Scan and Trend Analysis

University of South Carolina Aiken

October 18, 2012

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Overview

Georgetown University, in July 2012, published a report, *A Decade Behind: Breaking out of the Low-Skill Trap in the Southern Economy*, in which it states, "educational attainment is improving in the South, but many parts of the region are caught in a vicious economic cycle that ensures they will lag behind the nation in creating high-paying jobs and producing workers who can fill them." The South, as defined by the U. S. Census, consists of sixteen states plus Washington, DC.

The report estimates, using different forecasting methodology than the Bureau of Labor Statistics (BLS), that by 2020, 65% of all jobs will require some form of postsecondary education and training. Fourteen southern states, including South Carolina, will fall below that level. Today 54% of all jobs in the south require postsecondary education and training, compared to 59% nationally. By 2020, the percent of jobs requiring postsecondary education and training in South Carolina will have increased to 56% - well below the percentage that the nation as a whole reached in 2010.

56% OF JOBS IN SOUTH CAROLINA WILL REQUIRE POSTSECONDARY EDUCATION AND TRAINING IN 2020 (DOWN SLIGHTLY FROM 57% IN 2010)

Table 11: Snapshot of Education Demand for Total Jobs in South Carolina (2010 And 2020)

	2010	2020	% in 2020
High school or less	847,600	1,024,100	44%
Some college	432,600	510,900	22%
Associate's	185,400	218,900	9%
Bachelor's	340,100	401,600	17%
Graduate	156,900	162,100	7%
Total	**1,962,600**	**2,317,600**	**100%**

Source: *A Decade Behind: Breaking out of the Low-Skill Trap in the Southern Economy*, July 2012

While "brain-drain" can result if education is emphasized without a coordinated effort to attract high-paying and high-skills jobs, University South Carolina Aiken is embarking on a path to increase the education level of the workforce and stem the flight of educated adults by surveying the addition of programs within the context of future local employment need. The report suggests that South Carolina jobs in healthcare are expected to grow by 22%, while STEM (Science, Technology, Engineering and Mathematics) positions will grow by 18% by 2020, compared to 33% and 23% respectively for all southern states.

This projection analysis for University South Carolina Aiken is designed to aid the University in its decision as to which prospective new programs to add to the current degree offerings through an evaluation of which occupations have the most potential for future job openings, both from organic growth and replacement. The geographic area for the analysis consists of South Carolina State and the Georgia Workforce Investment Area (WIA) of Richmond-Burke (Richmond and Burke Counties).

For each program under consideration a summary of South Carolina State and Richmond-Burke WIA data for the total number of occupations reviewed is presented. Rather than list each occupation within this report, a total is shown for the sake both of brevity and clarity. Appendix A contains the detailed data by occupation, projected annual growth and replacement numbers, as well as the most typical source of education, and, at the national employment level, percentages of workers with a Bachelor's, Master's or Doctoral/Professional Degree by occupation. Detailing the educational attainment of the current employment base demonstrates the percent to whom the prospective programs could be targeted, in addition to outlining future worker potential.

Many occupations' current and projected employment numbers are shown as "*". This asterisk denotes a figure that may compromise company confidentiality as to the number of workers employed by specific occupation and the associated wage and is therefore not released. To provide a fuller picture the national projection is included from which trends can be assessed if specific South Carolina and Georgia WIA data is not shown or is incomplete.

In 2010 the Bureau of Labor Statistics (BLS) completed a revision of the 2000 Standard Occupation Classification (SOC) system. The revisions increase clarity, correct errors, and account for changes in technology and in the nature or organization of work and expanded the 821 detailed occupations to 840. While these changes reflect some of the occupation information anticipated by University South Carolina Aiken, projection data is, unfortunately, not yet available due to the projection methodology; for example detail for occupations such as Nurse Practitioner is still contained within the occupation code for Registered Nurses.

National employment projections are developed every other year with the most recent available the 2010-2020 cycle. The South Carolina projections mirror the national time frame. Georgia WIA projection years are 2008-2018; it is not unusual to have a two year lag. For the purposes of this analysis the difference in projection years is not considered distinctive.

For the 2010-2020 time period, employment in the United States is projected by the Bureau of Labor Statistics to grow overall by 14.3%. This equates to over 20 million new jobs over 10 years. Replacement jobs, defined as the number of projected openings resulting from workers retiring from or permanently leaving an occupation, add to the number of total openings and are estimated to be an additional 34 million. As a result both new jobs and replacements need to be taken into account when considering an occupation's hiring potential. South Carolina projects a 14% growth rate as well, adding over 270,000 jobs during the 10 years and replacing approximately 470,000. The ratio of new to total openings is roughly the same, 37% of U.S., 38% of South Carolina openings will be newly created positions. Richmond-Burke WIA is estimating a much lower 3.5% ten-year growth rate, adding a total of 33,000 jobs, 23% (7,700) new.

It is important to note that the State of Georgia does not develop projection data at the county level, but at a Workforce Investment Area (WIA) level. Bill Webb, Labor Market Specialist of the Georgia Department of Labor, was particularly helpful as he explained that projections are not developed at the county level as the small numbers associated with some occupations would render the calculations outside tolerated statistical error variance, but instead are prepared at the WIA level for greater stability.

A Workforce Investment Area is defined as - A labor market area that is usually a group of contiguous counties, where employment, training, and educational services are provided; established through the Workforce Investment Act to provide services for dislocated workers and other eligible individuals. The State of Georgia is divided into twenty local Workforce Investment Areas.

The geographical range for the Richmond-Burke WIA is unavoidably larger than requested as each county's employment numbers are presented as a total of contiguous counties so as not to reveal a specific occupation's employment number or wage that could be attributed to a particular company to protect confidentiality. This is important, especially in smaller counties that may contain only one company in a particular industry, which could easily become identifiable and broadcast their employment and wage information.

Due to these constraints the WIA may overstate employment for those occupations which have employment data. Likewise, employment may be understated as the WIA may not have released employment numbers for all occupations due to confidentiality issues as noted above.

A crosswalk between the Bureau of Labor Statistics Occupational Employment Statistics Classification system and Classification of Instructional Program (CIP) codes by broad field of study was used to identify the occupations used in this examination. There is no one particular pathway to an occupation as many programs lead to the same occupations. Additionally people advance through seniority and on the job training as well as education, certainly with the exception of the more highly skilled and technical occupations.

Future Employment Projection Assessment by Program

Graduate Degrees

MAT – Science and Mathematics

This degree prepares teachers in specific subject matter which does not align directly with the SOC as occupations are classified based on work performed and, in some cases, on the skills, education, and/or training needed to perform the work at a competent level, grouping "like" duties into the same code. Projection data is for two occupations, Middle School and Secondary School Teachers, which incorporates all subjects from Physical Education to Social Studies, etc. As a whole these positions are expected to add new positions more slowly than all jobs, but there will be a strong need for replacements as current teachers retire or move into different careers. Seventy percent of South Carolina's openings will be replacements.

A Bachelor's degree is the entry level although distribution between Bachelors' and Masters' degrees is equal at approximately 46%.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	1,679.3	1,859.5	180.2	18.0	42.5	60.5
South Carolina	21,734	24,237	2,503	250	547	797
GA R-B WIA	*	*				

MBA – Liberal Arts and STEM (Science, Technology, Engineering, Mathematics)

The largest in scope of the assessed programs, this review included 34 occupations focusing on business, financial and scientific/technical occupations. This broad cross-section of the labor force is estimated to yield 3,800 annual openings at the state level. Approximately 20% of the current national labor force has a Master's or higher degree; 58% hold a Bachelor's or higher.

In South Carolina, Accountants and Auditors followed by Management Analysts will add the most new jobs. While General and Operations Managers will offer many new positions they also have the highest number of replacement jobs and total openings. By percentage Personal Financial Advisors, Social and Community Service Managers and Management Analysts are the three fastest growing.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	9,973.6	11,270.5	1,296.9	129.7	205.3	335.0
South Carolina	112,073	127,199	15,126	1,514	2,290	3,804
GA R-B WIA	7,790	7,920	130	30	130	160

MEd – Teacher Education

Six occupations are included in this analysis, representing Education Administration, Secondary School Teachers and Instructional Coordinators with 45% holding a Master's degree. Overall growth will be slower than average, but significant openings will come from replacements – over 70%. This is skewed by the large contribution Secondary School Teachers makes to this program grouping as they are 62% of the employment total. Removing them increases the new jobs growth rate from 11% to 17% in South Carolina, and, while replacement jobs will still outnumber new positions, the rate falls to 62%, equal to the replacement rate for all occupations.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	1,655.7	1,826.1	170.4	17.0	45.1	62.1
South Carolina	21,994	24,464	2,470	246	598	844
GA R-B WIA	100	110	10	0	0	0

MS – Biology

This collection of occupations can be examined as two sub-sets, science related and computer/math related. While the majority of Classification of Instructional Program (CIP) codes center on science and, therefore, science occupations, there is a place for a few computer related professions derived from four CIP codes: 26.1101 Biometry/Biometrics, 26.1102 Biostatistics, 26.1104 Computational Biology and 26.1199 Biomathematics, Bioinformatics, and Computational Biology, Other. Occupations would include Biometrician or Programming Methodology Researcher as two examples.

As University South Carolina Aiken's focus will more likely be on science related occupations computer comments will be brief. Examined using national numbers due to South Carolina aggregating data under a minor group in the taxonomy (15-1000 Computer Specialists), growth is projected to be 21% adding 22,000 new jobs and replacing 17,500 annually; an area in which new jobs outstrip replacements.

In South Carolina, looking solely at science related positions and excluding both computer and educational jobs, the growth rate is projected to be a strong 18%. Annually 49 new and replacement positions will be hired. The fastest growth rates will come from Medical Scientists, Except Epidemiologists at 47% and Biochemists & Biophysicists at 33%. Almost 30% of those employed in these occupations hold a Master's degree with a further 21% of Biochemists and 64% of Medical Scientists have a Doctorate.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	1,050.7	1,272.3	221.7	22.2	17.5	39.7
South Carolina	29,380	35,562	6,182	619	577	1,196
GA R-B WIA	510	570	60	0	0	0

MS – Clinical Exercise Science

One of the few occupation groupings that have more new job openings than replacements, this education program points to nine occupation codes. Therapists, All Other (29-1129) includes data for the new 2010 SOC Exercise Physiologists (29-1128), referenced earlier regarding the projection methodology. Some of the pathways through this degree would lead to positions as varied as Clinical Pharmacologist, Geriatric Physical Therapist or Histopathologist.

Two occupations, Rehabilitation Counselors and Physical Therapists, represent the vast majority of South Carolina employment in this group, 83%. Physical Therapists are estimated to grow by 36% with the large majority (76%) of all of openings coming from new positions, adding over 1,100 new jobs over ten years. Rehabilitation Counselors will grow more slowly and have more replacements than new positions, 68% vs. 32%, bucking the national trend.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	635.9	807.9	172.0	17.1	10.2	27.3
South Carolina	6,899	8,411	1,512	151	117	268
GA R-B WIA	400	490	90	0	0	0

MSN – Nurse Educator

Three occupations were reviewed for this program, Medical and Health Services Managers; Nursing Instructors and Teachers, Postsecondary; and Registered Nurses. As noted earlier the projections were unable to produce data using the updated 2010 SOC so information is for Registered Nurses only with no sub-delineation; therefore, establishing the number of Registered Nurses working as Nurse Anesthetists, Nurse Midwives or Nurse Practitioners cannot be calculated. For all RNs growth is projected at 26% and 24% for the State and WIA, respectively. Replacements are approximately 40% of total openings. Overall only 10% of RN's have Master's degrees and 3.3% have Doctoral degrees.

Detail for Nursing Instructors and Teachers, Postsecondary is not available at either the national or WIA level as all Postsecondary Teachers are projected as one minor group (25-1000 Postsecondary Teachers) in the taxonomy. For South Carolina this

occupation is projected to grow by 17%, slightly faster than the 14% projected for all South Carolina occupations and replacements will provide almost half of all openings.

This field, as with all healthcare, is projected to be one of the fastest growing overall and will continue to increase in importance as the population ages.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	3,040.4	3,820.3	779.9	78.0	57.0	135.0
South Carolina	48,155	60,310	12,155	1,216	901	2,117
GA R-B WIA	5,004	6,170	1,166	100	80	180

MSN – Nursing Administration/Leadership

This program points to only one Standard Occupation Classification (SOC) title, Medical and Health Services Managers, but various job titles would include:

Clinic Director
Clinical Services Director
Emergency Medical Service Coordinator
Health Care Manager
Health Services Administrator
Health Services Director
Healthcare Administrator
Healthcare Manager
Hospice Director
Hospice Plan Administrator
Hospital Administrator
Hospital Director
Medical and Health Information Manager
Medical Director
Medical Records Administrator
Mental Health Program Manager
Nursing Home Manager
Nursing Service Director
Occupational Therapy Director
Public Health Administrator
Respiratory Therapy Director
Speech and Hearing Therapy Director
Wellness Director
Wellness Manager

Growing more quickly than total occupations in all three geographic areas, this occupation is replacing job holders as quickly as it is growing, even more so in Richmond-Burke, GA, where 61% of the openings are replacements. The entry level education threshold is a Bachelor's degree, but 23% hold Master's.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	303.0	371.0	68.0	6.8	7.4	14.2
South Carolina	5,004	6,170	1,166	117	122	239
GA R-B WIA	820	950	130	10	20	30

Undergraduate Degrees

BA – Criminal Justice

While all associated CIP codes indicate the occupations considered standard, such as Police and Detectives, there are many different angles from which to approach this program. Interested in building the curriculum to incorporate technology? Then consider 43.0116 Cyber/Computer Forensics and Counterterrorism for which Information Security Analysts is an employment match. Or a financial aspect? 43.0117 Financial Forensics and Fraud Investigation includes Accountants and Financial Examiners. There are others including Homeland Security and Crisis Management. Overall, however, criminal justice positions show slower growth than projected overall at 10.6% for South Carolina.

Using national statistics which have complete data for all of the associated job titles, the fastest growing professions are those that show a Bachelor's degree as the entry level education. The traditional criminal justice jobs such as Police require a high school diploma. That is not to say Bachelor degrees are unknown; 41% of Detectives and Criminal Investigators have Bachelor's as do 29% of First-Line Supervisors of Police and Detectives.

Consider, however, the projected rates of these job titles:

Accountants and Auditors	15.7%
Child, Family, and School Social Workers	19.7%
Emergency Management Directors	13.2%
Financial Examiners	27.0%
Forensic Science Technicians	18.5%
Information Security Analysts	21.7%

All, except Emergency Management Directors, are projected to grow faster than South Carolina in total. Financial Examiners and Information Security Analysts are also expected to add more new jobs than replace positions.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	4,814.0	5,352.5	538.5	53.9	111.9	165.8
South Carolina	54,262	60,002	5,740	573	1,315	1,888
GA R-B WIA	2,400	2,560	160	20	50	70

BA – Mechanical Engineering

Growing approximately as quickly as all occupations, four of these five positions list a Bachelor's as the typical education needed for entry. While only 14% of Mechanical Engineering Technicians have a Bachelor's degree and an Associates' degree is the most common education level, the code was retained in the analysis to illustrate growth in comparison to engineer professions, estimated to be approximately half that of Mechanical Engineers (7% vs. 15%) in South Carolina.

Looking nationally Cost Estimators will grow the fastest at 36%, add the most new jobs at 68,000 over ten years and replace 36,000 for a total hiring of 100,000.

Mechanical Engineers will match this total, but the majority of openings will come from replacements, 80,000, with only 20,000 new jobs added.

Richmond-Burke WIA will lose jobs in these occupations, and there is no indication of replacements.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	731.3	841.2	109.9	11.0	17.6	28.6
South Carolina	8,168	9,312	1,144	114	219	333
GA R-B WIA	220	200	-20	0	0	0

BA – Nuclear Engineering

Of the five occupations pertaining to this program, South Carolina does not release data on two, Physicists or Nuclear Technicians. The remaining three present a range of growth equal to all occupations (Architectural and Engineering Managers) to very slow growth of 3% (Nuclear Engineers). South Carolina will be adding more new jobs, 36% of all openings, as compared to the U.S., for which new jobs will only be 25%.

Richmond-Burke WIA details only three of the five job titles and projections show an expected loss of jobs and no replacements.

The main education level is a Bachelor's with Physicists typically needing a Doctorate. Nuclear Technicians' entry level is an Associate's degree, but 24% in this position have a Bachelor's.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	270.6	295.1	24.5	2.5	7.7	10.1
South Carolina	3,351	3,767	416	42	75	117
GA R-B WIA	130	110	-20	0	0	0

BA – Spanish

As it is impossible to limit this analysis to Spanish or even language instruction within the two educational codes (Middle and Secondary School Teachers) examination will be on Interpreters and Translators, but even this code encompasses professions such as Court or American Sign Language Interpreter as well Diplomatic or Language Interpreter. Most importantly this area is projected to grow 36% in South Carolina (42% nationally) and contribute 240 jobs over ten years, 140 new.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	1,737.7	1,942.6	204.9	20.5	44.0	64.5
South Carolina	22,110	24,749	2,639	264	557	821
GA R-B WIA	*	*				

BA – Studio Art/Graphic-Visual Design

Of the three analysis geographies, only Richmond-Burke is expected to meet the overall U.S. growth rate, driven mainly by the occupation Producers and Directors, projected to grow 21%. Given the large number of Secondary School Teachers (Art Teachers are within this SOC), the growth rate for South Carolina and the nation is skewing down; removing the data gives a clearer trend picture of "true" art related professions. Estimated growth rates now become 12.5% (SC) and 10.5% (U.S.), still below the overall expected rates. In South Carolina a few of the stronger growth positions include Interior Designers at 18.7%, Art Directors at 14.9% and Graphic Designers at 13.5%. Thirty-four percent of openings will be new positions.

Of the 18 occupations, six indicate a high school diploma as the education entry level; however, of those positions 38% hold a Bachelor's degree.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	2,040.4	2,217.1	242.1	17.7	53.7	71.4
South Carolina	20,955	22,917	1,962	197	550	747
GA R-B WIA	480	550	70	10	10	20

BS – Business Administration – Equestrian Management

This analysis was exceedingly difficult as no occupation codes are specific to the equine industry. SOC code detail in Appendix A will deliver information on animal related occupation codes, none of which require more than a high school diploma as the education entry level.

The National Employment Matrix (Appendix B), however, provides information on occupational employment distribution by industry which can identify employment prospects for that particular industry. And as prospects for the same occupation vary by industry, comparisons may be made to highlight differences. While growth projections are available, replacement needs by industry are not. Again detail does not exist for equine specifics, but reviewing employment distribution and projection for Animal Production does provide some insight.

A decline of 0.4% for the industry is projected, a loss of 1,700 from a total employment base of 449,000. Eighty percent of the employment in this industry is

concentrated in two occupation codes: Miscellaneous Agricultural Workers, 50.4%, and Farmers, Ranchers, and Other Agricultural Managers, 29.6%.

To best meet the occupations most aligned with a BS, Business Administration degree, review is limited to occupations within the two SOC major categories of Management Occupations and Business and Financial Operations Occupations. These twelve SOC codes comprise 31% of industry employment. Not one profession within this industry is projected to increase, declining by 600 jobs over the ten years.

Viewed within the context of all industries, this subset is expected to increase 8% nationally, add 65,000 new jobs and replace over 126,000 for total openings in excess of 190,000. In South Carolina ten SOC codes have associated data; missing are Farmers, Ranchers, and Other Agricultural Managers and Buyers and Purchasing Agents, Farm Products. New jobs will be approximately 670, and replacements 1,250 over ten years with a projected growth rate of 8.3%.

National Employment Matrix, Animal Production Industry Projections:

Occupation Title	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	2020 Percent of Industry Emp
Total, All Occupations	448.9	447.2	-1.7	-0.4%	100.0%
Business/Financial Subset	140.7	140.1	-0.6	-0.4%	31.3%
Chief Executives	2.5	2.2	-0.3	-12.0%	0.5%
General and Operations Managers	0.4	0.4	0.0	0.0%	0.1%
Marketing Managers	0.5	0.5	0.0	0.0%	0.1%
Sales Managers	0.9	0.9	0.0	0.0%	0.2%
Financial Managers	0.4	0.3	-0.1	-25.0%	0.1%
Transportation, Storage, and Distribution Managers	1.1	1.1	0.0	0.0%	0.2%
Farmers, Ranchers, and Other Agricultural Managers	132.8	132.5	-0.3	-0.2%	29.6%
Construction Managers	0.1	0.1	0.0	0.0%	0.0%
Buyers and Purchasing Agents, Farm Products	0.3	0.3	0.0	0.0%	0.1%
Management Analysts	0.3	0.3	0.0	0.0%	0.1%
Accountants and Auditors	0.5	0.5	0.0	0.0%	0.1%
Credit Analysts	0.9	1.0	0.1	11.1%	0.2%

BS – Business Administration – Health Care Management

The SOC system places occupations into one of 23 major groups. Of the three fastest growing groups, two are healthcare related: Healthcare Practitioners and Technical Occupations and Healthcare Support Occupations at 26% and 35% respective projected national growth rates. In addition the Healthcare Practitioners and Technical Occupations category is expected to add the second highest number of new jobs, in excess of two million over ten years.

Three occupations were examined for this program; in total they are projected to grow 16% in South Carolina and the U.S. and 5% in Richmond-Burke WIA. One occupation, Medical and Health Services Managers, is a standout with 23% growth projected in South Carolina, 22% in the U.S. and 16% in Richmond-Burke WIA. The state will add more new jobs than replacements in contrast to the U.S. As a grouping, replacements will still outnumber new openings.

Two positions list a High school diploma as entry level criteria, but Bachelor's degrees are held by approximately 25%.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	1,981.7	2,290.0	308.3	30.8	51.8	82.6
South Carolina	29,942	34,830	4,888	489	782	1,271
GA R-B WIA	2,470	2,600	130	10	60	70

BS – Environmental and Sustainability Studies

Of the six occupations reviewed, the data presents almost polar opposites: two should grow at a much faster rate than overall South Carolina jobs while the other four will lag. Medical Scientists, Except Epidemiologists and Environmental Scientists and Specialists, Including Health are projected to grow at 47% and 24% respectively. No growth is expected from Biological Scientists, All Other, but in total these jobs should expand by 720 jobs over ten years, almost 300 new.

Education requirements are high with two of the professions needing a Doctorate.

Geographic Area	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Total Annual Openings
United States (in thousands)	309.4	370.3	60.9	6.1	7.5	13.6
South Carolina	1,733	2,026	293	29	43	72
GA R-B WIA	260	300	40	0	0	0

Appendix A

UNITED STATES, SOUTH CAROLINA STATE AND RICHMOND-BURKE, GA WIA
FUTURE EMPLOYMENT PROJECTION ASSESSMENT BY PROGRAM

SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Annual Openings	Typical education needed for entry	Bach-elor's degree	Master's degree	Doctoral or profes-sional degree
United States (in thousands)		**143,068.2**	**163,537.1**	**20,468.9**	**14.0%**	**2,046.9**	**3,431.8**	**5,478.7**				
South Carolina Total, All Occupations		**1,956,014**	**2,227,380**	**271,366**	**14.0%**	**28,581**	**46,778**	**75,359**		**20.8**	**8.4**	**3.9**
Workforce Investment Area		**113,870**	**117,340**	**3,470**	**3.1%**	**770**	**2,540**	**3,310**				
GRADUATE DEGREES												
MAT – Science and Mathematics												
United States (in thousands)		**1,679.3**	**1,859.5**	**180.2**	**10.7%**	**18.0**	**42.5**	**60.5**				
25-2022	Middle School Teachers, Except Special and Career/Technical Education	641.7	750.0	108.3	16.9%	10.8	14.1	24.9	Bachelor's	46.9	44.9	3.0
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,037.6	1,109.5	71.9	6.9%	7.2	28.4	35.6	Bachelor's	45.4	47.0	3.5
South Carolina		**21,734**	**24,237**	**2,503**	**11.5%**	**250**	**547**	**797**				
25-2022	Middle School Teachers, Except Special and Career/Technical Education	8,756	10,294	1,538	17.6%	154	192	346				
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	12,978	13,943	965	7.4%	96	355	451				
Richmond-Burke, GA WIA		*****	*****									
25-2022	Middle School Teachers, Except Special and Career/Technical Education	*	*									
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	*	*									
MBA – Liberal Arts and STEM (Science, Technology, Engineering, Mathematics)												
United States (in thousands)		**9,973.6**	**11,270.5**	**1,296.9**	**13.0%**	**129.7**	**205.3**	**335.0**				
11-1011	Chief Executives	369.9	385.3	15.4	4.2%	1.5	9.6	11.1	Bachelor's	38.7	18.8	6.2
11-1021	General and Operations Managers	1,767.1	1,848.6	81.5	4.6%	8.2	32.9	41.1	Associate's	33.9	12.3	2.5
11-2011	Advertising and Promotions Managers	38.7	43.8	5.1	13.2%	0.5	1.1	1.6	Bachelor's	60.1	10.6	1.0
11-2021	Marketing Managers	178.2	202.4	24.2	13.6%	2.4	5.2	7.6	Bachelor's	48.0	16.7	1.4
11-2022	Sales Managers	342.1	382.3	40.2	11.8%	4.0	10.0	14.0	Bachelor's	48.0	16.7	1.4
11-2031	Public Relations Managers	61.9	72.1	10.2	16.5%	1.0	1.8	2.8	Bachelor's	49.2	21.2	2.4
11-3011	Administrative Services Managers	254.3	291.2	36.9	14.5%	3.7	6.3	10.0	High school diploma	27.7	9.1	1.4
11-3021	Computer and Information Systems Managers	307.9	363.7	55.8	18.1%	5.6	4.7	10.3	Bachelor's	46.1	21.9	2.1
11-3031	Financial Managers	527.1	573.4	46.3	8.8%	4.6	9.7	14.3	Bachelor's	40.2	17.2	2.2
11-3051	Industrial Production Managers	150.3	164.0	13.7	9.1%	1.4	3.5	4.9	Bachelor's	30.7	10.5	1.1
11-3061	Purchasing Managers	68.0	72.9	4.9	7.2%	0.5	2.1	2.6	Bachelor's	38.2	15.7	2.2
11-3071	Transportation, Storage, and Distribution Managers	98.6	108.5	9.9	10.0%	1.0	2.4	3.4	High school diploma	20.1	5.0	0.5
11-9021	Construction Managers	523.1	609.6	86.5	16.5%	8.7	3.4	12.1	Associate's	23.7	4.7	0.9
11-9041	Architectural and Engineering Managers	176.8	192.0	15.2	8.6%	1.5	3.5	5.0	Bachelor's	46.2	32.1	4.8
11-9111	Medical and Health Services Managers	303.0	371.0	68.0	22.4%	6.8	7.4	14.2	Bachelor's	30.4	22.7	7.0
11-9121	Natural Sciences Managers	49.3	53.1	3.8	7.7%	0.4	3.0	3.4	Bachelor's	30.7	27.8	33.3
11-9141	Property, Real Estate, Community Association Managers	303.9	322.2	18.3	6.0%	1.8	6.4	8.2	High school diploma	28.0	7.8	2.3
11-9151	Social and Community Service Managers	134.1	169.9	35.8	26.7%	3.6	2.9	6.5	Bachelor's	37.2	26.1	4.7
11-9199	Managers, All Other	828.1	893.5	65.4	7.9%	6.5	18.4	24.9	High school diploma	34.4	16.2	3.5
13-1051	Cost Estimators	185.4	252.9	67.5	36.4%	6.8	3.6	10.4	Bachelor's	27.1	3.4	0.3
13-1081	Logisticians	108.9	136.7	27.8	25.5%	2.8	2.1	4.9	Bachelor's	32.8	9.9	0.7
13-1111	Management Analysts	718.8	876.0	157.2	21.9%	15.7	11.7	27.4	Bachelor's	41.1	28.9	7.1
13-2011	Accountants and Auditors	1,216.9	1,407.6	190.7	15.7%	19.1	26.1	45.2	Bachelor's	56.3	17.4	2.4
13-2031	Budget Analysts	62.1	68.5	6.4	10.3%	0.6	1.3	1.9	Bachelor's	43.3	23.0	1.5
13-2041	Credit Analysts	63.3	75.9	12.6	19.9%	1.3	1.3	2.6	Bachelor's	43.7	13.6	0.9
13-2051	Financial Analysts	236.0	290.2	54.2	23.0%	5.4	5.0	10.4	Bachelor's	46.9	31.5	5.9
13-2052	Personal Financial Advisors	206.8	273.2	66.4	32.1%	6.6	2.4	9.0	Bachelor's	51.7	21.5	5.2
13-2053	Insurance Underw riters	101.8	107.7	5.9	5.8%	0.6	3.3	3.9	Bachelor's	42.5	6.0	1.4
13-2061	Financial Examiners	29.3	37.2	7.9	27.0%	0.8	0.6	1.4	Bachelor's	58.5	18.9	1.7
13-2071	Loan Counselors	33.1	39.8	6.7	20.2%	0.7	0.9	1.6	Bachelor's	39.8	7.8	0.9
13-2072	Loan Officers	289.4	330.4	41.0	14.2%	4.1	7.4	11.5	High school diploma	39.8	7.8	0.9

UNITED STATES, SOUTH CAROLINA STATE AND RICHMOND-BURKE, GA WIA
FUTURE EMPLOYMENT PROJECTION ASSESSMENT BY PROGRAM

SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Annual Openings	Typical education needed for entry	Bach-elor's degree	Master's degree	Doctoral or profes-sional degree
13-2081	Tax Examiners, Collectors, and Revenue Agents	74.5	80.0	5.5	7.4%	0.6	1.8	2.4	Bachelor's	36.0	8.2	1.1
13-2099	Financial Specialists, All Other	164.9	174.9	10.0	6.1%	1.0	3.5	4.5	Bachelor's	35.6	14.4	3.0
25-1011	Business Teachers, Postsecondary								Doctoral or professional	15.8	35.1	44.2
South Carolina		**112,073**	**127,199**	**15,126**	**13.5%**	**1,514**	**2,290**	**3,804**				
11-1011	Chief Executives	6,266	6,640	374	6.0%	37	163	200				
11-1021	General and Operations Managers	22,462	23,991	1,529	6.8%	153	418	571				
11-2011	Advertising and Promotions Managers	667	774	107	16.0%	11	19	30				
11-2021	Marketing Managers	1,672	1,942	270	16.1%	27	49	76				
11-2022	Sales Managers	4,290	4,798	508	11.8%	51	125	176				
11-2031	Public Relations Managers	1,085	1,298	213	19.6%	21	31	52				
11-3011	Administrative Services Managers	3,489	4,048	559	16.0%	56	86	142				
11-3021	Computer and Information Systems Managers	2,471	2,976	505	20.4%	50	38	88				
11-3031	Financial Managers	4,899	5,307	408	8.3%	41	90	131				
11-3051	Industrial Production Managers	2,855	3,250	395	13.8%	40	67	107				
11-3061	Purchasing Managers	824	895	71	8.6%	7	25	32				
11-3071	Transportation, Storage, and Distribution Managers	1,234	1,370	136	11.0%	14	30	44				
11-9021	Construction Managers	8,056	8,988	932	11.6%	93	52	145				
11-9041	Architectural and Engineering Managers	2,551	2,931	380	14.9%	38	50	88				
11-9111	Medical and Health Services Managers	5,004	6,170	1,166	23.3%	117	122	239				
11-9121	Natural Sciences Managers	204	220	16	7.8%	2	12	14				
11-9141	Property, Real Estate, Community Association Managers	2,994	3,211	217	7.2%	22	63	85				
11-9151	Social and Community Service Managers	1,571	1,978	407	25.9%	41	34	75				
11-9199	Managers, All Other	5,980	6,826	846	14.1%	85	133	218				
13-1051	Cost Estimators	*	*									
13-1081	Logisticians	*	*									
13-1111	Management Analysts	7,224	8,926	1,702	23.6%	170	118	288				
13-2011	Accountants and Auditors	14,535	16,894	2,359	16.2%	236	312	548				
13-2031	Budget Analysts	479	507	28	5.8%	3	10	13				
13-2041	Credit Analysts	826	977	151	18.3%	15	18	33				
13-2051	Financial Analysts	917	1,126	209	22.8%	21	19	40				
13-2052	Personal Financial Advisors	1,641	2,254	613	37.4%	61	19	80				
13-2053	Insurance Underwriters	636	682	46	7.2%	5	21	26				
13-2061	Financial Examiners	123	146	23	18.7%	2	3	5				
13-2071	Loan Counselors	460	560	100	21.7%	10	12	22				
13-2072	Loan Officers	3,981	4,524	543	13.6%	54	102	156				
13-2081	Tax Examiners, Collectors, and Revenue Agents	448	459	11	2.5%	1	10	11				
13-2099	Financial Specialists, All Other	777	800	23	3.0%	2	16	18				
25-1011	Business Teachers, Postsecondary	1,452	1,731	279	19.2%	28	23	51				
Richmond-Burke, GA WIA		**7,790**	**7,920**	**130**	**1.7%**	**30**	**130**	**160**				
11-1011	Chief Executives	340	320	-20	-5.9%	0	10	10				
11-1021	General and Operations Managers	1,780	1,630	-150	-8.4%	0	40	40				
11-2011	Advertising and Promotions Managers	30	30	0	0.0%	0	0	0				
11-2021	Marketing Managers	80	90	10	12.5%	0	0	0				
11-2022	Sales Managers	310	300	-10	-3.2%	0	10	10				
11-2031	Public Relations Managers	40	50	10	25.0%	0	0	0				
11-3011	Administrative Services Managers	280	300	20	7.1%	0	10	10				
11-3021	Computer and Information Systems Managers	170	180	10	5.9%	0	0	0				
11-3031	Financial Managers	320	320	0	0.0%	0	0	0				
11-3051	Industrial Production Managers	60	60	0	0.0%	0	0	0				
11-3061	Purchasing Managers	30	30	0	0.0%	0	0	0				
11-3071	Transportation, Storage, and Distribution Managers	90	90	0	0.0%	0	0	0				
11-9021	Construction Managers	220	200	-20	-9.1%	0	0	0				
11-9041	Architectural and Engineering Managers	80	70	-10	-12.5%	0	0	0				
11-9111	Medical and Health Services Managers	820	950	130	15.9%	13	20	33				
11-9121	Natural Sciences Managers	40	30	-10	-25.0%	0	0	0				

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SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Annual Openings	Typical education needed for entry	Bach-elor's degree	Master's degree	Doctoral or profes-sional degree
11-9141	Property, Real Estate, Community Association Managers	110	110	0	0.0%	0	0	0				
11-9151	Social and Community Service Managers	130	160	30	23.1%	0	0	0				
11-9199	Managers, All Other	470	470	0	0.0%	0	10	10				
13-1051	Cost Estimators	90	80	-10	-11.1%	0	0	0				
13-1081	Logisticians	180	200	20	11.1%	0	0	0				
13-1111	Management Analysts	600	690	90	15.0%	9	10	19				
13-2011	Accountants and Auditors	850	930	80	9.4%	8	20	28				
13-2031	Budget Analysts	70	70	0	0.0%	0	0	0				
13-2041	Credit Analysts	70	60	-10	-14.3%	0	0	0				
13-2051	Financial Analysts	30	20	-10	-33.3%	0	0	0				
13-2052	Personal Financial Advisors	120	130	10	8.3%	0	0	0				
13-2053	Insurance Underw riters	90	100	10	11.1%	0	0	0				
13-2061	Financial Examiners	40	40	0	0.0%	0	0	0				
13-2071	Loan Counselors	*	*									
13-2072	Loan Officers	10	10	0	0.0%	0	0	0				
13-2081	Tax Examiners, Collectors, and Revenue Agents	140	120	-20	-14.3%	0	0	0				
13-2099	Financial Specialists, All Other	100	80	-20	-20.0%	0	0	0				
25-1011	Business Teachers, Postsecondary	*	*									
MEd – Teacher Education												
United States (in thousands)		**1,655.7**	**1,826.1**	**170.4**	**10.3%**	**17.0**	**45.1**	**62.1**				
11-9031	Education Administrators, Preschool and Childcare Center/Program	63.6	79.5	15.9	25.0%	1.6	1.8	3.4	Bachelor's	22.3	45.2	13.0
11-9032	Education Administrators, Elementary and Secondary School	236.1	259.3	23.2	9.8%	2.3	6.7	9.0	Master's	22.3	45.2	13.0
11-9033	Education Administrators, Postsecondary	146.2	174.0	27.8	19.0%	2.8	4.1	6.9	Master's	22.3	45.2	13.0
11-9039	Education Administrators, All Other	32.5	36.9	4.4	13.5%	0.4	1.0	1.4	Bachelor's	22.3	45.2	13.0
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,037.6	1,109.5	71.9	6.9%	7.2	28.4	35.6	Bachelor's	45.4	47.0	3.5
25-9031	Instructional Coordinators	139.7	166.9	27.2	19.5%	2.7	3.1	5.8	Master's	26.6	44.9	8.9
South Carolina		**21,994**	**24,464**	**2,470**	**11.2%**	**246**	**598**	**844**				
11-9031	Education Administrators, Preschool and Childcare Center/Program	781	975	194	24.8%	19	22	41				
11-9032	Education Administrators, Elementary and Secondary School	3,216	3,540	324	10.1%	32	91	123				
11-9033	Education Administrators, Postsecondary	1,725	2,063	338	19.6%	34	49	83				
11-9039	Education Administrators, All Other	1,324	1,562	238	18.0%	24	37	61				
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	12,978	13,943	965	7.4%	96	355	451				
25-9031	Instructional Coordinators	1,970	2,381	411	20.9%	41	44	85				
Richmond-Burke, GA WIA		**100**	**110**	**10**	**10.0%**	**0**	**0**	**0**				
11-9031	Education Administrators, Preschool and Childcare Center/Program	60	70	10	16.7%	0	0	0				
11-9032	Education Administrators, Elementary and Secondary School	*	*									
11-9033	Education Administrators, Postsecondary	*	*									
11-9039	Education Administrators, All Other	40	40	0	0.0%	0	0	0				
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	*	*									
25-9031	Instructional Coordinators	*	*									
MS - Biology												
United States (in thousands)		**1,050.7**	**1,272.3**	**221.7**	**21.1%**	**22.2**	**17.5**	**39.7**				
11-9121	Natural Sciences Managers	49.3	53.1	3.8	7.7%	0.4	3.0	3.4	Bachelor's	30.7	27.8	33.3
15-1111	Computer and Information Research Scientists	28.2	33.5	5.3	18.8%	0.5	0.6	1.1	Doctoral or professional	44.5	18.5	2.4
15-1132	Softw are Developers, Applications	520.8	664.5	143.8	27.6%	14.4	5.4	19.8	Bachelor's	49.9	28.8	3.8
15-1199	Computer Occupations, All Other	209.7	222.0	12.3	5.9%	1.2	4.0	5.2	Bachelor's	44.5	18.5	2.4
15-2041	Statisticians	25.1	28.6	3.5	13.9%	0.4	1.6	1.9	Master's	29.1	39.6	22.3

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SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Annual Openings	Typical education needed for entry	Bach-elor's degree	Master's degree	Doctoral or profes-sional degree
19-1021	Biochemists & Biophysicists	25.1	32.9	7.8	31.1%	0.8	0.5	1.3	Doctoral or professional	44.4	28.8	21.2
19-1022	Microbiologists	20.3	22.9	2.6	12.8%	0.3	0.4	0.7	Bachelor's	44.4	28.8	21.2
19-1023	Zoologists & Wildlife Biologists	19.8	21.3	1.5	7.6%	0.2	0.5	0.6	Bachelor's	44.4	28.8	21.2
19-1029	Biological Scientists, All Other	35.8	38.0	2.2	6.1%	0.2	0.8	1.0	Doctoral or professional	44.4	28.8	21.2
19-1041	Epidemiologists	5.0	6.1	1.1	22.0%	0.1	0.1	0.2	Master's	5.8	28.9	64.0
19-1042	Medical Scientists, Except Epidemiologists	100.0	136.5	36.5	36.5%	3.7	0.7	4.3	Doctoral or professional	5.8	28.9	64.0
19-1099	Life Scientists, All Other	11.6	12.9	1.3	11.2%	0.1	0.1	0.2	Bachelor's	5.8	28.9	64.0
25-1042	Biological Science Teachers, Postsecondary								Doctoral or professional	15.8	35.1	44.2
25-1071	Health Specialties Teachers, Postsecondary								Doctoral or professional	15.8	35.1	44.2
South Carolina		**29,380**	**35,562**	**6,182**	**21.0%**	**619**	**577**	**1,196**				
11-9121	Natural Sciences Managers	204	220	16	7.8%	2	12	14				
15-1000	Computer Specialists	27,491	33,346	5,855	21.3%	586	523	1,109				
15-2041	Statisticians	265	306	41	15.5%	4	16	20				
19-1021	Biochemists & Biophysicists	91	121	30	33.0%	3	2	5				
19-1022	Microbiologists	115	126	11	9.6%	1	3	4				
19-1023	Zoologists & Wildlife Biologists	265	318	53	20.0%	5	6	11				
19-1029	Biological Scientists, All Other	207	207	0	0.0%	0	5	5				
19-1041	Epidemiologists	36	45	9	25.0%	1	0	1				
19-1042	Medical Scientists, Except Epidemiologists	162	238	76	46.9%	8	1	9				
19-1099	Life Scientists, All Other	*	*									
25-1042	Biological Science Teachers, Postsecondary	544	635	91	16.7%	9	9	18				
25-1071	Health Specialties Teachers, Postsecondary	*	*									
Richmond-Burke, GA WIA		**510**	**570**	**60**	**11.8%**	**0**	**0**	**0**				
11-9121	Natural Sciences Managers	40	30	-10	-25.0%	0	0	0				
15-1011	Computer and Information Scientists, Research	40	40	0	0.0%	0	0	0				
15-1031	Computer Softw are Engineers, Applications	90	120	30	33.3%	0	0	0				
15-1099	Computer Specialists, All Other	170	160	-10	-5.9%	0	0	0				
15-2041	Statisticians	*	*									
19-1021	Biochemists & Biophysicists	*	*									
19-1022	Microbiologists	*	*									
19-1023	Zoologists & Wildlife Biologists	10	10	0	0.0%	0	0	0				
19-1029	Biological Scientists, All Other	*	*									
19-1041	Epidemiologists	*	*									
19-1042	Medical Scientists, Except Epidemiologists	160	210	50	31.3%	0	0	0				
19-1099	Life Scientists, All Other	*	*									
25-1042	Biological Science Teachers, Postsecondary	*	*									
25-1071	Health Specialties Teachers, Postsecondary	*	*									
MS – Clinical Exercise Science												
United States (in thousands)		**635.9**	**807.9**	**172.0**	**27.0%**	**17.1**	**10.2**	**27.3**				
17-2199	Engineers, All Other	156.5	166.8	10.3	6.6%	1.0	3.5	4.5	Bachelor's	48.8	25.5	6.3
19-1042	Medical Scientists, Except Epidemiologists	100.0	136.5	36.5	36.5%	3.7	0.7	4.3	Doctoral or professional	5.8	28.9	64.0
19-1099	Life Scientists, All Other	11.6	12.9	1.3	11.2%	0.1	0.1	0.2	Bachelor's	5.8	28.9	64.0
21-1015	Rehabilitation Counselors	129.8	166.4	36.6	28.2%	3.7	2.7	6.4	Master's	25.2	45.9	4.6
25-1071	Health Specialties Teachers, Postsecondary								Doctoral or professional	15.8	35.1	44.2
29-1123	Physical Therapists	198.6	276.0	77.4	39.0%	7.7	2.4	10.1	Doctoral or professional	41.5	33.6	14.8
29-1128	Exercise Physiologists									NA		

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29-1129	Therapists, All Other	33.1	42.3	9.2	27.8%	0.9	0.7	1.6	Master's	23.7	52.2	6.7
29-2091	Orthotists and Prosthetists	6.3	7.0	0.7	11.1%	0.0	0.2	0.2	Master's	18.4	4.9	5.3
South Carolina		**6,899**	**8,411**	**1,512**	**21.9%**	**151**	**117**	**268**				
17-2199	Engineers, All Other	841	913	72	8.6%	7	18	25				
19-1042	Medical Scientists, Except Epidemiologists	162	238	76	46.9%	8	1	9				
19-1099	Life Scientists, All Other	*	*									
21-1015	Rehabilitation Counselors	2,809	3,091	282	10.0%	28	60	88				
25-1071	Health Specialties Teachers, Postsecondary	*	*									
29-1123	Physical Therapists	2,897	3,947	1,050	36.2%	105	34	139				
29-1128	Exercise Physiologists	*	*									
29-1129	Therapists, All Other	*	*									
29-2091	Orthotists and Prosthetists	190	222	32	16.8%	3	4	7				
Richmond-Burke, GA WIA		**400**	**490**	**90**	**22.5%**	**0**	**0**	**0**				
17-2199	Engineers, All Other	60	60	0	0.0%	0	0	0				
19-1042	Medical Scientists, Except Epidemiologists	160	210	50	31.3%	0	0	0				
19-1099	Life Scientists, All Other	*	*									
21-1015	Rehabilitation Counselors	30	30	0	0.0%	0	0	0				
25-1071	Health Specialties Teachers, Postsecondary	*	*									
29-1123	Physical Therapists	150	190	40	26.7%	0	0	0				
29-1128	Exercise Physiologists	*	*									
29-1129	Therapists, All Other	*	*									
29-2091	Orthotists and Prosthetists	0	0	0		0	0	0				
MSN - Nurse Educator												
United States (in thousands)		**3,040.4**	**3,820.3**	**779.9**	**25.7%**	**78.0**	**57.0**	**135.0**				
11-9111	Medical and Health Services Managers	303.0	371.0	68.0	22.4%	6.8	7.4	14.2	Bachelor's	30.4	22.7	7.0
25-1072	Nursing Instructors and Teachers, Postsecondary								Doctoral or professional	15.8	35.1	44.2
29-1141	Registered Nurses	2,737.4	3,449.3	711.9	26.0%	71.2	49.6	120.8	Associate's	42.5	10.1	3.3
29-1151	Nurse Anesthetists											
29-1161	Nurse Midwives											
29-1171	Nurse Practitioners											
South Carolina		**48,155**	**60,310**	**12,155**	**25.2%**	**1,216**	**901**	**2,117**				
11-9111	Medical and Health Services Managers	5,004	6,170	1,166	23.3%	117	122	239				
25-1072	Nursing Instructors and Teachers, Postsecondary	825	963	138	16.7%	14	13	27				
29-1141	Registered Nurses	42,326	53,177	10,851	25.6%	1,085	766	1,851				
29-1151	Nurse Anesthetists											
29-1161	Nurse Midwives											
29-1171	Nurse Practitioners											
Richmond-Burke, GA WIA		**4,520**	**5,550**	**1,030**	**22.8%**	**103**	**80**	**183**				
11-9111	Medical and Health Services Managers	820	950	130	15.9%	13	20	33				
25-1072	Nursing Instructors and Teachers, Postsecondary	*	*									
29-1141	Registered Nurses	3,700	4,600	900	24.3%	90	60	150				
29-1151	Nurse Anesthetists											
29-1161	Nurse Midwives											
29-1171	Nurse Practitioners											
MSN – Nursing Administration/Leadership												
United States (in thousands)												
11-9111	Medical and Health Services Managers	303.0	371.0	68.0	22.4%	6.8	7.4	14.2	Bachelor's	30.4	22.7	7.0
South Carolina												
11-9111	Medical and Health Services Managers	5,004	6,170	1,166	23.3%	117	122	239				
Richmond-Burke, GA WIA												
11-9111	Medical and Health Services Managers	820	950	130	15.9%	13	20	33				

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SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Annual Openings	Typical education needed for entry	Bach-elor's degree	Master's degree	Doctoral or profes-sional degree
UNDERGRADUATE DEGREES												
BA – Criminal Justice												
United States (in thousands)		**4,814.0**	**5,352.5**	**538.5**	**11.2%**	**53.9**	**111.9**	**165.8**				
11-9161	Emergency Management Directors	12.1	13.7	1.6	13.2%	0.2	0.2	0.4	Bachelor's	33.2	12.7	2.5
11-9199	Managers, All Other	828.1	893.5	65.4	7.9%	6.5	18.5	25.0	High school diploma	34.4	16.2	3.5
13-2011	Accountants and Auditors	1,216.9	1,407.6	190.7	15.7%	19.1	26.1	45.2	Bachelor's	56.3	17.4	2.4
13-2061	Financial Examiners	29.3	37.2	7.9	27.0%	0.8	0.6	1.4	Bachelor's	58.5	18.9	1.7
15-1122	Information Security Analysts	302.3	367.9	65.6	21.7%	6.6	4.4	11.0	Bachelor's	43.2	12.1	1.4
15-1199	Computer Occupations, All Other	209.7	222.0	12.3	5.9%	1.2	4.0	5.2	Bachelor's	44.5	18.5	2.4
19-4092	Forensic Science Technicians	13.0	15.4	2.4	18.5%	0.2	0.6	0.8	Bachelor's	29.3	10.0	4.3
21-1021	Child, Family, and School Social Workers	295.7	353.9	58.2	19.7%	5.8	7.0	12.8	Bachelor's	42.2	32.6	1.7
33-1011	First-Line Supervisors of Correctional Officers	41.5	43.8	2.3	5.5%	0.2	1.5	1.7	High school diploma	19.5	5.3	0.7
33-1012	First-Line Supervisors of Police and Detectives	106.1	108.3	2.2	2.1%	0.2	3.7	3.9	High school diploma	28.8	9.0	1.1
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	60.1	65.0	4.9	8.2%	0.5	2.8	3.3	Postsecondary non-degree award	18.6	3.0	0.4
33-1099	First-Line Supervisors of Protective Service Workers, All Other	58.9	64.7	5.8	9.8%	0.6	2.0	2.6	High school diploma	21.9	7.3	1.5
33-2011	Firefighters	310.4	336.9	26.6	8.5%	2.7	8.5	11.2	Postsecondary non-degree award	16.2	1.5	0.5
33-2021	Fire Inspectors and Investigators	13.6	14.8	1.2	8.8%	0.1	0.4	0.5	High school diploma	20.1	3.9	0.4
33-2022	Forest Fire Inspectors and Prevention Specialists	1.6	1.7	0.1	6.2%	0.0	0.0	0.0	High school diploma	20.1	3.9	0.4
33-3011	Bailiffs	17.8	19.2	1.4	7.9%	0.1	0.4	0.5	High school diploma	10.7	1.2	0.2
33-3012	Correctional Officers and Jailers	475.3	499.8	24.5	5.2%	2.5	8.4	10.8	High school diploma	10.7	1.2	0.2
33-3021	Detectives and Criminal Investigators	119.4	122.9	3.5	2.9%	0.4	2.7	3.0	High school diploma	40.9	9.9	1.8
33-3051	Police and Sheriff's Patrol Officers	663.9	718.5	54.6	8.2%	5.5	19.4	24.9	High school diploma	27.4	4.2	0.6
33-3052	Transit and Railroad Police	3.6	3.8	0.2	5.6%	0.0	0.1	0.1	High school diploma	25.3	3.9	0.1
33-9021	Private Detectives and Investigators	34.7	41.9	7.1	20.7%	0.7	0.8	1.5	High school diploma	37.1	10.1	2.6
South Carolina		**54,262**	**60,002**	**5,740**	**10.6%**	**573**	**1,315**	**1,888**				
11-9161	Emergency Management Directors	*	*									
11-9199	Managers, All Other	5,980	6,826	846	14.1%	85	133	218				
13-2011	Accountants and Auditors	14,535	16,894	2,359	16.2%	236	312	548				
13-2061	Financial Examiners	123	146	23	18.7%	2	3	5				
15-1122	Information Security Analysts	*	*									
15-1199	Computer Occupations, All Other	*	*									
19-4092	Forensic Science Technicians	136	146	10	7.4%	1	6	7				
21-1021	Child, Family, and School Social Workers	5,736	6,401	665	11.6%	66	136	202				
25-1111	Criminal Justice & Law Enforcement Teachers, Postsecondary	122	141	19	15.6%	2	2	4				
33-1011	First-Line Supervisors of Correctional Officers	381	401	20	5.2%	2	13	15				
33-1012	First-Line Supervisors of Police and Detectives	1,351	1,454	103	7.6%	10	46	56				
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	942	1,021	79	8.4%	8	44	52				
33-1099	First-Line Supervisors of Protective Service Workers, All Other	733	813	80	10.9%	8	25	33				
33-2011	Firefighters	4,841	5,225	384	7.9%	38	134	172				
33-2021	Fire Inspectors and Investigators	338	371	33	9.8%	3	9	12				

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SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	Growth Annual Openings	Replmnts Annual Openings	Annual Openings	Typical education needed for entry	Bach-elor's degree	Master's degree	Doctoral or profes-sional degree
33-2022	Forest Fire Inspectors and Prevention Specialists	*	*									
33-3011	Bailiffs	359	388	29	8.1%	3	6	9				
33-3012	Correctional Officers and Jailers	8,072	8,428	356	4.4%	36	142	178				
33-3021	Detectives and Criminal Investigators	1,029	1,072	43	4.2%	4	23	27				
33-3051	Police and Sheriff's Patrol Officers	9,584	10,275	691	7.2%	69	281	350				
33-3052	Transit and Railroad Police	*	*									
33-9021	Private Detectives and Investigators	*	*									
Richmond-Burke, GA WIA		**2,400**	**2,560**	**160**	**6.7%**	**20**	**50**	**70**				
11-9161	Emergency Management Directors	*	*									
11-9199	Managers, All Other	470	470	0	0.0%	0	10	10				
13-2011	Accountants and Auditors	850	930	80	9.4%	10	20	30				
13-2061	Financial Examiners	*	*									
15-1122	Information Security Analysts	*	*									
15-1199	Computer Occupations, All Other	*	*									
19-4092	Forensic Science Technicians	*	*									
21-1021	Child, Family, and School Social Workers	200	220	20	10.0%	0	0	0				
33-1011	First-Line Supervisors of Correctional Officers	60	60	0	0.0%	0	0	0				
33-1012	First-Line Supervisors of Police and Detectives	80	80	0	0.0%	0	0	0				
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	*	*									
33-1099	First-Line Supervisors of Protective Service Workers, All Other	40	40	0	0.0%	0	0	0				
33-2011	Firefighters	*	*									
33-2021	Fire Inspectors and Investigators	*	*									
33-2022	Forest Fire Inspectors and Prevention Specialists	*	*									
33-3011	Bailiffs	*	*									
33-3012	Correctional Officers and Jailers	680	740	60	8.8%	10	20	30				
33-3021	Detectives and Criminal Investigators	*	*									
33-3051	Police and Sheriff's Patrol Officers	*	*									
33-3052	Transit and Railroad Police	*	*									
33-9021	Private Detectives and Investigators	20	20	0	0.0%	0	0	0				
BA – Mechanical Engineering												
United States (in thousands)		**731.3**	**841.2**	**109.9**	**15.0%**	**11.0**	**17.6**	**28.6**				
11-9041	Architectural and Engineering Managers	176.8	192.0	15.2	8.6%	1.5	3.5	5.0	Bachelor's	46.2	32.1	4.8
13-1051	Cost Estimators	185.4	252.9	67.5	36.4%	6.8	3.6	10.4	Bachelor's	27.1	3.4	0.3
17-2011	Aerospace Engineers	81.0	85.0	4.0	4.9%	0.4	1.8	2.2	Bachelor's	49.4	28.4	5.5
17-2141	Mechanical Engineers	243.2	264.6	21.4	8.8%	2.1	7.9	10.0	Bachelor's	51.5	19.4	2.7
17-3027	Mechanical Engineering Technicians	44.9	46.7	1.8	4.0%	0.2	0.8	1.0	Associate's	14.4	2.3	0.5
South Carolina		**8,168**	**9,312**	**1,144**	**14.0%**	**114**	**219**	**333**				
11-9041	Architectural and Engineering Managers	2,551	2,931	380	14.9%	38	50	88				
13-1051	Cost Estimators	*	*									
17-2011	Aerospace Engineers	*	*									
17-2141	Mechanical Engineers	4,738	5,443	705	14.9%	70	152	222				
17-3027	Mechanical Engineering Technicians	879	938	59	6.7%	6	17	23				
Richmond-Burke, GA WIA		**220**	**200**	**-20**	**-9.1%**	**0**	**0**	**0**				
11-9041	Architectural and Engineering Managers	80	70	-10	-12.5%	0	0	0				
13-1051	Cost Estimators	90	80	-10	-11.1%	0	0	0				
17-2011	Aerospace Engineers	*	*									
17-2141	Mechanical Engineers	50	50	0	0.0%	0	0	0				
17-3027	Mechanical Engineering Technicians	*	*									
BA – Nuclear Engineering												
United States (in thousands)		**270.6**	**295.1**	**24.5**	**9.1%**	**2.5**	**7.7**	**10.1**				
11-9041	Architectural and Engineering Managers	176.8	192.0	15.2	8.6%	1.5	3.5	5.0	Bachelor's	46.2	32.1	4.8
11-9121	Natural Sciences Managers	49.3	53.1	3.8	7.7%	0.4	3.0	3.4	Bachelor's	30.7	27.8	33.3
17-2161	Nuclear Engineers	19.1	21.1	2.0	10.5%	0.2	0.4	0.6	Bachelor's	51.6	26.2	9.5
19-2012	Physicists	18.3	20.9	2.6	14.2%	0.3	0.5	0.8	Doctoral or professional	18.3	23.8	52.1

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19-4051	Nuclear Technicians	7.1	8.0	0.9	12.7%	0.1	0.2	0.3	Associate's	24.0	3.3	2.7
South Carolina		**3,351**	**3,767**	**416**	**12.4%**	**42**	**75**	**117**				
11-9041	Architectural and Engineering Managers	2,551	2,931	380	14.9%	38	50	88				
11-9121	Natural Sciences Managers	204	220	16	7.8%	2	12	14				
17-2161	Nuclear Engineers	596	616	20	3.4%	2	13	15				
19-2012	Physicists	*	*									
19-4051	Nuclear Technicians	*	*									
Richmond-Burke, GA WIA		**130**	**110**	**-20**	**-15.4%**	**0**	**0**	**0**				
11-9041	Architectural and Engineering Managers	80	70	-10	-12.5%	0	0	0				
11-9121	Natural Sciences Managers	40	30	-10	-25.0%	0	0	0				
17-2161	Nuclear Engineers	*	*									
19-2012	Physicists	10	10	0	0.0%	0	0	0				
19-4051	Nuclear Technicians	0	0	0		0	0	0				
BA – Spanish												
United States (in thousands)		**1,737.7**	**1,942.6**	**204.9**	**11.8%**	**20.5**	**44.0**	**64.5**				
25-2022	Middle School Teachers, Except Special and Career/Technical Education	641.7	750.0	108.3	16.9%	10.8	14.1	24.9	Bachelor's	46.9	44.9	3.0
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,037.6	1,109.5	71.9	6.9%	7.2	28.4	35.6	Bachelor's	45.4	47.0	3.5
27-3091	Interpreters and Translators	58.4	83.1	24.7	42.3%	2.5	1.5	4.0	Bachelor's	30.1	13.5	4.5
South Carolina		**22,110**	**24,749**	**2,639**	**11.9%**	**264**	**557**	**821**				
25-2022	Middle School Teachers, Except Special and Career/Technical Education	8,756	10,294	1,538	17.6%	154	192	346				
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	12,978	13,943	965	7.4%	96	355	451				
27-3091	Interpreters and Translators	376	512	136	36.2%	14	10	24				
Richmond-Burke, GA WIA		*****	*****									
25-2022	Middle School Teachers, Except Special and Career/Technical Education	*	*									
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	*	*									
27-3091	Interpreters and Translators	*	*									
BA – Studio Art/Graphic-Visual Design												
United States (in thousands)		**2,040.4**	**2,217.1**	**242.1**	**8.7%**	**17.7**	**53.7**	**71.4**				
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	24.1	27.5	3.4	14.1%	0.3	0.5	0.8	Bachelor's	41.2	10.5	4.2
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,037.6	1,109.5	71.9	6.9%	7.2	28.4	35.6	Bachelor's	45.4	47.0	3.5
27-1011	Art Directors	73.9	80.6	6.7	9.1%	0.7	1.7	2.4	Bachelor's	42.4	12.5	1.6
27-1012	Craft Artists	11.8	12.7	0.9	7.6%	0.1	0.3	0.4	High school diploma	42.4	12.5	1.6
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	25.7	27.7	2.0	7.8%	0.2	0.6	0.8	High school diploma	42.4	12.5	1.6
27-1014	Multimedia Artists and Animators	66.5	72.0	5.5	8.3%	0.6	1.6	2.1	Bachelor's	42.4	12.5	1.6
27-1019	Artists and Related Workers, All Other	19.3	19.5	0.2	1.0%	0.0	0.5	0.5	High school diploma	42.4	12.5	1.6
27-1021	Commercial and Industrial Designers	40.8	45.1	4.3	10.5%	0.4	1.3	1.7	Bachelor's	43.1	7.0	1.1
27-1022	Fashion Designers	21.5	21.5	0.0	0.0%	0.0	0.7	0.7	High school diploma	43.1	7.0	1.1
27-1024	Graphic Designers	279.2	316.5	37.3	13.4%	3.7	8.7	12.4	Bachelor's	43.1	7.0	1.1
27-1025	Interior Designers	56.5	67.4	10.9	19.3%	1.1	1.7	2.8	Bachelor's	43.1	7.0	1.1
27-1027	Set and Exhibit Designers	11.7	12.8	1.1	9.4%	0.1	0.4	0.5	Bachelor's	43.1	7.0	1.1
27-1029	Designers, All Other	12.2	13.8	1.6	13.1%	0.2	0.3	0.5	Bachelor's	43.1	7.0	1.1
27-2012	Producers and Directors	122.5	136.0	13.5	11.0%	1.4	3.7	5.0	Bachelor's	56.4	12.9	2.5
27-4021	Photographers	139.5	156.9	17.4	12.5%	1.7	1.4	3.1	High school diploma	39.8	6.4	0.8
27-4031	Camera Operators, Television, Video, and Motion Picture	26.8	27.3	0.5	1.9%	0.1	0.5	0.5	Bachelor's	49.5	6.1	0.7
27-4032	Film and Video Editors	31.6	33.2	1.6	5.1%	0.2	0.5	0.7	Bachelor's	49.5	6.1	0.7
51-9071	Jewelers and Precious Stone and Metal Workers	39.2	37.1	-2.1	-5.4%	-0.2	1.1	0.9	High school diploma	15.1	2.6	1.0

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South Carolina		**20,955**	**22,917**	**1,962**	**9.4%**	**197**	**550**	**747**				
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	112	125	13	11.6%	1	2	3				
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	12,978	13,943	965	7.4%	96	355	451				
27-1011	Art Directors	464	533	69	14.9%	7	11	18				
27-1012	Craft Artists	76	78	2	2.6%	0	2	2				
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	195	210	15	7.7%	2	5	7				
27-1014	Multimedia Artists and Animators	145	162	17	11.7%	2	4	6				
27-1019	Artists and Related Workers, All Other	78	83	5	6.4%	0	2	2				
27-1021	Commercial and Industrial Designers	372	423	51	13.7%	5	12	17				
27-1022	Fashion Designers	*	*									
27-1024	Graphic Designers	2,626	2,992	366	13.9%	37	81	118				
27-1025	Interior Designers	631	749	118	18.7%	12	20	32				
27-1027	Set and Exhibit Designers	77	81	4	5.2%	0	2	2				
27-1029	Designers, All Other	*	*									
27-2012	Producers and Directors	884	942	58	6.6%	6	26	32				
27-4021	Photographers	1,789	2,031	242	13.5%	24	17	41				
27-4031	Camera Operators, Television, Video, and Motion Picture	74	81	7	9.5%	1	1	2				
27-4032	Film and Video Editors	131	146	15	11.5%	2	2	4				
51-9071	Jewelers and Precious Stone and Metal Workers	323	338	15	4.6%	2	8	10				
Richmond-Burke, GA WIA		**480**	**550**	**70**	**14.6%**	**10**	**10**	**20**				
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	*	*									
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	*	*									
27-1011	Art Directors	*	*									
27-1012	Craft Artists	*	*									
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	10	10	0	0.0%	0	0	0				
27-1014	Multimedia Artists and Animators	*	*									
27-1019	Artists and Related Workers, All Other	*	*									
27-1021	Commercial and Industrial Designers	*	*									
27-1022	Fashion Designers	*	*									
27-1024	Graphic Designers	140	150	10	7.1%	0	0	0				
27-1025	Interior Designers	*	*									
27-1027	Set and Exhibit Designers	*	*									
27-1029	Designers, All Other	*	*									
27-2012	Producers and Directors	280	340	60	21.4%	10	10	20				
27-4021	Photographers	20	20	0	0.0%	0	0	0				
27-4031	Camera Operators, Television, Video, and Motion Picture	*	*									
27-4032	Film and Video Editors	*	*									
51-9071	Jewelers and Precious Stone and Metal Workers	30	30	0	0.0%	0	0	0				

BS – Business Administration – Equestrian Management

United States (in thousands)		**1,495.9**	**1,452.2**	**-43.6**	**-2.9%**	**-4.4**	**29.9**	**35.3**				
11-9013	Farmers, Ranchers, and Other Agricultural Managers	1,202.5	1,106.4	-96.1	-8.0%	-9.6	23.5	23.5	High school diploma	17.3	3.0	0.9
39-2011	Animal Trainers	45.8	47.3	1.5	3.3%	0.2	0.5	0.6	High school diploma	21.4	3.5	0.6
39-2021	Nonfarm Animal Caretaker	189.1	241.5	52.5	27.7%	5.3	4.2	9.4	Less than high school	14.8	1.7	0.7
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	47.0	46.3	-0.7	-1.5%	-0.1	1.4	1.4	High school diploma	11.9	2.0	0.6
45-2021	Animal Breeders	11.5	10.7	-0.8	-7.0%	-0.1	0.4	0.4	High school diploma	11.0	1.9	1.7
South Carolina		**998**	**893**	**-105**	**-10.5%**	**0**	**29**	**29**				
11-9013	Farmers, Ranchers, and Other Agricultural Managers	*	*									

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39-2011	Animal Trainers	*	*									
39-2021	Nonfarm Animal Caretaker	*	*									
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	998	893	-105	-10.5%	0	29	29				
45-2021	Animal Breeders	*	*									
Richmond-Burke, GA WIA		**130**	**120**	**-10**	**-7.7%**	**0**	**0**	**0**				
11-9013	Farmers, Ranchers, and Other Agricultural Managers	*	*									
39-2011	Animal Trainers	*	*									
39-2011	Animal Trainers	130	120	-10	-7.7%	0	0	0				
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	*	*									
45-2021	Animal Breeders	*	*									
BS – Business Administration – Health Care Management												
United States (in thousands)		**1,981.7**	**2,290.0**	**308.3**	**15.6%**	**30.8**	**51.8**	**82.6**				
11-3011	Administrative Services Managers	254.3	291.2	36.9	14.5%	3.7	6.3	10.0	High school diploma	27.7	9.1	1.4
11-9111	Medical and Health Services Managers	303.0	371.0	68.0	22.4%	6.8	7.4	14.2	Bachelor's	30.4	22.7	7.0
43-1011	First-Line Supervisors of Office and Administrative Support Workers	1,424.4	1,627.8	203.4	14.3%	20.3	38.1	58.4	High school diploma	22.8	5.4	1.0
South Carolina		**29,942**	**34,830**	**4,888**	**16.3%**	**489**	**782**	**1,271**				
11-3011	Administrative Services Managers	3,489	4,048	559	16.0%	56	86	142				
11-9111	Medical and Health Services Managers	5,004	6,170	1,166	23.3%	117	122	239				
43-1011	First-Line Supervisors of Office and Administrative Support Workers	21,449	24,612	3,163	14.7%	316	574	890				
Richmond-Burke, GA WIA		**2,470**	**2,600**	**130**	**5.3%**	**10**	**60**	**70**				
11-3011	Administrative Services Managers	280	300	20	7.1%	0	10	10				
11-9111	Medical and Health Services Managers	820	950	130	15.9%	10	20	30				
43-1011	First-Line Supervisors of Office and Administrative Support Workers	1,370	1,350	-20	-1.5%	0	30	30				
BS – Environmental and Sustainability Studies												
United States (in thousands)		**309.4**	**370.3**	**60.9**	**19.7%**	**6.1**	**7.5**	**13.6**				
11-9121	Natural Sciences Managers	49.3	53.1	3.8	7.7%	0.4	3.0	3.4	Bachelor's	30.7	27.8	33.3
19-1029	Biological Scientists, All Other	35.8	38.0	2.2	6.1%	0.2	0.8	1.0	Doctoral or professional	44.4	28.8	21.2
19-1031	Conservation Scientists	23.4	24.6	1.2	5.1%	0.1	0.3	0.4	Bachelor's	63.5	17.5	3.9
19-1032	Foresters	11.5	12.0	0.5	4.3%	0.1	0.2	0.2	Bachelor's	63.5	17.5	3.9
19-1042	Medical Scientists, Except Epidemiologists	100.0	136.5	36.5	36.5%	3.7	0.7	4.3	Doctoral or professional	5.8	28.9	64.0
19-2041	Environmental Scientists and Specialists, Including Health	89.4	106.1	16.7	18.7%	1.7	2.6	4.3	Bachelor's	48.1	35.6	10.0
South Carolina		**1,733**	**2,026**	**293**	**16.9%**	**29**	**43**	**72**				
11-9121	Natural Sciences Managers	204	220	16	7.8%	2	12	14				
19-1029	Biological Scientists, All Other	207	207	0	0.0%	0	5	5				
19-1031	Conservation Scientists	222	247	25	11.3%	2	3	5				
19-1032	Foresters	333	365	32	9.6%	3	4	7				
19-1042	Medical Scientists, Except Epidemiologists	162	238	76	46.9%	8	1	9				
19-2041	Environmental Scientists and Specialists, Including Health	605	749	144	23.8%	14	18	32				
Richmond-Burke, GA WIA		**260**	**300**	**40**	**15.4%**	**0**	**0**	**0**				
11-9121	Natural Sciences Managers	40	30	-10	-25.0%	0	0	0				
19-1029	Biological Scientists, All Other	*	*									
19-1031	Conservation Scientists	*	*									
19-1032	Foresters	*	*									
19-1042	Medical Scientists, Except Epidemiologists	160	210	50	31.3%	0	0	0				
19-2041	Environmental Scientists and Specialists, Including Health	60	60	0	0.0%	0	0	0				

Source: Bureau of Labor Statistics, South Carolina State, Georgia State

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Appendix B

NATIONAL EMPLOYMENT MATRIX
ANIMAL PRODUCTION INDUSTRY EMPLOYMENT PROJECTIONS 2010-2020
(numbers in thousands)

SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	2020 Percent of Industry Emp
00-0000	**Total, All Occupations**	**448.9**	**447.2**	**-1.7**	**-0.4%**	100.0%
	Business/Financial Subset	**140.7**	**140.1**	**-0.6**	**-0.4%**	**31.3%**
11-1011	Chief Executives	2.5	2.2	-0.3	-12.0%	0.5%
11-1021	General and Operations Managers	0.4	0.4	0.0	0.0%	0.1%
11-2021	Marketing Managers	0.5	0.5	0.0	0.0%	0.1%
11-2022	Sales Managers	0.9	0.9	0.0	0.0%	0.2%
11-3031	Financial Managers	0.4	0.3	-0.1	-25.0%	0.1%
11-3071	Transportation, Storage, and Distribution Managers	1.1	1.1	0.0	0.0%	0.2%
11-9013	Farmers, Ranchers, and Other Agricultural Managers	132.8	132.5	-0.3	-0.2%	29.6%
11-9021	Construction Managers	0.1	0.1	0.0	0.0%	0.0%
13-1021	Buyers and Purchasing Agents, Farm Products	0.3	0.3	0.0	0.0%	0.1%
13-1111	Management Analysts	0.3	0.3	0.0	0.0%	0.1%
13-2011	Accountants and Auditors	0.5	0.5	0.0	0.0%	0.1%
13-2041	Credit Analysts	0.9	1.0	0.1	11.1%	0.2%
19-1011	Animal Scientists	0.1	0.1	0.0	0.0%	0.0%
19-1012	Food Scientists and Technologists	0.6	0.6	0.0	0.0%	0.1%
19-1013	Soil and Plant Scientists	0.7	0.7	0.0	0.0%	0.2%
19-4011	Agricultural and Food Science Technicians	0.6	0.6	0.0	0.0%	0.1%
23-1011	Lawyers	0.2	0.2	0.0	0.0%	0.0%
25-3021	Self-Enrichment Education Teachers	0.1	0.1	0.0	0.0%	0.0%
25-3999	Teachers and Instructors, All Other	0.3	0.3	0.0	0.0%	0.1%
25-4011	Archivists	0.2	0.2	0.0	0.0%	0.0%
25-4012	Curators	0.4	0.4	0.0	0.0%	0.1%
25-4013	Museum Technicians and Conservators	0.4	0.4	0.0	0.0%	0.1%
27-1023	Floral Designers	0.1	0.1	0.0	0.0%	0.0%
27-1024	Graphic Designers	0.3	0.3	0.0	0.0%	0.1%
27-1025	Interior Designers	0.1	0.1	0.0	0.0%	0.0%
27-1026	Merchandise Displayers and Window Trimmers	0.1	0.1	0.0	0.0%	0.0%
29-1131	Veterinarians	1.1	1.1	0.0	0.0%	0.2%
29-2799	Health Technologists and Technicians, All Other	0.3	0.3	0.0	0.0%	0.1%
31-1011	Home Health Aides	0.1	0.1	0.0	0.0%	0.0%
31-1012	Nursing Aides, Orderlies, and Attendants	0.2	0.2	0.0	0.0%	0.0%
31-9093	Medical Equipment Preparers	0.1	0.1	0.0	0.0%	0.0%
31-9094	Medical Transcriptionists	0.7	0.7	0.0	0.0%	0.2%
31-9095	Pharmacy Aides	0.1	0.1	0.0	0.0%	0.0%
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	0.1	0.1	0.0	0.0%	0.0%
31-9799	Healthcare Support Workers, All Other	0.2	0.2	0.0	0.0%	0.0%
33-9032	Security Guards	1.2	1.2	0.0	0.0%	0.3%
35-2011	Cooks, Fast Food	0.2	0.2	0.0	0.0%	0.0%
35-2012	Cooks, Institution and Cafeteria	0.2	0.2	0.0	0.0%	0.0%
35-2014	Cooks, Restaurant	0.4	0.4	0.0	0.0%	0.1%
35-2015	Cooks, Short Order	0.1	0.1	0.0	0.0%	0.0%
35-3031	Waiters and Waitresses	0.9	0.9	0.0	0.0%	0.2%
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	0.1	0.1	0.0	0.0%	0.0%
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	1.2	1.2	0.0	0.0%	0.3%
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	0.7	0.7	0.0	0.0%	0.2%
37-2012	Maids and Housekeeping Cleaners	0.1	0.1	0.0	0.0%	0.0%
37-3011	Landscaping and Groundskeeping Workers	3.3	3.3	0.0	0.0%	0.7%
37-3012	Pesticide Handlers, Sprayers, and Applicators, Vegetation	0.1	0.1	0.0	0.0%	0.0%
37-3013	Tree Trimmers and Pruners	0.1	0.1	0.0	0.0%	0.0%
37-3019	Grounds Maintenance Workers, All Other	0.1	0.1	0.0	0.0%	0.0%
39-2011	Animal Trainers	6.8	6.8	0.0	0.0%	1.5%
39-2021	Nonfarm Animal Caretakers	2.5	2.5	0.0	0.0%	0.6%
39-7011	Tour Guides and Escorts	0.3	0.3	0.0	0.0%	0.1%
39-9021	Personal Care Aides	0.1	0.1	0.0	0.0%	0.0%

NATIONAL EMPLOYMENT MATRIX
ANIMAL PRODUCTION INDUSTRY EMPLOYMENT PROJECTIONS 2010-2020
(numbers in thousands)

SOC Code	Occupation	2010 Base Emp	2020 Projected Emp	Total Change in Emp	Percent Change in Emp	2020 Percent of Industry Emp
41-2011	Cashiers	1.0	1.0	0.0	0.0%	0.2%
41-9799	Sales and Related Workers, All Other	0.6	0.6	0.0	0.0%	0.1%
43-1011	First-Line Supervisors of Office and Administrative Support Workers	0.6	0.6	0.0	0.0%	0.1%
43-3031	Bookkeeping, Accounting, and Auditing Clerks	8.9	8.9	0.0	0.0%	2.0%
43-4071	File Clerks	0.2	0.2	0.0	0.0%	0.0%
43-4171	Receptionists and Information Clerks	1.0	1.0	0.0	0.0%	0.2%
43-6011	Executive Secretaries and Executive Administrative Assistants	1.8	1.8	0.0	0.0%	0.4%
43-6012	Legal Secretaries	0.4	0.3	-0.1	-25.0%	0.1%
43-6013	Medical Secretaries	0.8	0.8	0.0	0.0%	0.2%
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2.9	2.6	-0.3	-10.3%	0.6%
43-9021	Data Entry Keyers	0.8	0.6	-0.2	-25.0%	0.1%
43-9061	Office Clerks, General	0.6	0.6	0.0	0.0%	0.1%
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	7.0	7.0	0.0	0.0%	1.6%
45-2011	Agricultural Inspectors	0.1	0.1	0.0	0.0%	0.0%
45-2021	Animal Breeders	1.5	1.5	0.0	0.0%	0.3%
45-2041	Graders and Sorters, Agricultural Products	1.0	1.0	0.0	0.0%	0.2%
45-2090	Miscellaneous Agricultural Workers	226.1	225.4	-0.7	-0.3%	50.4%
45-3011	Fishers and Related Fishing Workers	0.1	0.1	0.0	0.0%	0.0%
47-2111	Electricians	0.8	0.8	0.0	0.0%	0.2%
47-2152	Plumbers, Pipefitters, and Steamfitters	0.3	0.3	0.0	0.0%	0.1%
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	1.8	1.7	-0.1	-5.6%	0.4%
49-3023	Automotive Service Technicians and Mechanics	0.3	0.3	0.0	0.0%	0.1%
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	0.5	0.5	0.0	0.0%	0.1%
49-3041	Farm Equipment Mechanics and Service Technicians	0.5	0.5	0.0	0.0%	0.1%
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	1.9	2.0	0.1	5.3%	0.4%
49-3043	Rail Car Repairers	0.3	0.3	0.0	0.0%	0.1%
49-9041	Industrial Machinery Mechanics	0.4	0.5	0.1	25.0%	0.1%
49-9071	Maintenance and Repair Workers, General	2.2	2.2	0.0	0.0%	0.5%
51-3021	Butchers and Meat Cutters	0.3	0.3	0.0	0.0%	0.1%
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	0.4	0.4	0.0	0.0%	0.1%
51-3023	Slaughterers and Meat Packers	0.2	0.2	0.0	0.0%	0.0%
51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	0.2	0.2	0.0	0.0%	0.0%
51-9022	Grinding and Polishing Workers, Hand	0.1	0.1	0.0	0.0%	0.0%
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	0.6	0.6	0.0	0.0%	0.1%
51-9399	Production Workers, All Other	3.1	3.1	0.0	0.0%	0.7%
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	0.2	0.2	0.0	0.0%	0.0%
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	0.2	0.2	0.0	0.0%	0.0%
53-3031	Driver/Sales Workers	1.2	1.2	0.0	0.0%	0.3%
53-3032	Heavy and Tractor-Trailer Truck Drivers	4.6	4.6	0.0	0.0%	1.0%
53-3033	Light Truck or Delivery Services Drivers	2.5	2.5	0.0	0.0%	0.6%
53-7061	Cleaners of Vehicles and Equipment	0.3	0.3	0.0	0.0%	0.1%
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	2.8	2.8	0.0	0.0%	0.6%
53-7064	Packers and Packagers, Hand	1.2	1.2	0.0	0.0%	0.3%

Source: Bureau of Labor Statistics

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Appendix C

Graduate Degrees

MAT – Science and Mathematics

CIP Code	CIP Program Title	OCC Code	Occupation Title
13.1311	Mathematics Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
13.1316	Science Teacher Education/General Science Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
13.1322	Biology Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
13.1323	Chemistry Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
13.1337	Earth Science Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
13.1338	Environmental Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education

MBA – Liberal Arts and STEM (Science, Technology, Engineering, Mathematics)

CIP Code	CIP Program Title	OCC Code	Occupation Title
52.0101	Business Administration and Management, General	11-1011	Chief Executives
		11-1021	General and Operations Managers
		11-2011	Advertising and Promotions Managers
		11-2021	Marketing Managers
		11-2022	Sales Managers
		11-2031	Public Relations Managers
		11-3011	Administrative Services Managers
		11-3021	Computer and Information Systems Managers
		11-3031	Financial Managers
		11-3051	Industrial Production Managers
		11-3061	Purchasing Managers
		11-3071	Transportation, Storage, and Distribution Managers
		11-9021	Construction Managers
		11-9041	Architectural and Engineering Managers
		11-9111	Medical and Health Services Managers
		11-9121	Natural Sciences Managers
		11-9141	Property, Real Estate, Community Association Mar
		11-9151	Social and Community Service Managers
		11-9199	Managers, All Other

MBA – Liberal Arts and STEM (Science, Technology, Engineering, Mathematics) (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title
52.0101	Business Administration and Management, General (continued)	13-1051	Cost Estimators
		13-1111	Management Analysts
		13-2011	Accountants and Auditors
		13-2031	Budget Analysts
		13-2041	Credit Analysts
		13-2051	Financial Analysts
		13-2052	Personal Financial Advisors
		13-2053	Insurance Underwriters
		13-2061	Financial Examiners
		13-2071	Loan Counselors
		13-2072	Loan Officers
		13-2081	Tax Examiners, Collectors, and Revenue Agents
		13-2099	Financial Specialists, All Other
		11-1021	General and Operations Managers
		11-2022	Sales Managers
		11-3011	Administrative Services Managers
		11-3051	Industrial Production Managers
		11-3071	Transportation, Storage, and Distribution Managers
		11-9021	Construction Managers
		11-9151	Social and Community Service Managers
		11-9199	Managers, All Other
		13-1051	Cost Estimators
		13-1111	Management Analysts
		25-1011	Business Teachers, Postsecondary
52.0201	Business Administration and Management, General	11-1011	Chief Executives
		11-1021	General and Operations Managers
		11-2011	Advertising and Promotions Managers
		11-2021	Marketing Managers
		11-2022	Sales Managers
		11-2031	Public Relations Managers
		11-3011	Administrative Services Managers
		11-3021	Computer and Information Systems Managers
		11-3031	Financial Managers
		11-3051	Industrial Production Managers
		11-3061	Purchasing Managers
		11-3071	Transportation, Storage, and Distribution Managers
		11-9021	Construction Managers
		11-9041	Architectural and Engineering Managers
		11-9111	Medical and Health Services Managers
		11-9121	Natural Sciences Managers
		11-9141	Property, Real Estate, and Community Association Managers
		11-9151	Social and Community Service Managers
		11-9199	Managers, All Other
		13-1051	Cost Estimators
		13-1111	Management Analysts
		13-2011	Accountants and Auditors
		13-2031	Budget Analysts
		13-2041	Credit Analysts

MBA – Liberal Arts and STEM (Science, Technology, Engineering, Mathematics) (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title
52.0201 (continued)	Business Administration and Management, General	13-2051	Financial Analysts
		13-2052	Personal Financial Advisors
		13-2053	Insurance Underwriters
		13-2061	Financial Examiners
		13-2071	Loan Counselors
		13-2072	Loan Officers
		13-2081	Tax Examiners, Collectors, and Revenue Agents
		13-2099	Financial Specialists, All Other
52.0703	Small Business Administration/Management	11-9199	Managers, All Other

MEd – Teacher Education

CIP Code	CIP Program Title	OCC Code	Occupation Title
13.0401	Educational Leadership and Administration, General	11-9031	Education Administrators, Preschool and Childcare Center/Program
		11-9032	Education Administrators, Elementary and Secondary School
		11-9033	Education Administrators, Postsecondary
		11-9039	Education Administrators, All Other
13.0402	Administration of Special Education	11-9039	Education Administrators, All Other
13.0403	Adult and Continuing Education Administration	11-9039	Education Administrators, All Other
13.0404	Educational, Instructional, and Curriculum Supervision	11-9031	Education Administrators, Preschool and Childcare Center/Program
		11-9032	Education Administrators, Elementary and Secondary School
		11-9033	Education Administrators, Postsecondary
		11-9039	Education Administrators, All Other
13.0406	Higher Education/Higher Education Administration	11-9033	Education Administrators, Postsecondary
		11-9039	Education Administrators, All Other
13.0407	Community College Education	11-9033	Education Administrators, Postsecondary
13.0408	Elementary and Middle School Administration/Principalship	11-9032	Education Administrators, Elementary and Secondary School
13.0409	Secondary School Administration/Principalship	11-9032	Education Administrators, Elementary and Secondary School
13.0410	Urban Education and Leadership	11-9039	Education Administrators, All Other
13.0411	Superintendency and Educational System Administration	11-9031	Education Administrators, Preschool and Childcare Center/Program
		11-9032	Education Administrators, Elementary and Secondary School
		11-9039	Education Administrators, All Other
13.0499	Educational Administration and Supervision, Other	11-9039	Education Administrators, All Other

MS – Biological and Biomedical Science

CIP Code	CIP Program Title	OCC Code	Occupation Title
26.0101	Biology/Biological Sciences, General	11-9121	Natural Sciences Managers
		19-1029	Biological Scientists, All Other
		19-1099	All Other Life Scientists
		25-1042	Biological Science Teachers, Postsecondary
		19-1042	Medical Scientists, Except Epidemiologists

MS – Clinical Exercise Science

CIP Code	CIP Program Title	OCC Code	Occupation Title
26.0908	Exercise Physiology	19-1042	Medical Scientists, Except Epidemiologists
		29-1128	Exercise Physiologists
31.0505	Kinesiology and Exercise Science	29-1128	Exercise Physiologists
51.2311	Kinesiotherapy/Kinesiotherapist	29-1123	Physical Therapists
		29-1128	Exercise Physiologists
51.2312	Assistive/Augmentative Technology and Rehabilitation Engineering	17-2199	Engineers, All Other
		21-1015	Rehabilitation Counselors
		29-2091	Orthotists and Prosthetists
		51-9082	Medical Appliance Technicians
51.2314	Rehabilitation Science	19-1099	Life Scientists, All Other
		21-1015	Rehabilitation Counselors
		25-1071	Health Specialties Teachers, Postsecondary
		29-1129	Therapists, All Other

MSN – Nurse Educator

CIP Code	CIP Program Title	OCC Code	Occupation Title
51.3801	Registered Nursing/Registered Nurse	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3802	Nursing Administration	11-9111	Medical and Health Services Managers
		29-1141	Registered Nurses
51.3803	Adult Health Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3804	Nurse Anesthetist	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1151	Nurse Anesthetists
51.3805	Family Practice Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3806	Maternal/Child Health and Neonatal Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3807	Nurse Midwife/Nursing Midwifery	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1161	Nurse Midwives

MSN – Nurse Educator (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title
51.3808	Nursing Science	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3809	Pediatric Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3810	Psychiatric/Mental Health Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3811	Public Health/Community Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3812	Perioperative/Operating Room and Surgical Nurse/Nurs	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3813	Clinical Nurse Specialist	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3814	Critical Care Nursing	29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3815	Occupational and Environmental Health Nursing	29-1141	Registered Nurses
51.3816	Emergency Room/Trauma Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3817	Nursing Education	25-1072	Nursing Instructors and Teachers, Postsecondary
51.3818	Nursing Practice	11-9111	Medical and Health Services Managers
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3819	Palliative Care Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
51.3820	Clinical Nurse Leader	29-1141	Registered Nurses
51.3821	Geriatric Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3822	Women's Health Nurse/Nursing	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners
51.3899	Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other	25-1072	Nursing Instructors and Teachers, Postsecondary
		29-1141	Registered Nurses
		29-1171	Nurse Practitioners

MSN – Nursing Administration/Leadership

CIP Code	CIP Program Title	OCC Code	Occupation Title
51.3802	Nursing Administration	11-9111	Medical and Health Services Managers
51.3818	Nursing Practice	11-9111	Medical and Health Services Managers

*Note: There are other CIP Codes that pertain to Hospital, Health, Medical Records, etc., Administration, but not specifically to Nursing.

Undergraduate Degrees

BA – Criminal Justice

CIP Code	CIP Program Title	OCC Code	Occupation Title
43.0103	Criminal Justice/Law Enforcement Administration	11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
43.0104	Criminal Justice/Safety Studies	33-1011	First-Line Supervisors of Correctional Officers
		33-1012	First-Line Supervisors of Police and Detectives
43.0106	Forensic Science and Technology	19-4092	Forensic Science Technicians
43.0107	Criminal Justice/Police Science	33-3011	Bailiffs
		33-3021	Detectives and Criminal Investigators
		33-3051	Police and Sheriff's Patrol Officers
		33-9021	Private Detectives and Investigators
43.0109	Security and Loss Prevention Services	33-3052	Transit and Railroad Police
43.0110	Juvenile Corrections	21-1021	Child, Family, and School Social Workers
		33-3012	Correctional Officers and Jailers
43.0111	Criminalistics and Criminal Science	33-3021	Detectives and Criminal Investigators
		33-3051	Police and Sheriff's Patrol Officers
43.0112	Securities Services Administration/Management	33-1099	First-Line Supervisors of Protective Service Workers, All Other
43.0113	Corrections Administration	33-1011	First-Line Supervisors of Correctional Officers
43.0114	Law Enforcement Investigation and Interviewing	33-3021	Detectives and Criminal Investigators
		33-3051	Police and Sheriff's Patrol Officers
43.0115	Law Enforcement Record-Keeping and Evidence Management	11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
		33-3021	Detectives and Criminal Investigators
		33-3051	Police and Sheriff's Patrol Officers
		33-9021	Private Detectives and Investigators
43.0116	Cyber/Computer Forensics and Counterterrorism	15-1122	Information Security Analysts
		15-1199	Computer Occupations, All Other
		33-3021	Detectives and Criminal Investigators
		33-9021	Private Detectives and Investigators
43.0117	Financial Forensics and Fraud Investigation	13-2011	Accountants and Auditors
		13-2061	Financial Examiners
		33-3021	Detectives and Criminal Investigators
		33-9021	Private Detectives and Investigators
43.0118	Law Enforcement Intelligence Analysis	33-3021	Detectives and Criminal Investigators
43.0119	Critical Incident Response/Special Police Operations	11-9161	Emergency Management Directors
		33-1012	First-Line Supervisors of Police and Detectives
		33-3051	Police and Sheriff's Patrol Officers
43.0120	Protective Services Operations	11-9161	Emergency Management Directors
		33-1012	First-Line Supervisors of Police and Detectives
		33-3051	Police and Sheriff's Patrol Officers
		33-9021	Private Detectives and Investigators
43.0121	Suspension and Debarment Investigation	13-2061	Financial Examiners
		33-3021	Detectives and Criminal Investigators
43.0122	Maritime Law Enforcement	33-1012	First-Line Supervisors of Police and Detectives
		33-3021	Detectives and Criminal Investigators
		33-3051	Police and Sheriff's Patrol Officers
		33-9021	Private Detectives and Investigators

BA – Criminal Justice (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title
43.0123	Cultural/Archaelogical Resources Protection	33-1012	First-Line Supervisors of Police and Detectives
		33-3021	Detectives and Criminal Investigators
		33-9021	Private Detectives and Investigators
43.0199	Corrections and Criminal Justice, Other	33-3012	Correctional Officers and Jailers
43.0201	Fire Prevention and Safety Technology/Technician	33-2011	Firefighters
		33-2021	Fire Inspectors and Investigators
43.0202	Fire Services Administration	11-9199	Managers, All Other
		33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers
43.0203	Fire Science/Fire-fighting	33-2011	Firefighters
		33-2021	Fire Inspectors and Investigators
		33-2022	Forest Fire Inspectors and Prevention Specialists
43.0205	Fire/Arson Investigation and Prevention	33-2021	Fire Inspectors and Investigators
43.0206	Wildland/Forest Firefighting and Investigation	33-2011	Firefighters
		33-2022	Forest Fire Inspectors and Prevention Specialists
43.0299	Fire Protection, Other	33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers
		33-2011	Firefighters
43.0301	Homeland Security	11-9161	Emergency Management Directors
		11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
43.0302	Crisis/Emergency/Disaster Management	11-9161	Emergency Management Directors
		11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
43.0303	Critical Infrastructure Protection	11-9161	Emergency Management Directors
		11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
43.0304	Terrorism and Counterterrorism Operations	11-9161	Emergency Management Directors
		11-9199	Managers, All Other
		33-1012	First-Line Supervisors of Police and Detectives
		55-1017	Special Forces Officers
		55-3018	Special Forces
43.0399	Homeland Security, Other	33-1099	First-Line Supervisors of Protective Service Workers, All Other

BA – Mechanical Engineering

CIP Code	CIP Program Title	OCC Code	Occupation Title
14.1901	Mechanical Engineering	11-9041	Architectural and Engineering Managers
		13-1051	Cost Estimators
		17-2011	Aerospace Engineers
		17-2141	Mechanical Engineers
15.0805	Mechanical Engineering/Mechanical Technology/Technician	17-3027	Mechanical Engineering Technicians
15.0899	Mechanical Engineering Related Technologies/Technicians, Other	17-3027	Mechanical Engineering Technicians

BA – Nuclear Engineering

CIP Code	CIP Program Title	OCC Code	Occupation Title
14.2301	Nuclear Engineering	11-9041	Architectural and Engineering Managers
		17-2161	Nuclear Engineers
15.1401	Nuclear Engineering Technology/Technician	19-4051	Nuclear Technicians
40.0806	Nuclear Physics	11-9121	Natural Sciences Managers
		19-2012	Physicists
41.0205	Nuclear/Nuclear Power Technology/Technician	19-4051	Nuclear Technicians
		51-8011	Nuclear Power Reactor Operators

BA – Spanish

CIP Code	CIP Program Title	OCC Code	Occupation Title
13.1330	Spanish Language Teacher Education	25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
16.0905	Spanish Language and Literature	25-2031	Secondary School Teachers, Except Special and Career/Technical Education
		27-3091	Interpreters and Translators

BA – Studio Art/Graphic-Visual Design

CIP Code	CIP Program Title	OCC Code	Occupation Title
50.0101	Visual and Performing Arts, General	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1019	Artists and Related Workers, All Other
		27-4021	Photographers
50.0102	Digital Arts	27-1011	Art Directors
		27-1014	Multimedia Artists and Animators
		27-1019	Artists and Related Workers, All Other
		27-1024	Graphic Designers
		27-4021	Photographers
50.0201	Crafts/Craft Design, Folk Art and Artisanry	27-1012	Craft Artists
		27-1019	Artists and Related Workers, All Other
50.0401	Design and Visual Communications, General	27-1021	Commercial and Industrial Designers
		27-1024	Graphic Designers
		27-1027	Set and Exhibit Designers
		27-1029	Designers, All Other
50.0402	Commercial and Advertising Art	27-1019	Artists and Related Workers, All Other
		27-1021	Commercial and Industrial Designers
		27-1024	Graphic Designers
50.0404	Industrial and Product Design	27-1021	Commercial and Industrial Designers
		27-1024	Graphic Designers
		27-1029	Designers, All Other

BA – Studio Art/Graphic-Visual Design (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title
50.0406	Commercial Photography	27-4021	Photographers
50.0407	Fashion/Apparel Design	27-1022	Fashion Designers
50.0408	Interior Design	27-1025	Interior Designers
50.0409	Graphic Design	27-1011	Art Directors
		27-1014	Multimedia Artists and Animators
		27-1019	Artists and Related Workers, All Other
		27-1024	Graphic Designers
50.0410	Illustration	27-1019	Artists and Related Workers, All Other
		27-1027	Set and Exhibit Designers
		27-1029	Designers, All Other
50.0411	Game and Interactive Media Design	27-1014	Multimedia Artists and Animators
50.0502	Technical Theatre/Theatre Design and Technology	27-1027	Set and Exhibit Designers
50.0510	Costume Design	27-1022	Fashion Designers
50.0601	Film/Cinema/Video Studies	27-2012	Producers and Directors
50.0602	Cinematography and Film/Video Production	27-2012	Producers and Directors
		27-4031	Camera Operators, Television, Video, and Motion Picture
		27-4032	Film and Video Editors
50.0605	Photography	27-4021	Photographers
50.0607	Documentary Production	27-2012	Producers and Directors
		27-4031	Camera Operators, Television, Video, and Motion Picture
		27-4032	Film and Video Editors
50.0701	Art/Art Studies, General	25-2031	Secondary School Teachers, Except Special and Career/Technical Education
		27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-4021	Photographers
50.0702	Fine/Studio Arts, General	27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1019	Artists and Related Workers, All Other
50.0705	Drawing	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1014	Multimedia Artists and Animators
50.0706	Intermedia/Multimedia	27-1011	Art Directors
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1014	Multimedia Artists and Animators
50.0708	Painting	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1014	Multimedia Artists and Animators
50.0709	Sculpture	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
50.0710	Printmaking	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators

BA – Studio Art/Graphic-Visual Design (continued)

CIP Code	CIP Program Title	OCC Code	Occupation Title
50.0711	Ceramic Arts and Ceramics	27-1012	Craft Artists
		27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
50.0712	Fiber, Textile and Weaving Arts	27-1012	Craft Artists
50.0713	Metal and Jewelry Arts	27-1012	Craft Artists
		51-9071	Jewelers and Precious Stone and Metal Workers
50.0799	Fine Arts and Art Studies, Other	27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators
		27-1019	Artists and Related Workers, All Other
50.1002	Fine and Studio Arts Management	11-9199	Managers, All Other
		13-1011	Agents and Business Managers of Artists, Performers, and Athletes
50.1004	Theatre/Theatre Arts Management	11-9199	Managers, All Other
		27-2012	Producers and Directors
50.1099	Arts, Entertainment, and Media Management, Other	11-9199	Managers, All Other
		13-1011	Agents and Business Managers of Artists, Performers, and Athletes

BS – Business Administration – Equestrian Management

CIP Code	CIP Program Title	OCC Code	Occupation Title
1.0104	Farm/Farm and Ranch Management	11-9013	Farmers, Ranchers, and Other Agricultural Managers
1.0307	Horse Husbandry/Equine Science and Management	11-9013	Farmers, Ranchers, and Other Agricultural Managers
		45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers
		45-2021	Animal Breeders
1.0507	Equestrian/Equine Studies	39-2011	Animal Trainers

BS – Business Administration – Health Care Management

CIP Code	CIP Program Title	OCC Code	Occupation Title
51.0701	Health/Health Care Administration/Management	11-9111	Medical and Health Services Managers
51.0702	Hospital and Health Care Facilities Administration/Management	11-9111	Medical and Health Services Managers
51.0704	Health Unit Manager/Ward Supervisor	11-9111	Medical and Health Services Managers
51.0705	Medical Office Management/Administration	43-1011	First-Line Supervisors of Office and Administrative Support Workers
51.0706	Health Information/Medical Records Administration/Administrator	11-9111	Medical and Health Services Managers
51.0711	Medical/Health Management and Clinical Assistant/Specialist	11-3011	Administrative Services Managers
51.0718	Long Term Care Administration/Management	11-9111	Medical and Health Services Managers

BS – Environmental and Sustainability Studies

CIP Code	CIP Program Title	OCC Code	Occupation Title
3.0103	Environmental Studies	19-2041	Environmental Scientists and Specialists, Including Health
3.0104	Environmental Science	19-2041	Environmental Scientists and Specialists, Including Health
3.0201	Natural Resources Management and Policy	19-1031	Conservation Scientists
		19-1032	Foresters
3.0205	Water, Wetlands, and Marine Resources Management	19-1031	Conservation Scientists
26.1006	Environmental Toxicology	19-1042	Medical Scientists, Except Epidemiologists
26.1305	Environmental Biology	19-1029	Biological Scientists, All Other
26.0209	Radiation Biology/Radiobiology	19-1029	Biological Scientists, All Other
		11-9121	Natural Sciences Managers

Source: National Center for Education Statistics Institute of Education Sciences

USC Aiken Market Research Project

Research Findings and Marketing Recommendations

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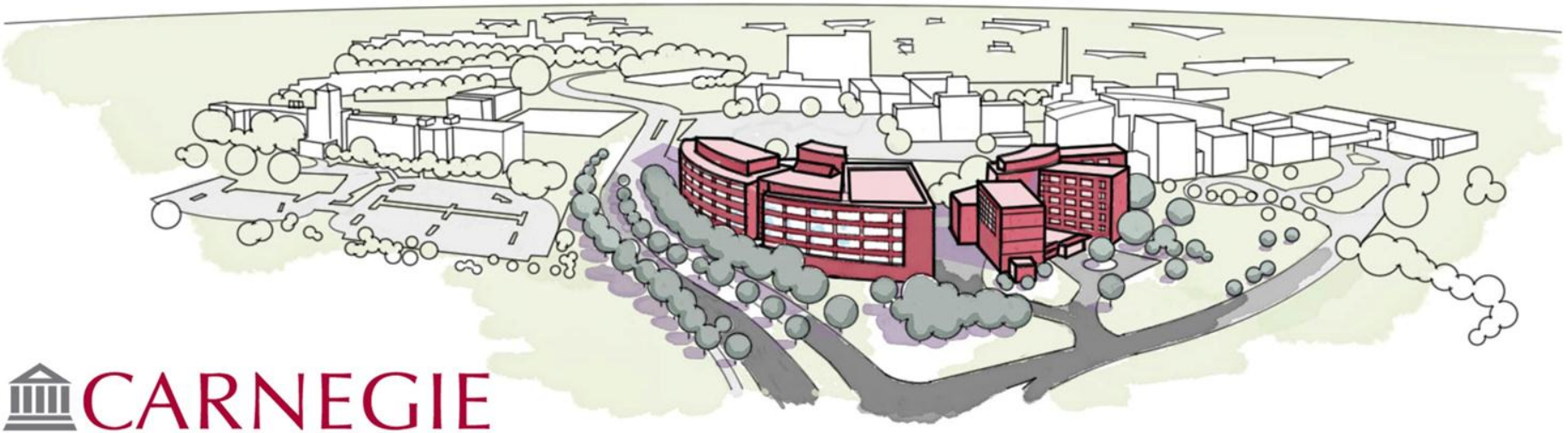

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The Agenda

Undergraduate

- Methodology and Response Rates
- Survey Sample Characteristics
- Program Interest
- Interest in USC Aiken's Offerings
- USC Aiken Undergraduate Program Messaging
- Ideal Characteristics of an Undergraduate Program vs. USC Aiken Undergraduate Programs
- Competitive Assessment
- Communication Preferences
- Summary and Recommendations

Graduate

- Methodology and Response Rates
- Survey Sample Characteristics
- Program Interest
- Interest in USC Aiken's Offerings
- USC Aiken Graduate Program Messaging
- Ideal Characteristics of a Graduate Program vs. USC Aiken Graduate Programs
- Competitive Assessment
- Communication Preferences
- Summary and Recommendations

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Undergraduate Programs

SURVEY RESEARCH

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Methodology and Response Rates

Methodology

- Two target groups
  - Non-Affiliated with USC Aiken
  - Affiliated with USC Aiken (provided by USC Aiken)
- Target qualifications
  - Residence in either South Carolina, North Carolina or Georgia
  - Have graduated high school but not yet begun school or will graduate high school in the next three years and indicated interest in pursuing a bachelor's degree in the next three years
  - Interest in at least one of the potential programs
- Online survey with incentive
  - Entered into a raffle for one of three Amazon gift certificates

Response Rates

- USC Aiken Non-Affiliated group:
  - Sent to 264,401 people:
    - 3,750 responded to the survey **(1.4%)**
    - 395 respondents qualified for and completed the survey **(0.1%** of total sent to, 10.5% of those responding)
- USC Aiken Affiliated group (prospective students):
  - Sent to 4,840 people:
    - 41 responded to the survey (**0.8%)**
    - 11 respondents qualified for and completed the survey (**0.2%** of total sent to, 26.8% of those responding)

Survey Sample Characteristics

State Distribution

State	
Georgia	21.9%
North Carolina	43.6%
South Carolina	34.5%

Q: In which state is your primary residence?

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Age & Expected Year of High School Graduation

Age	
Under 15	0.2%
15-19	64.9%
20-24	34.0%
25+	0.7%

Expected year of high school graduation	
2012	25.4%
2013	21.4%
2014	15.5%
2015	7.4%
I have already finished high school but have not yet begun college	30.3%

Q: In which year were you born?
Q: What is your expected year of high school graduation?

First Person in Immediate Family to Attend College

First Person in Immediate Family to Attend College	
Yes	30.3%
No	69.7%

Q: To the best of your knowledge, are you the first person in your immediate family to attend college?

Gender, Racial & Ethnic Distribution

Gender	
Male	30.0%
Female	66.7%
Prefer Not to Answer	3.2%

RACE	
White	63.3%
Black or African American	20.4%
Asian	7.1%
American Indian or Alaska Native	3.9%
Native Hawaiian or Other Pacific Islander	0.5%
Other	3.7%
Prefer Not to Answer	7.9%

ETHNICITY	
Yes, Hispanic or Latino	11.3%
No, Not Hispanic or Latino	83.7%
Prefer Not to Answer	4.9%

Other responses included: mixed, and African

Q: What is your gender?

Q: Please select the racial category or categories with which you most closely identify. Check as many as apply.

Q: Are you Hispanic or Latino?

GPA and Type of High School

GPA	
0-1.99	0.7%
2.0-2.49	4.2%
2.5-3.49	26.4%
3.5-4.0	55.2%
Don’t know/prefer not to answer	8.4%
Not applicable	5.2%
Type of High School	
Alternative high school	2.0%
College preparatory high school	6.2%
Home schooled	2.5%
Private high school, not religiously affiliated	3.7%
Private high school, religiously affiliated	6.2%
Public high school	78.6%
Vocational high school	1.0%

Q: What is your current GPA?
Q: What kind of high school did you attend? If you attended more than one high school, please answer for the last high school that you attended.

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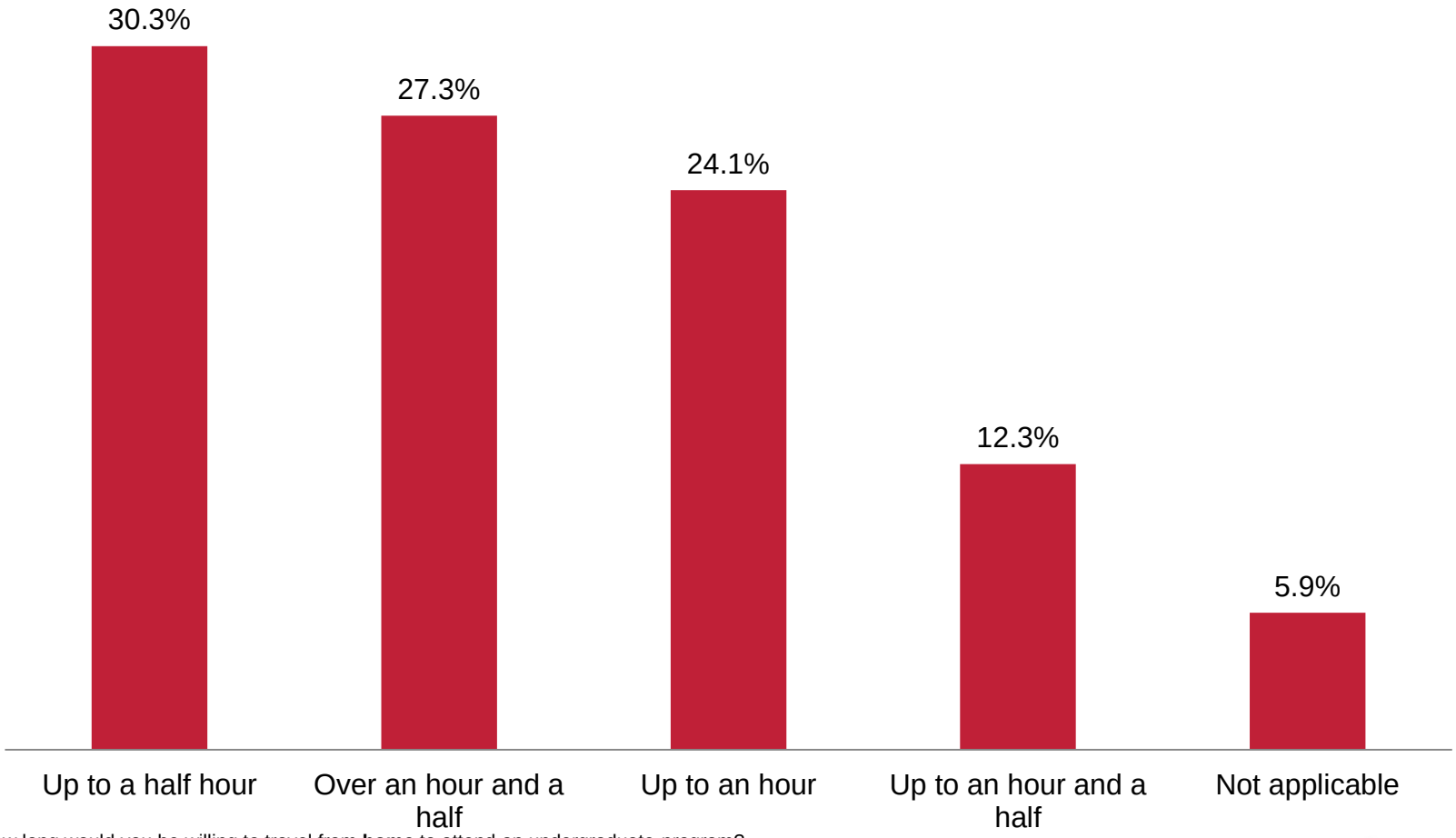
Time Willing to Travel from Home for an Undergraduate Program

Respondents are willing to travel for an undergraduate program



Q: How long would you be willing to travel from **home** to attend an undergraduate program?

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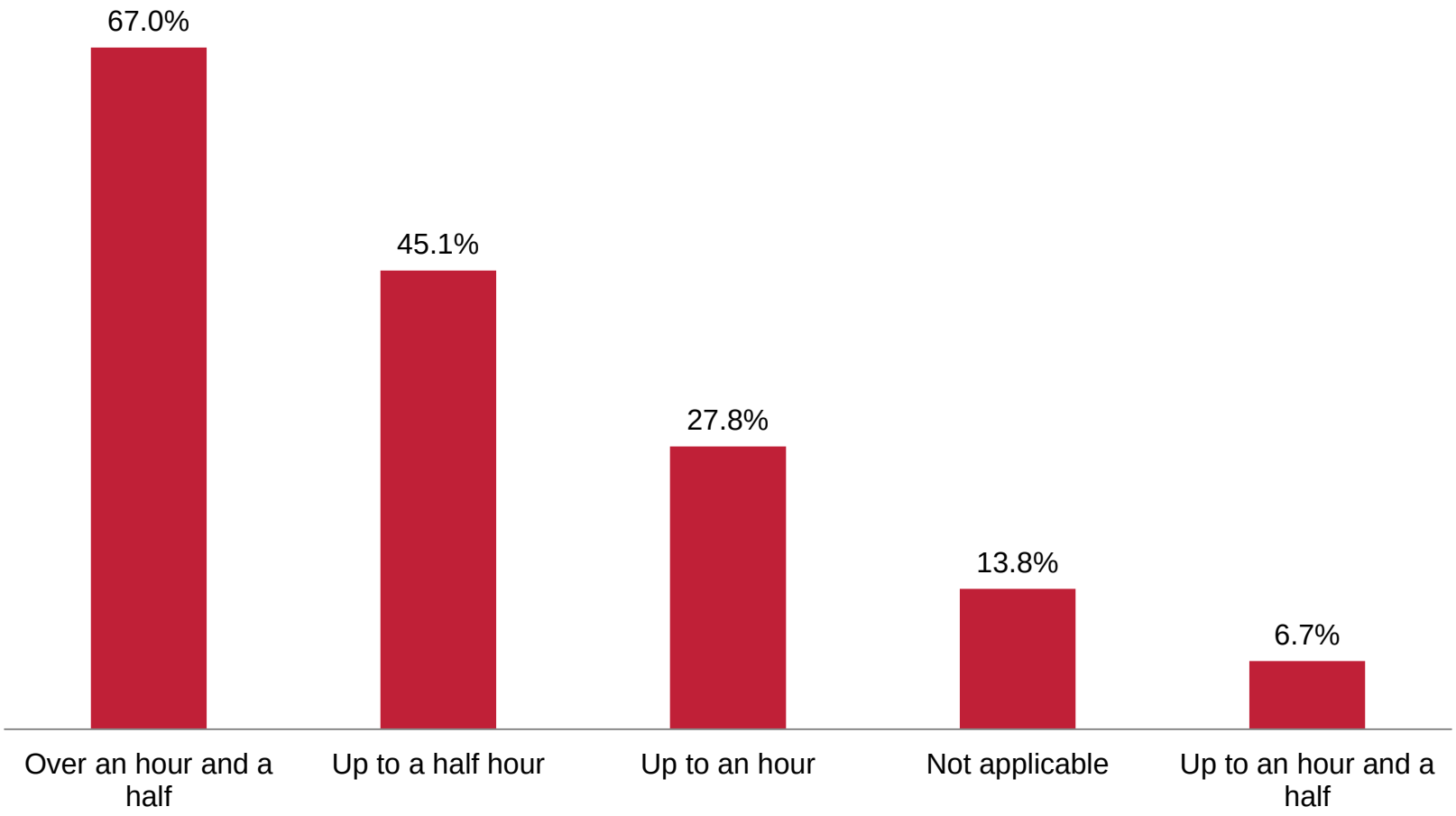
Time Willing to Travel from Work for an Undergraduate Program

Respondents are willing to travel for an undergraduate program



Q: How long would you be willing to travel from **work** to attend an undergraduate program?

Program Interest

Undergraduate Programs Tested

- The following 8 potential programs were tested in the quantitative phase:

  - BS in Environmental Science and Sustainability
  - BA in Criminal Justice
  - BS in Business Administration - Equestrian Management
  - BS in Business Administration - Health Care Management
  - BS in Mechanical Engineering
  - BS in Nuclear Engineering
  - BA in Spanish
  - BA - Studio Art/Graphic - Visual Design

Programs Interested in Pursuing

Program	Total Interested in Program (N=406)	% Interested in Program
BS in Environmental Science and Sustainability	95	23.4%
BA in Criminal Justice	117	28.8%
BS in Business Administration - Equestrian Management	43	10.6%
BS in Business Administration - Health Care Management	104	25.6%
BS in Mechanical Engineering	74	18.2%
BS in Nuclear Engineering	34	8.4%
BA in Spanish	59	14.5%
BA - Studio Art/Graphic - Visual Design	106	26.1%

Q: In which of the following academic programs would you be interested, now or within the next three years? Select all that apply.

Interest in BS in Environmental Science and Sustainability

Interest in Program

23.4%
(N=95)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	86.3%
Online (self-study)	26.3%
Online (instructor-led)	31.6%
Hybrid	47.4%
Part-time	51.6%
Full-time	86.3%
Accelerated	49.5%
Weeknight	52.6%
Weekday	86.3%
Weekend day	31.6%
Weekend night	21.1%

Preferred delivery of program:

BS in Environmental Science and Sustainability

- **Format:** In-person (86.3%)
- **Schedule:** Full-time (86.3%)
- **Time:** Weekday (86.3%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BA in Criminal Justice

Interest in Program

28.8%
(N=117)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	87.2%
Online (self-study)	32.5%
Online (instructor-led)	35.1%
Hybrid	50.0%
Part-time	41.0%
Full-time	77.8%
Accelerated	40.2%
Weeknight	36.8%
Weekday	85.5%
Weekend day	29.9%
Weekend night	19.7%

Preferred delivery of program:

BA in Criminal Justice

- **Format:** In-person (87.2%)
- **Schedule:** Full-time (77.8%)
- **Time:** Weekday (85.5%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BS in Business Administration - Equestrian Management

Interest in Program

10.6%
(N=43)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	76.7%
Online (self-study)	37.2%
Online (instructor-led)	34.9%
Hybrid	48.8%
Part-time	46.5%
Full-time	72.1%
Accelerated	32.6%
Weeknight	44.2%
Weekday	79.1%
Weekend day	34.9%
Weekend night	25.6%

Preferred delivery of program:

BS in Business Administration - Equestrian Management

- **Format:** In-person (76.7%)
- **Schedule:** Full-time (72.1%)
- **Time:** Weekday (79.1%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BS in Business Administration – Health Care Management

Interest in Program

25.6%
(N=104)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	87.5%
Online (self-study)	30.8%
Online (instructor-led)	38.5%
Hybrid	47.1%
Part-time	42.3%
Full-time	70.2%
Accelerated	49.0%
Weeknight	42.3%
Weekday	79.8%
Weekend day	32.7%
Weekend night	21.2%

Preferred delivery of program:

BS in Business Administration – Health Care Management

- **Format:** In-person (87.5%)
- **Schedule:** Full-time (70.2%)
- **Time:** Weekday(79.8%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BS in Mechanical Engineering

Interest in Program

18.2%
(N=74)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	86.5%
Online (self-study)	29.7%
Online (instructor-led)	41.9%
Hybrid	59.5%
Part-time	45.9%
Full-time	78.4%
Accelerated	45.9%
Weeknight	41.9%
Weekday	85.1%
Weekend day	36.5%
Weekend night	21.6%

Preferred delivery of program:

BS in Mechanical Engineering

- **Format:** In-person (86.5%)
- **Schedule:** Full-time (78.4%)
- **Time:** Weekday (85.1%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BS in Nuclear Engineering

Interest in Program

8.4%
(N=34)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	79.4%
Online (self-study)	29.4%
Online (instructor-led)	38.2%
Hybrid	52.9%
Part-time	44.1%
Full-time	85.3%
Accelerated	44.1%
Weeknight	44.1%
Weekday	79.4%
Weekend day	32.4%
Weekend night	23.5%

Preferred delivery of program:

BS in Nuclear Engineering

- **Format:** In-person (79.4%)
- **Schedule:** Full-time (85.3%)
- **Time:** Weekday (79.4%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BA in Spanish

Interest in Program

14.5%
(N=59)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	89.8%
Online (self-study)	23.7%
Online (instructor-led)	27.1%
Hybrid	49.2%
Part-time	44.1%
Full-time	76.3%
Accelerated	45.8%
Weeknight	37.3%
Weekday	81.3%
Weekend day	28.8%
Weekend night	15.3%

Preferred delivery of program:

BA in Spanish

- **Format:** In-person (89.8%)
- **Schedule:** Full-time (76.3%)
- **Time:** Weekday (81.3%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in BA - Studio Art/Graphic - Visual Design

Interest in Program

26.1%
(N=106)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	80.2%
Online (self-study)	37.7%
Online (instructor-led)	40.6%
Hybrid	55.7%
Part-time	52.8%
Full-time	78.3%
Accelerated	47.2%
Weeknight	57.5%
Weekday	79.2%
Weekend day	40.6%
Weekend night	30.2%

Preferred delivery of program:

BA - Studio Art/Graphic - Visual Design

- **Format:** In-person (80.2%)
- **Schedule:** Full-time (78.3%)
- **Time:** Weekday (79.2%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in USC Aiken's Offerings

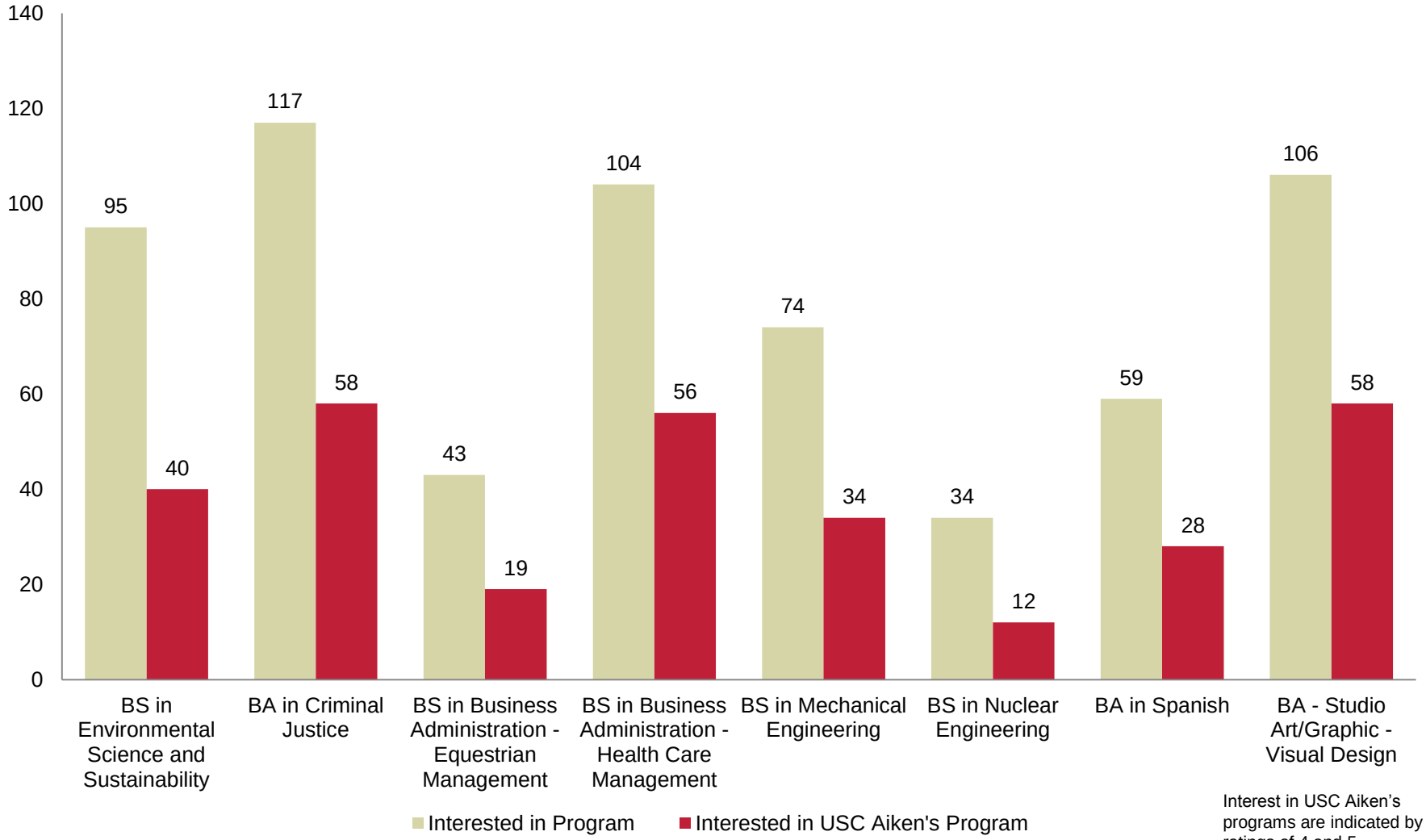
Interest in USC Aiken's Programs

- Once the respondents are made aware that USC Aiken will be offering the programs, interest in the programs drops to varying degrees.

Program	% Drop
BS in Environmental Science and Sustainability	58% ↓
BA in Criminal Justice	50% ↓
BS in Business Administration - Equestrian Management	56% ↓
BS in Business Administration - Health Care Management	46% ↓
BS in Mechanical Engineering	54% ↓
BS in Nuclear Engineering	65% ↓
BA in Spanish	53% ↓
BA - Studio Art/Graphic - Visual Design	45% ↓

Q: Listed below are the programs in which you previously expressed interest. Now, please rate your interest in attending each of these programs if they were offered by USC Aiken. Please use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in Programs vs. Interest in USC Aiken's Programs



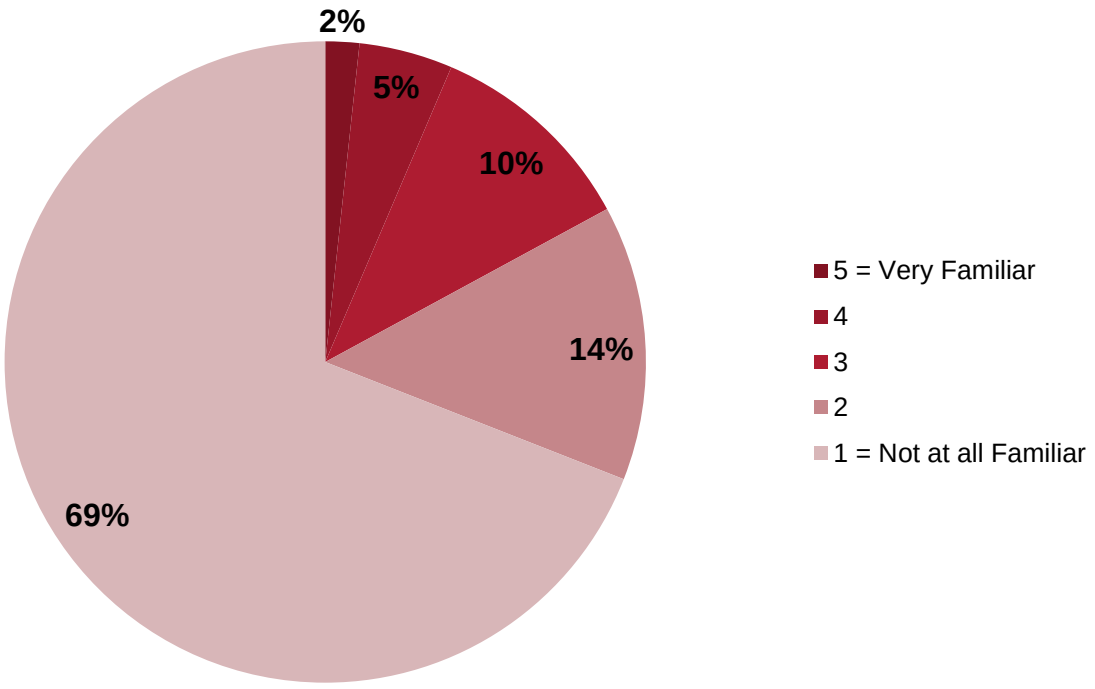
Interest in USC Aiken's programs are indicated by ratings of 4 and 5.

Q: In which of the following academic programs would you be interested, now or within the next three years? Select all that apply.
Q: Listed below are the programs in which you previously expressed interest. Now, please rate your interest in attending each of these programs if they were offered by USC Aiken. Please use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

USC Aiken Undergraduate Program Messaging

Familiarity with USC Aiken's Undergraduate Programs

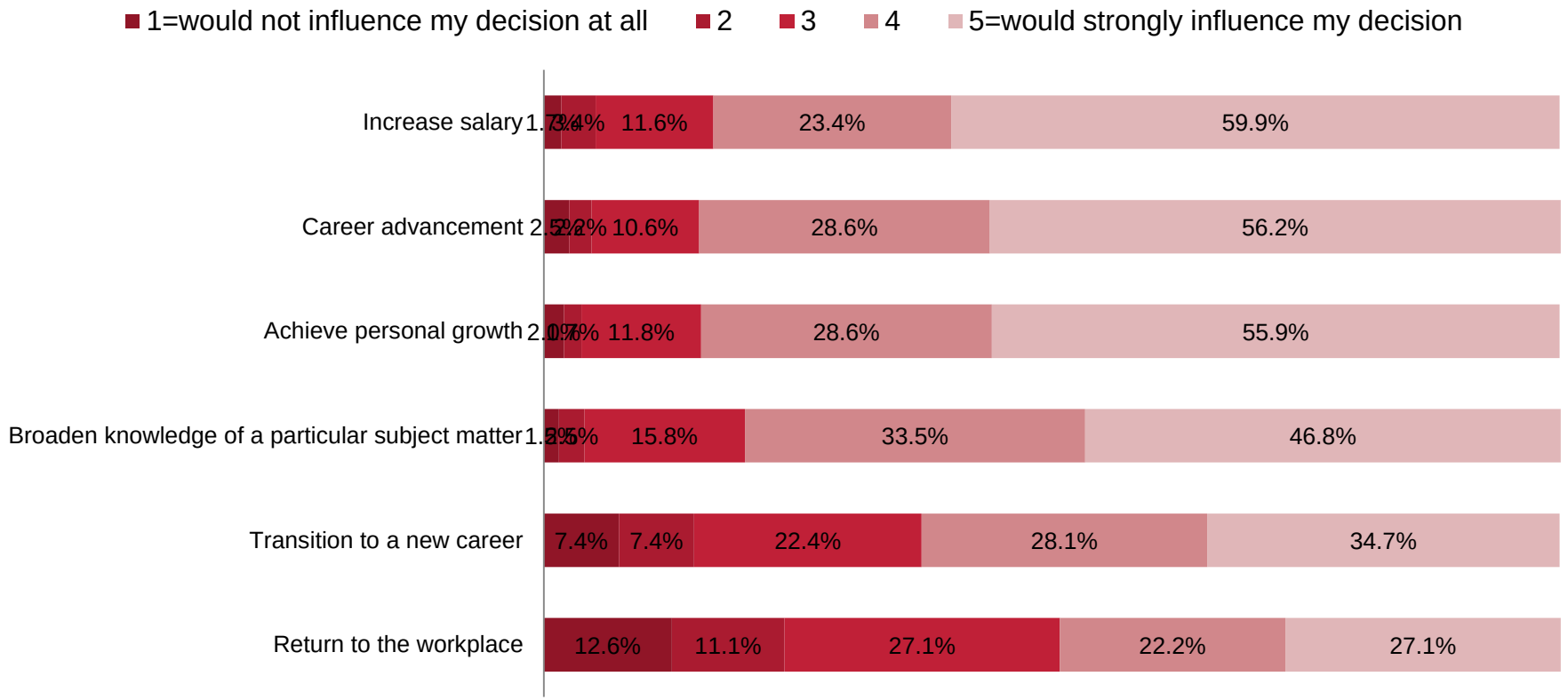
- Overall, most respondents were not familiar with USC Aiken's undergraduate programs



Q: Please rate your familiarity with USC Aiken's undergraduate programs. Please use a scale from 1 to 5, where 1 = not at all familiar and 5 = very familiar.

Reasons to Pursue an Undergraduate Degree

Top reasons included (based on 4 and 5 ratings): career advancement, achieve personal growth, and increase salary



Q: Please rate the degree to which the following factors would influence your decision to pursue an undergraduate program. Use a scale from 1 to 5, where 1 = would not influence my decision at all and 5 = would strongly influence my decision.

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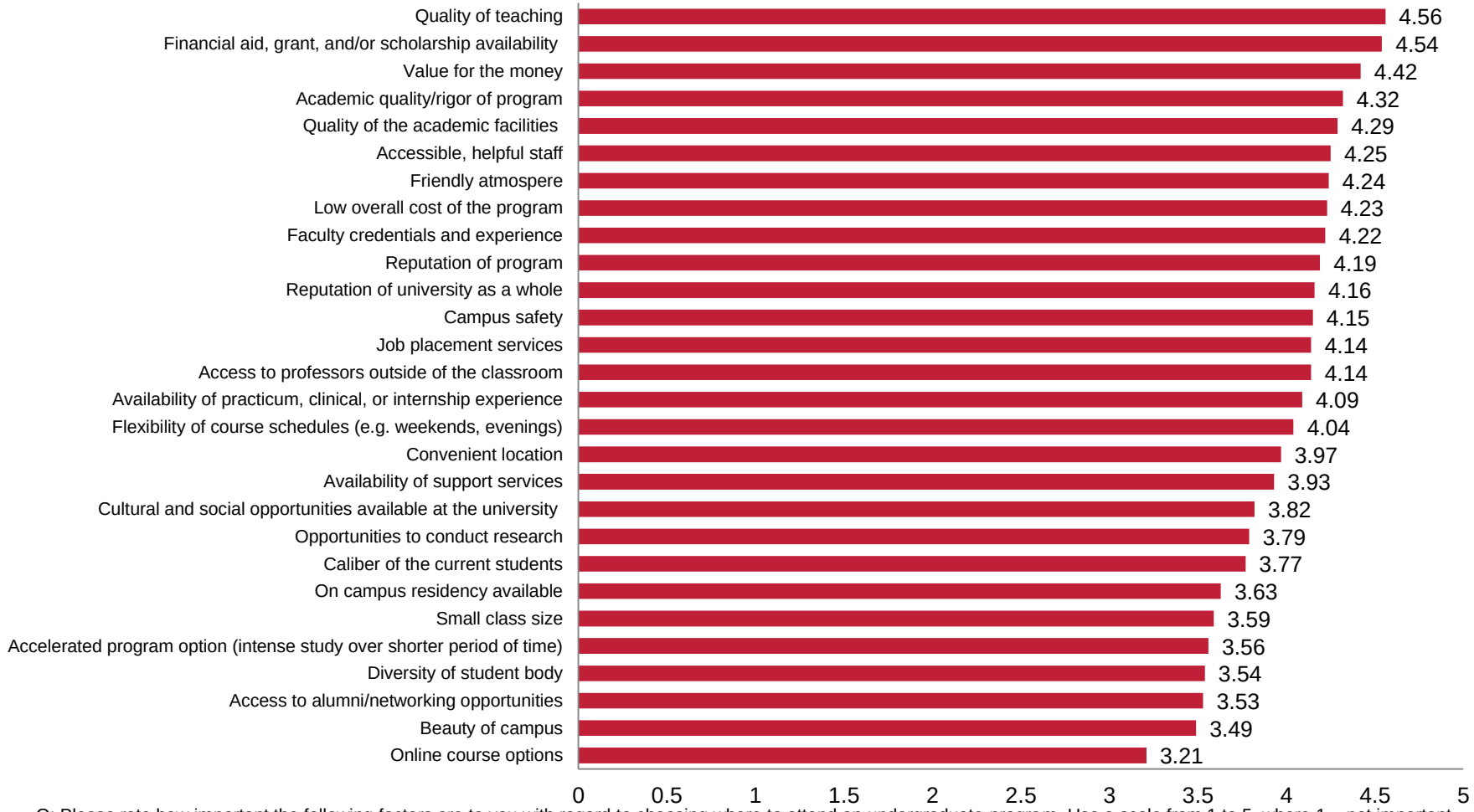
Important Factors in Choosing an Undergraduate Program

Top factors included: quality of teaching, financial aid, grant and/scholarship availability, and value for the money



Q: Please rate how important the following factors are to you with regard to choosing where to attend an undergraduate program. Use a scale from 1 to 5, where 1 = not important at all and 5 = very important.

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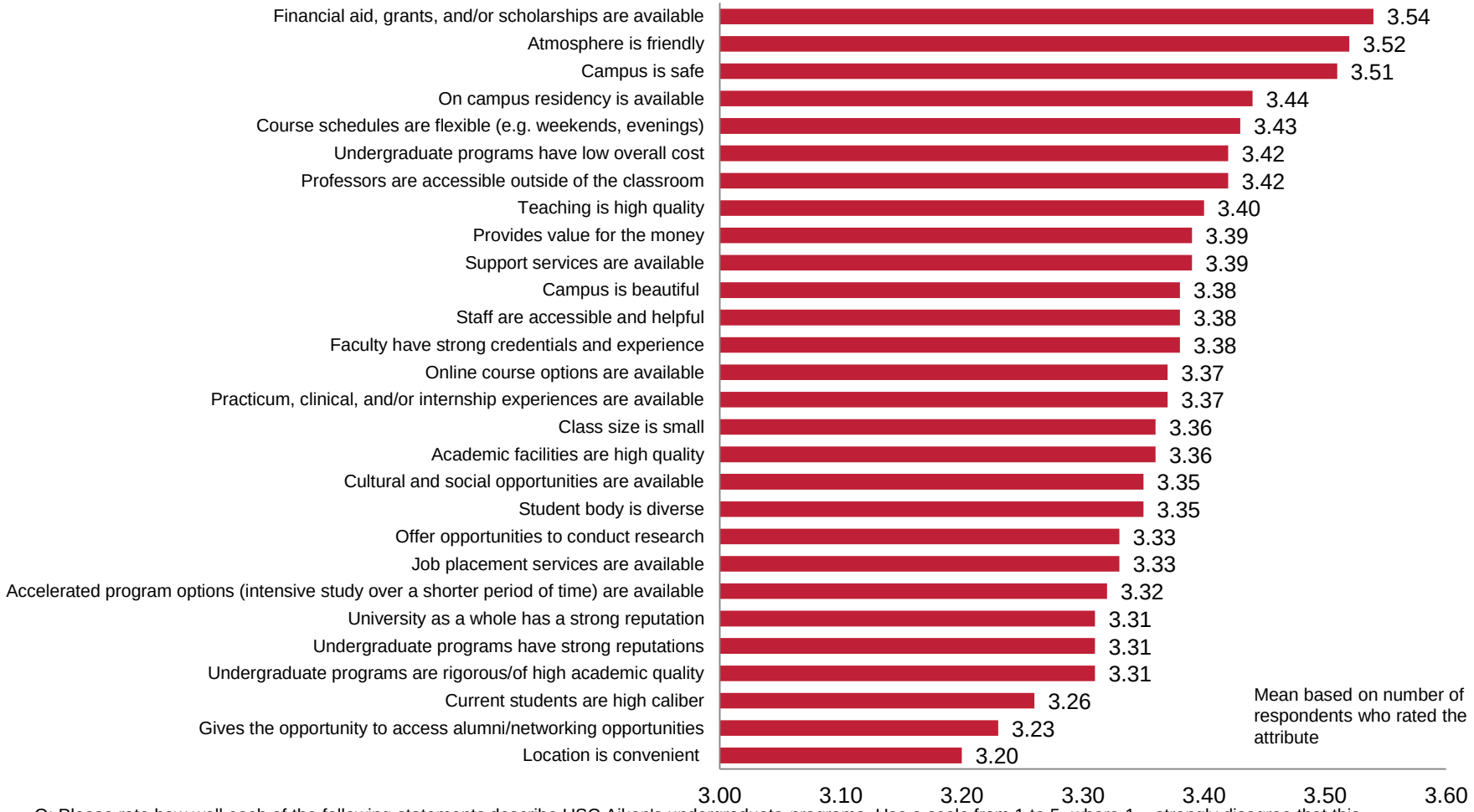
Factors that describe USC Aiken's Undergraduate Programs

Top factors included: financial aid, grant and/scholarship are available, atmosphere is friendly, and campus is safe



Q: Please rate how well each of the following statements describe USC Aiken's undergraduate programs. Use a scale from 1 to 5, where 1 = strongly disagree that this describes USC Aiken's undergraduate programs and 5 = strongly agree that this statement describes USC Aiken's undergraduate programs.

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Ideal Characteristics of an Undergraduate Program vs. USC Aiken Undergraduate Programs

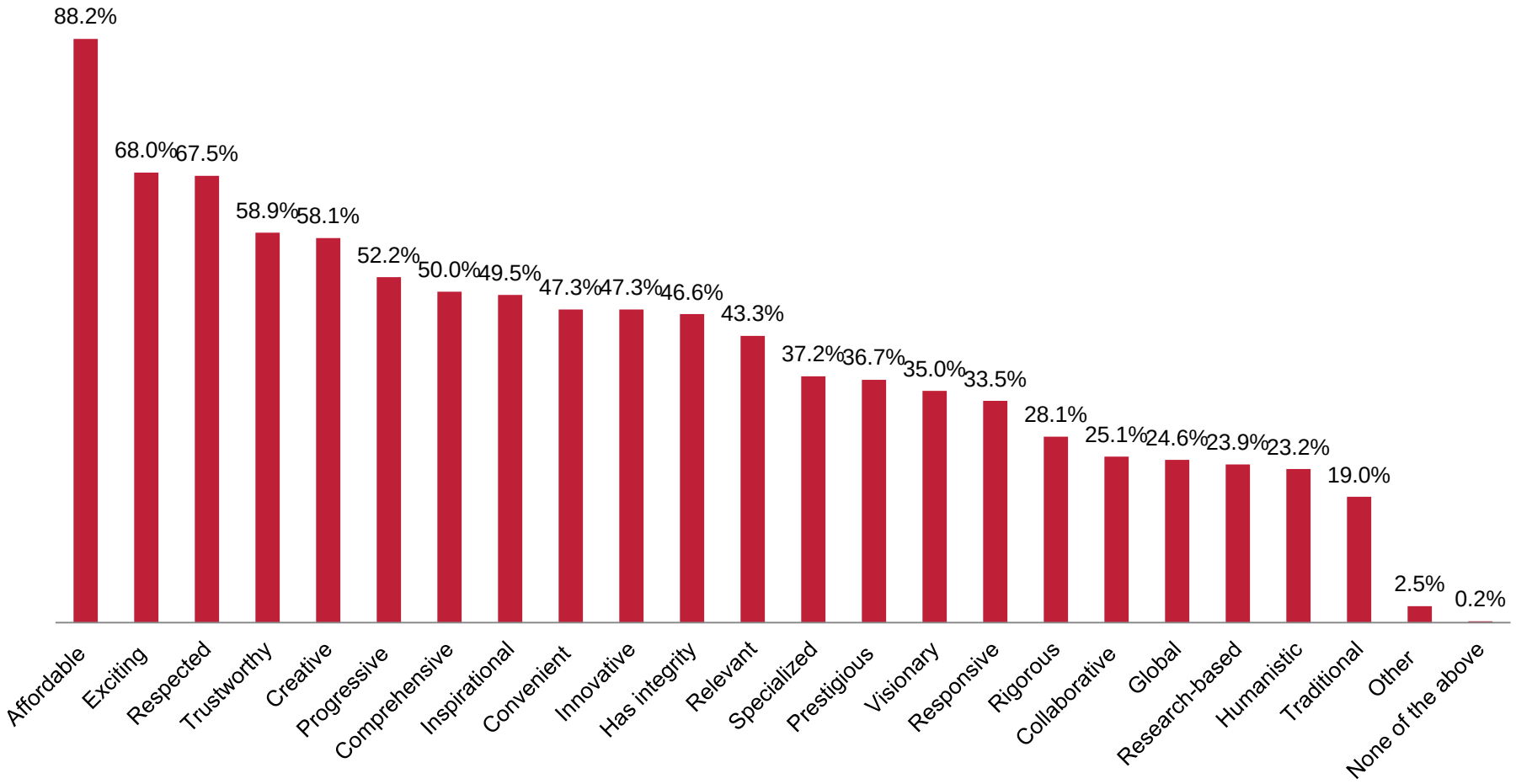
List of Perceptions for the Ideal Undergraduate Program

- Respondents were asked which of the following words they would use to describe their ideal undergraduate program, as well as USC Aiken's undergraduate programs:
  - Accomplished*
  - Affordable
  - Bold*
  - Collaborative
  - Comprehensive
  - Consistent*
  - Convenient
  - Creative
  - Dependable*
  - Exciting
  - Global
  - Has integrity
  - Humanistic
  - Innovative
  - Inspirational
  - Open-minded*
  - Passionate*
  - Prestigious
  - Progressive
  - Relevant
  - Research-based
  - Responsive
  - Respected
  - Rigorous
  - Specialized
  - Traditional
  - Trustworthy
  - Visionary
  - Other
  - None of the Above

*Only asked about USC Aiken

Perceptions of the Ideal Undergraduate Program

The ideal undergraduate program is: affordable, exciting and respected



Other responses included: online and practical

Q: Which of the following words, if any, would you use to describe the **ideal undergraduate program**? Please select all that apply.

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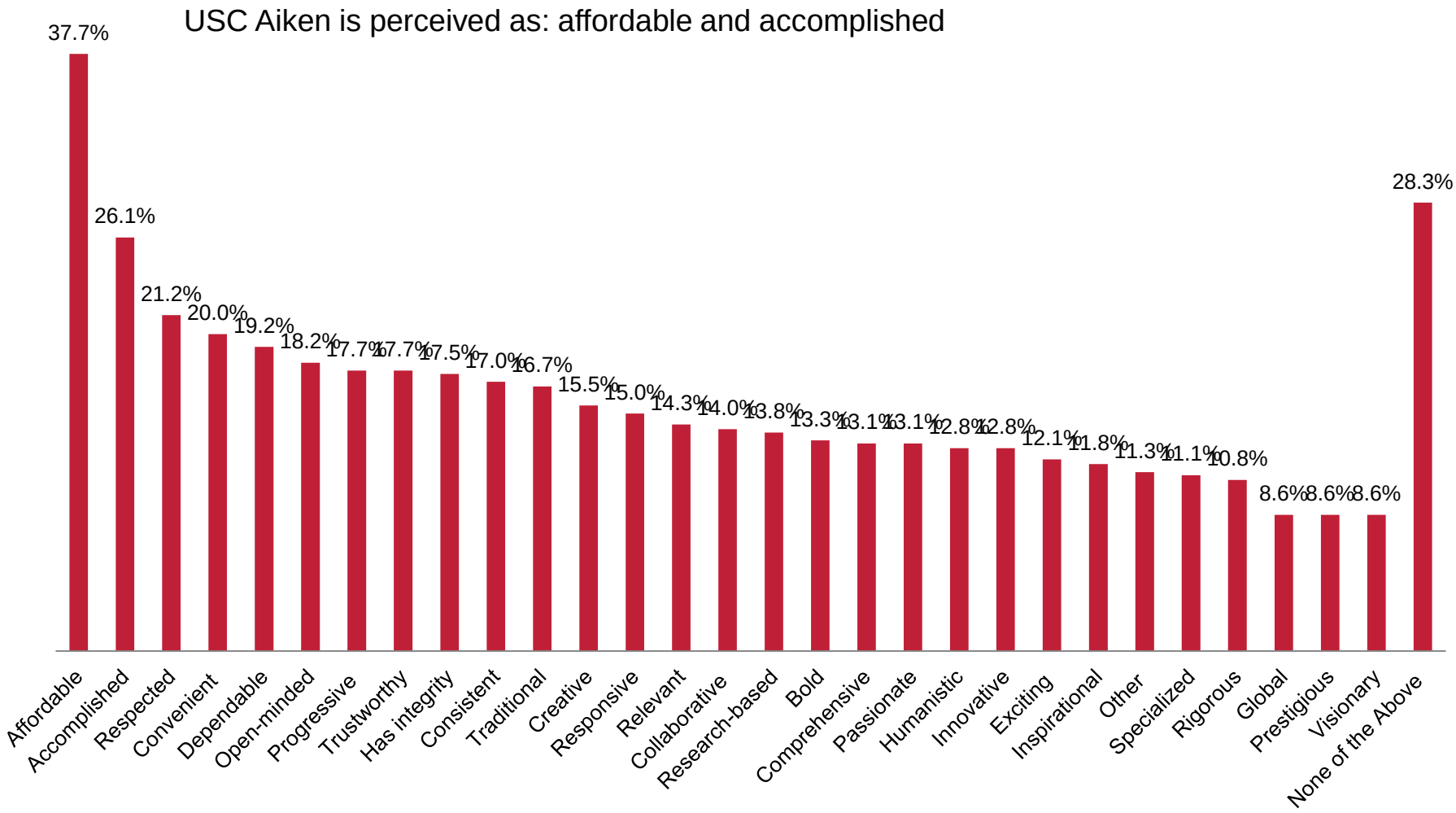
Perceptions of the USC Aiken's Undergraduate Program



Other responses included: do not know enough about USC Aiken

Q: Which of the following words, if any, would you use to describe **USC Aiken's undergraduate programs**? Select all that apply.

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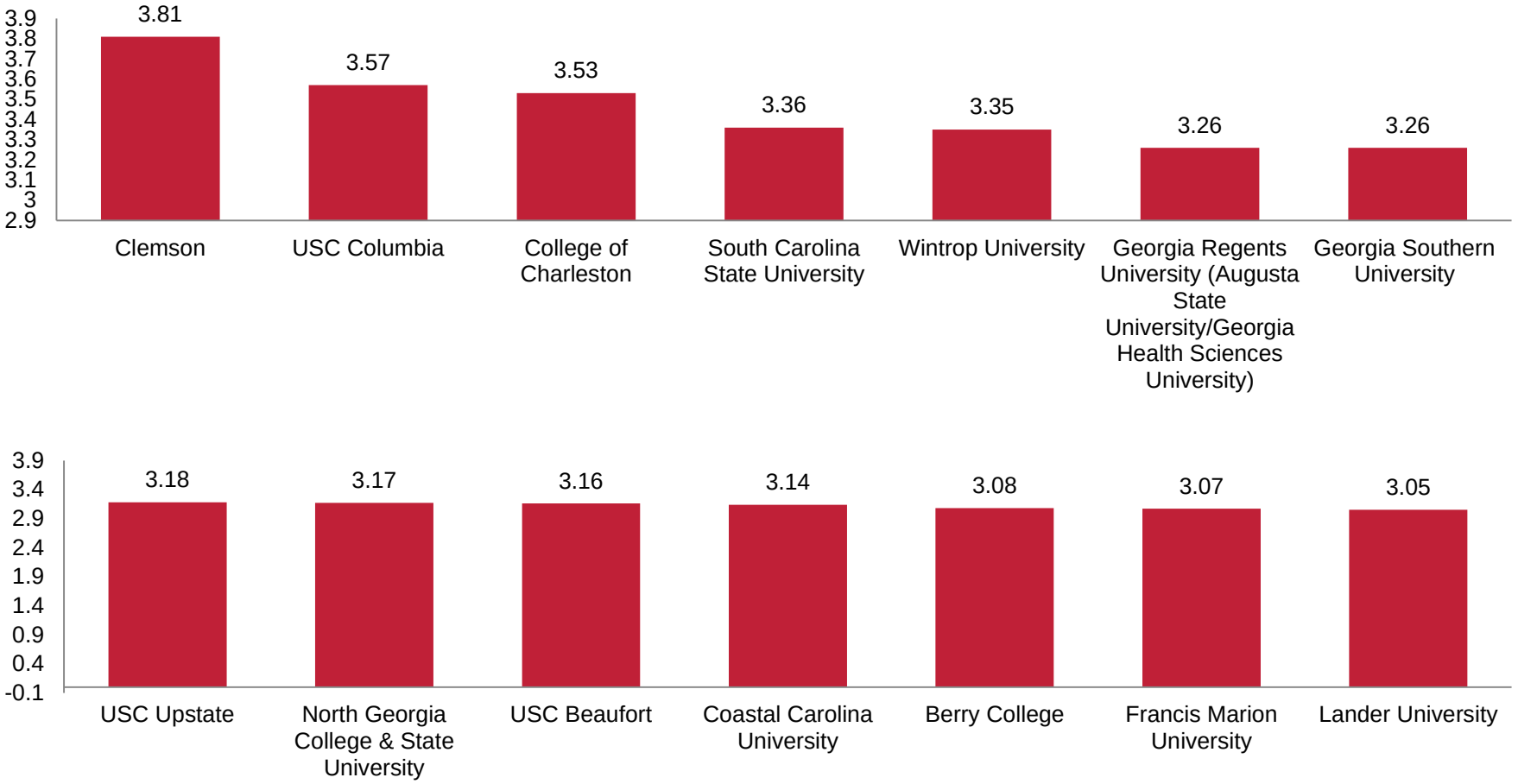
Competitive Assessment

Quality of Undergraduate Education Programs



Other responses included: Charleston Southern University, and Furman University

Q: Please rate the quality of the undergraduate education programs at the following institutions. Use a scale from 1 to 5, where 1 = very low quality and 5 = very high quality
Q: Are there any other institutions in the South Carolina region that you feel offer a high quality undergraduate education?

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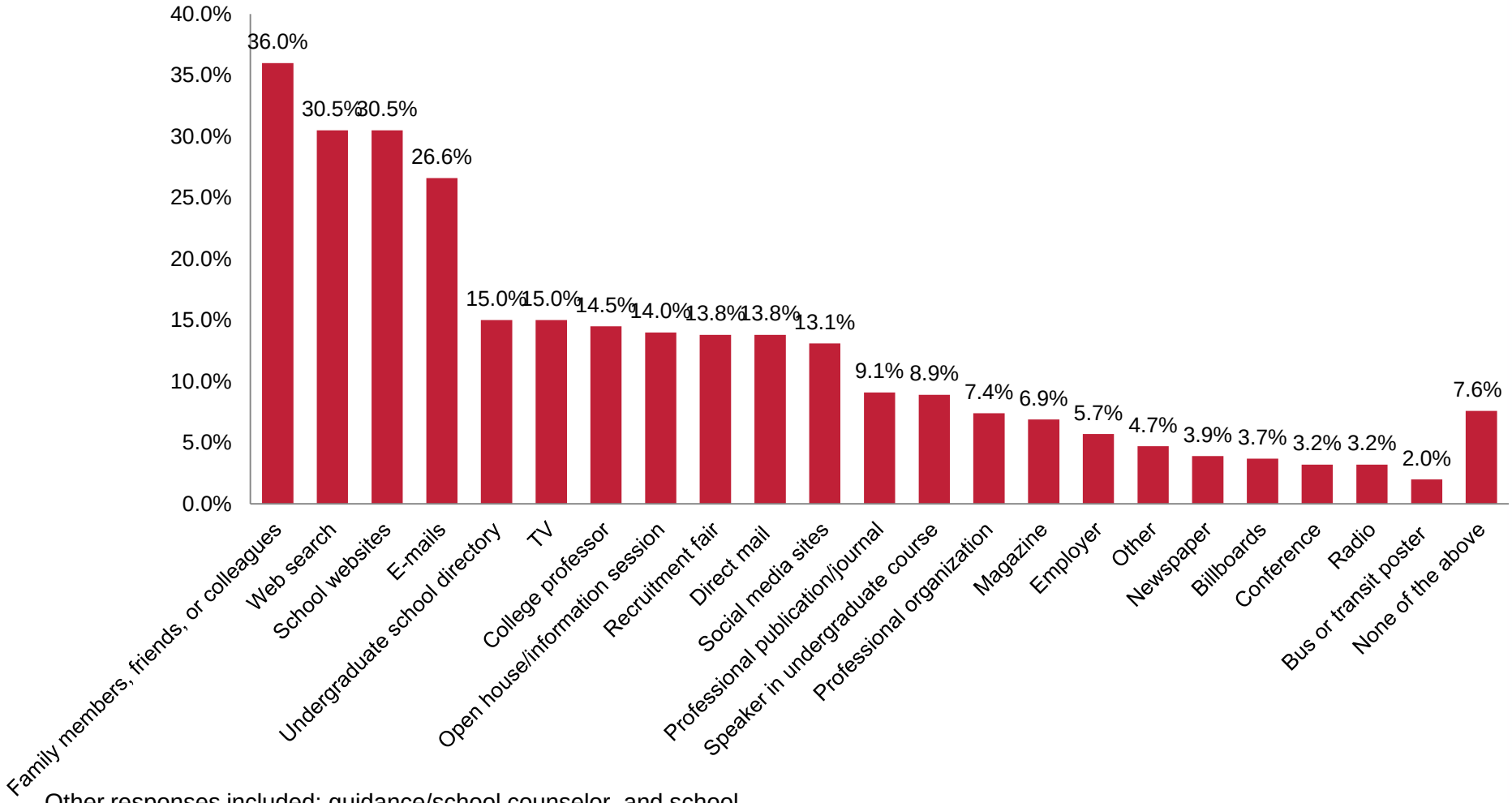
Communication Preferences

Learning about Undergraduate Programs

Top sources included: friends, family or colleagues, web search, school websites and e-mails



Other responses included: guidance/school counselor, and school

Q: How did you first learn about the undergraduate programs that you were interested in? Select all that apply.

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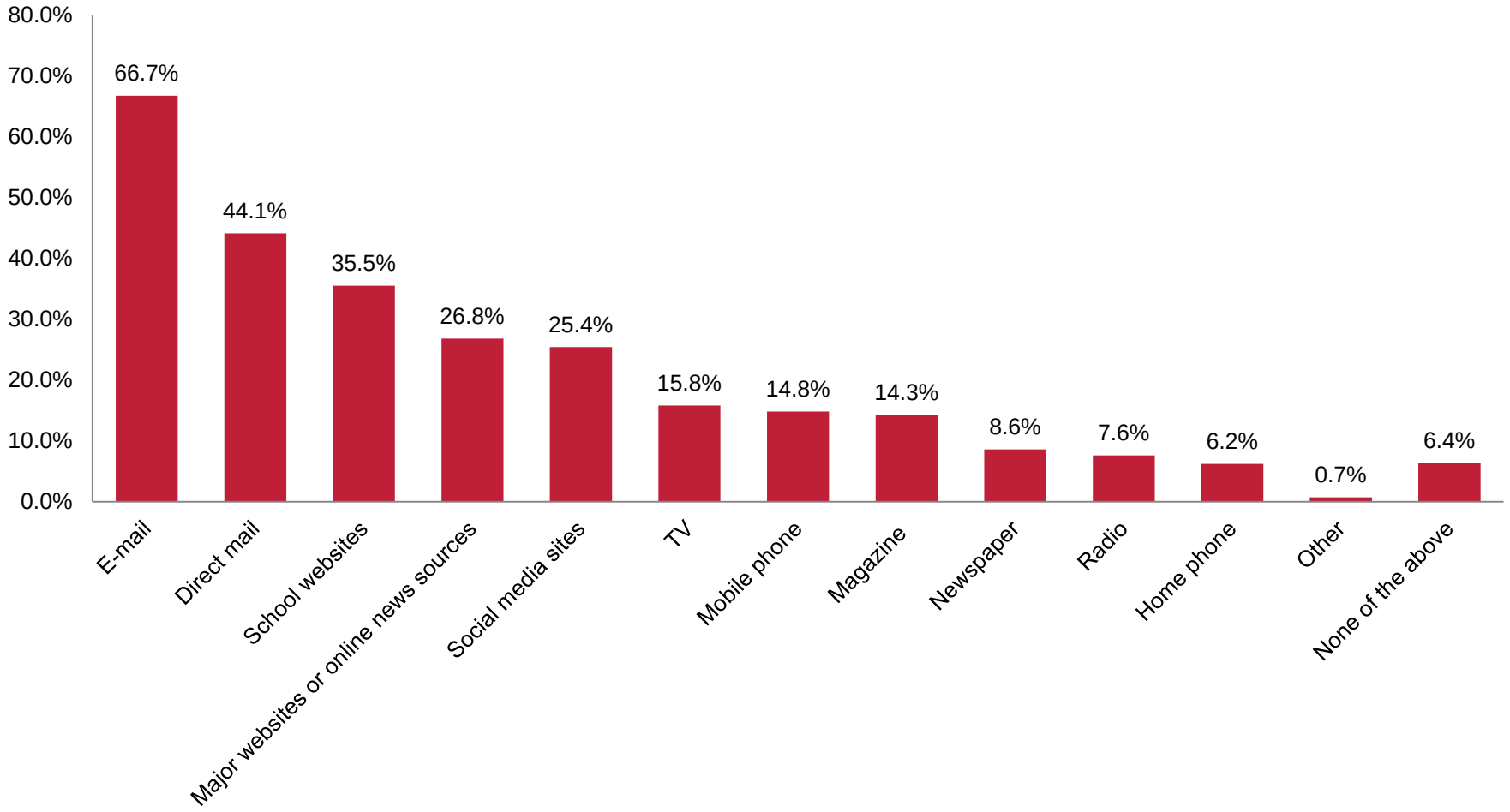
Communication Preferences for Undergraduate Programs

Top sources included: e-mail, direct mail and school websites



Other responses included: school, and visiting high school

Q: How would you like universities to communicate with your about their undergraduate programs? Select all that apply.

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Summary and Recommendations

Top Programs and Learning Format

	Program Interest Blind	Program Interest USC Aiken (rating of 4 or 5)	% Drop
BA in Criminal Justice	117	58	50%
BA - Studio Art/Graphic - Visual Design	106	58	45%
BS in Business Administration - Health Care Management	104	56	46%
BS in Environmental Science and Sustainability	95	40	58%
BS in Mechanical Engineering	74	34	54%

- Preferred Format:
  - In-Person
- Preferred Schedule:
  - Full-time
- Preferred Time:
  - Weekday

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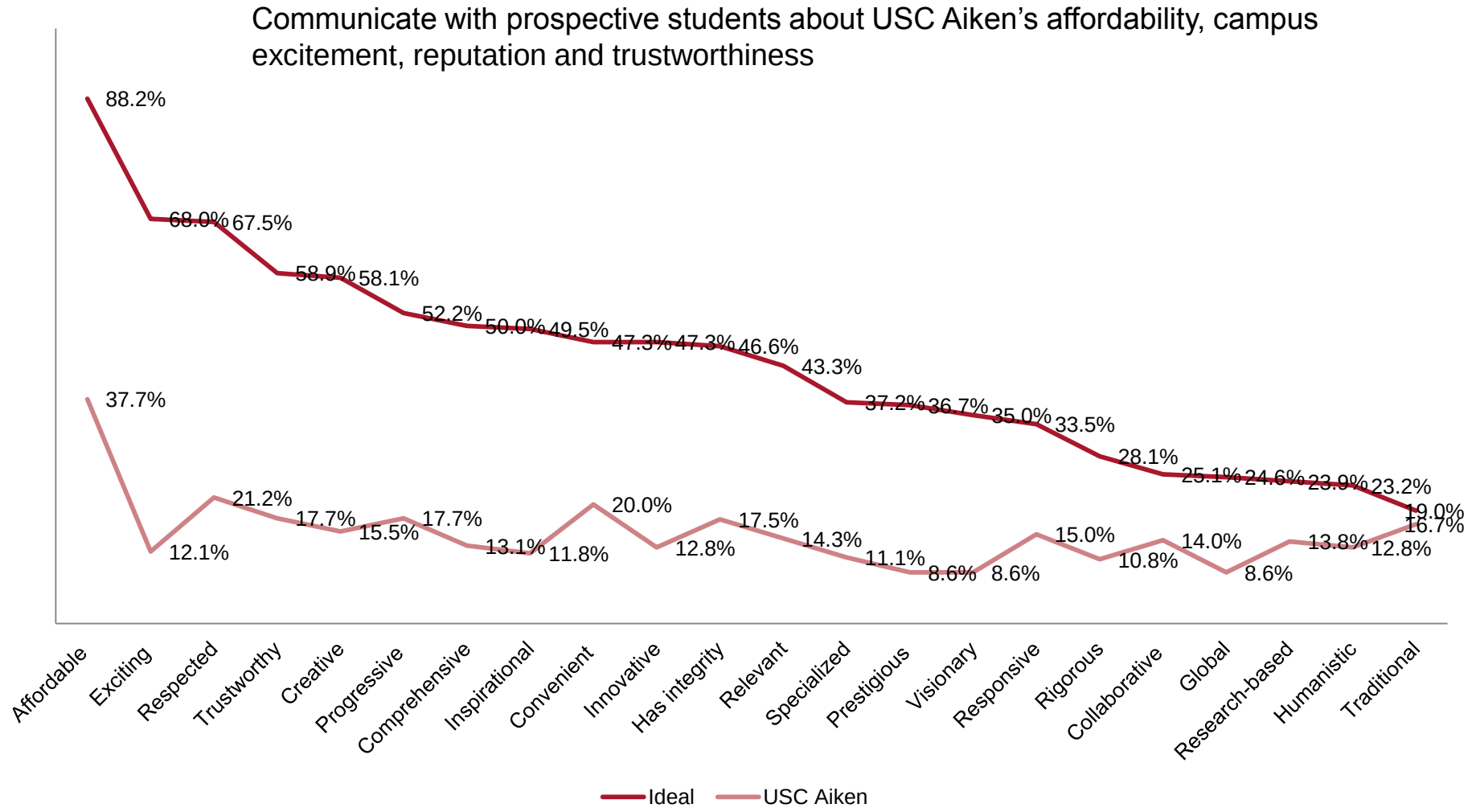
Close the Gap



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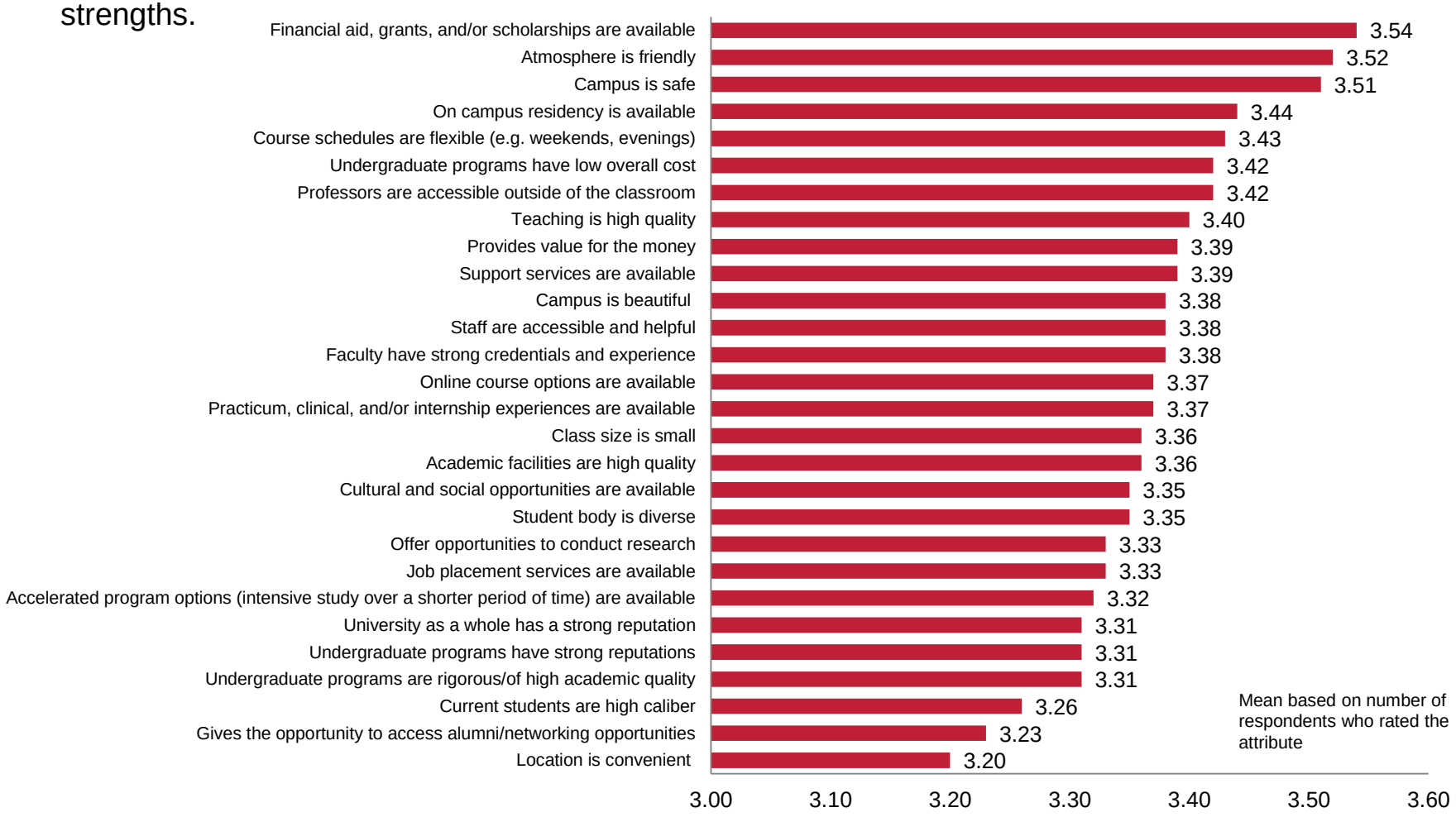
Build off what USC Aiken is known as

Foundation in the following: financial aid, grant and/scholarship are available, atmosphere is friendly, and campus is safe. Leverage and communicate these strengths as well as academic strengths.



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Keep in Mind…

- Reasons for pursuing an undergraduate degree include:
  - career advancement, achieve personal growth, and increase salary
- The top ways they learn about undergraduate programs they are interested in are by:
  - friends, family or colleagues, web search, school websites and e-mails
- Communication preferences include:
  - e-mail, direct mail and school websites

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Graduate Programs

SURVEY RESEARCH

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Methodology and Response Rates

Methodology

- Two target groups
  - Non-Affiliated with USC Aiken
  - Affiliated with USC Aiken (provided and distributed by USC Aiken)
- Target qualifications
  - Residence in either South Carolina, North Carolina or Georgia
  - Have a bachelor's degree or currently pursuing a bachelor's degree and indicated interest in graduate school in the next three years
  - Interest in at least one of the potential programs
- Online survey with incentive
  - USC Aiken undergraduates bookstore gift certificate
  - Entered into a raffle for one of three Amazon gift certificates

Response Rates

- USC Aiken Non-Affiliated group:
  - Sent to 145,374 people:
    - 3440 responded to the survey **(2.4%)**
    - 277 respondents qualified for and completed the survey **(0.2%** of total sent to, 8.1% of those responding)
- USC Aiken Affiliated group (current undergrads and alumni):
  - Sent to 6690 people:
    - 542 responded to the survey **(8.1%)**
    - 29 respondents qualified for and completed the survey **(0.4%** of total sent to, 5.4% of those responding)

Survey Sample Characteristics

State Distribution

State	
Georgia	27.1%
North Carolina	29.1%
South Carolina	43.8%

Q: In which state is your primary residence?

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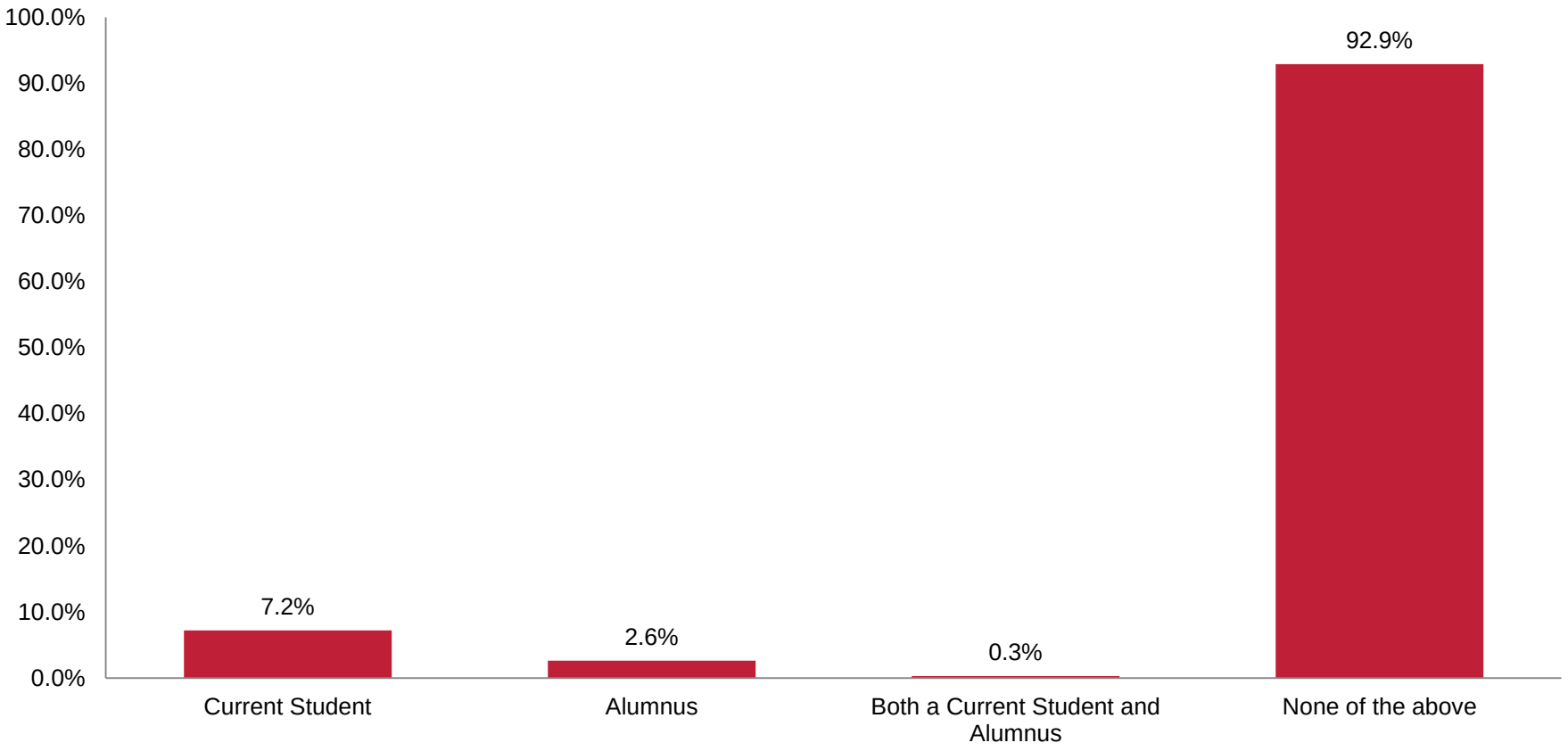
Affiliation with USC Aiken



Q: Are you a current student or alumnus of USC Aiken?

Age & Marital Status

Age	
Under 20	1.0%
20-29	26.7%
30-39	24.5%
40-49	17.3%
50-59	17.0 %
60+	13.7%
Marital Status	
Single, never married	32.7%
Married	52.6%
Separated	1.6%
Divorced	8.8%
Widowed	2.6%
Other	1.6%

Q: In which year were you born?
Q: What is your current marital status?

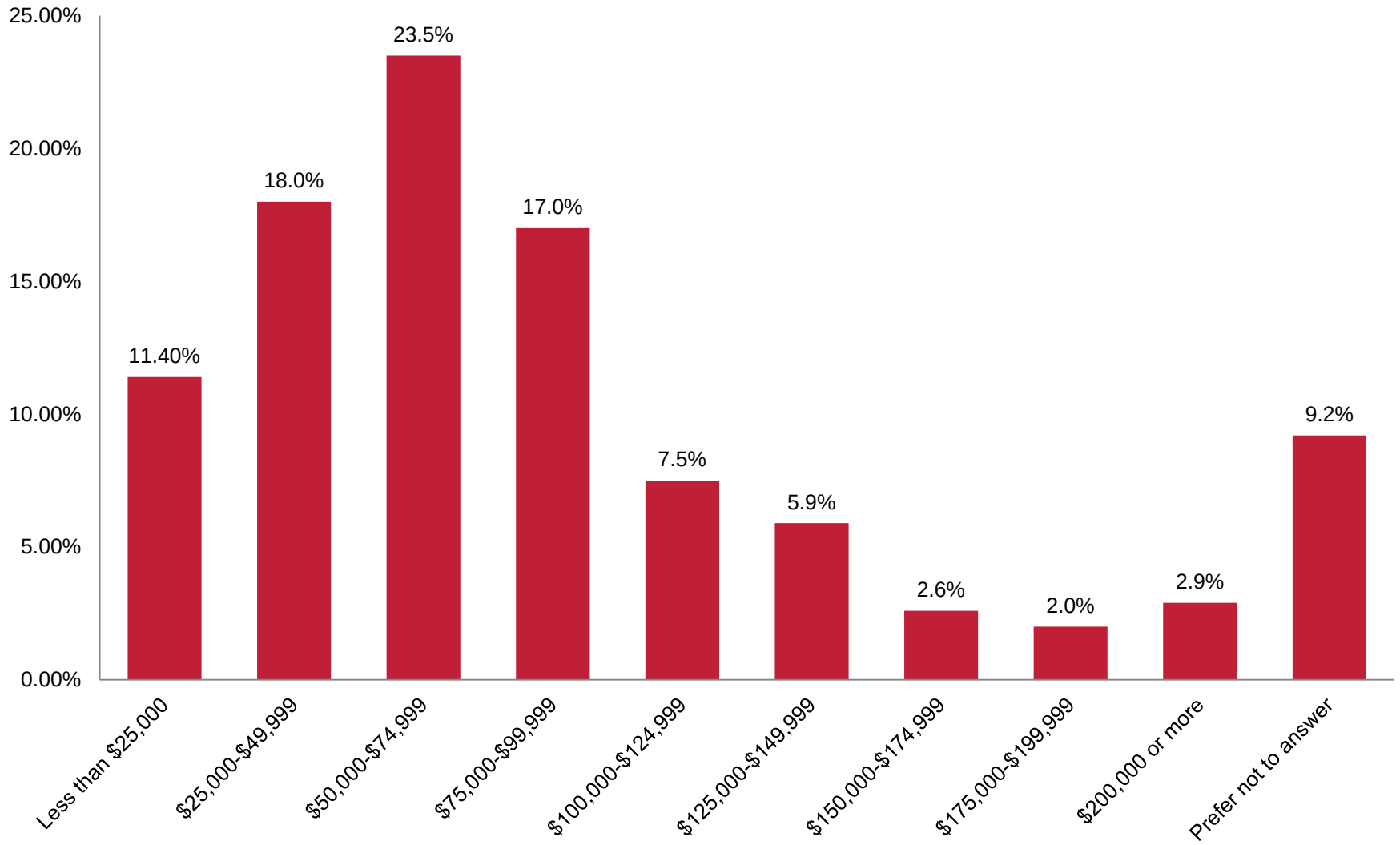
Employment Status

Employment Status	
Work Full-Time	57.8%
Work Part-Time	16.3%
Employed, but on leave	1.0%
Temporarily Unemployed	3.3%
Unemployed	6.2%
Retired	8.2%
Other	7.2%

Other responses included: student, homemaker, and self employed

Q: What is your current employment status?

Annual Household Income Distribution



Q: Which of the following categories best describes your annual household income before taxes?

Level of Education

Level of Education	
Associate's degree	20.9%
Bachelor's degree	64.1%
Master's degree	11.1%
Doctorate degree	1.3%
Professional degree (e.g., J.D., M.D.)	2.6%

Q: Which of the following best describes the high level of education you have completed?

Gender, Racial & Ethnic Distribution

Gender	
Male	24.8%
Female	73.5%
Prefer Not to Answer	1.6%

RACE	
White	77.5%
Black or African American	12.7%
Asian	3.3%
American Indian or Alaska Native	0.7%
Native Hawaiian or Other Pacific Islander	0.3%
Other	2.6%
Prefer Not to Answer	3.9%

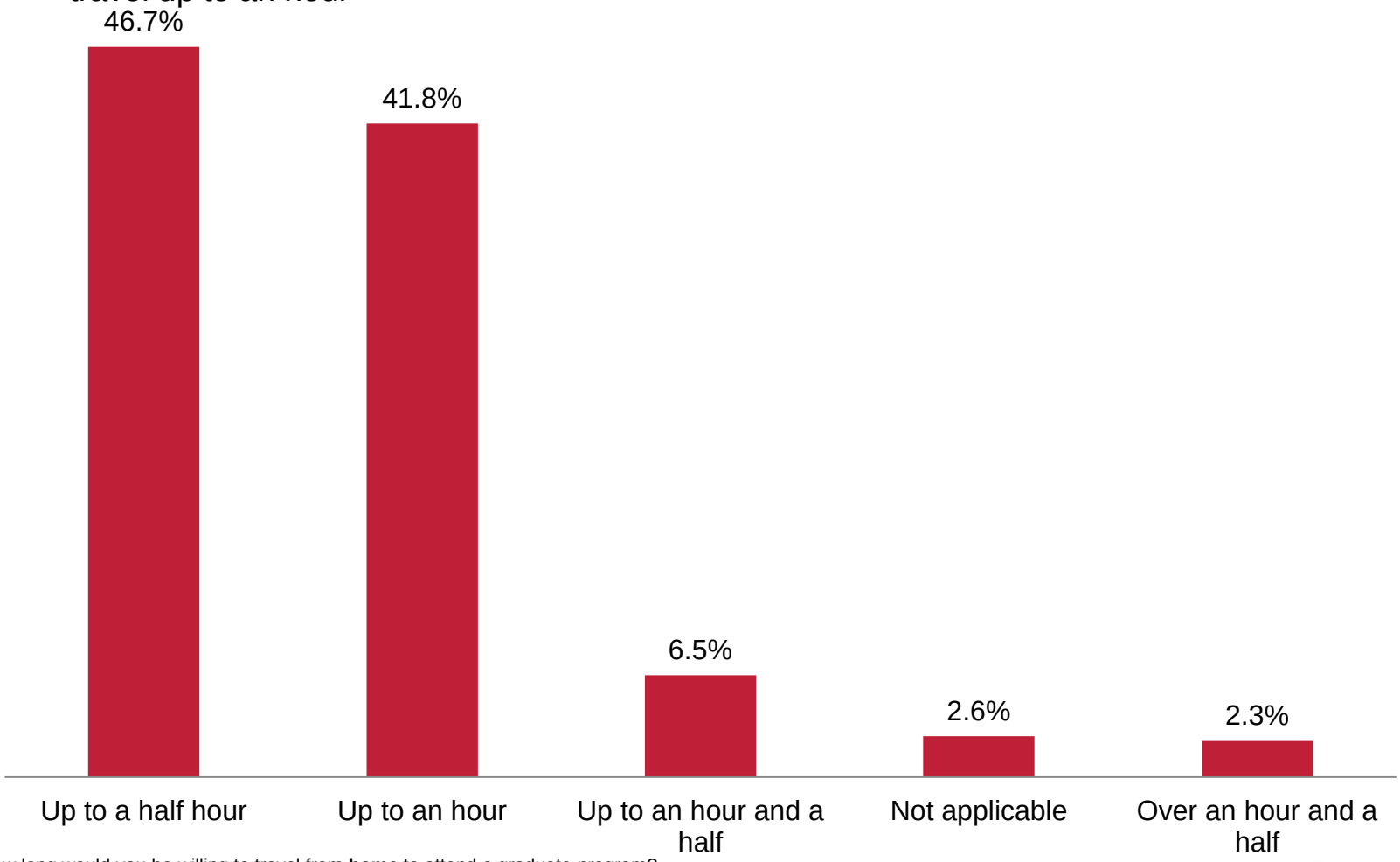
ETHNICITY	
Yes, Hispanic or Latino	3.6%
No, Not Hispanic or Latino	95.4%
Prefer Not to Answer	1.0%

Other responses included: mixed, and African

Q: What is your gender?
Q: Please select the racial category or categories with which you most closely identify. Check as many as apply.
Q: Are you Hispanic or Latino?

Time Willing to Travel from Home for Graduate Program

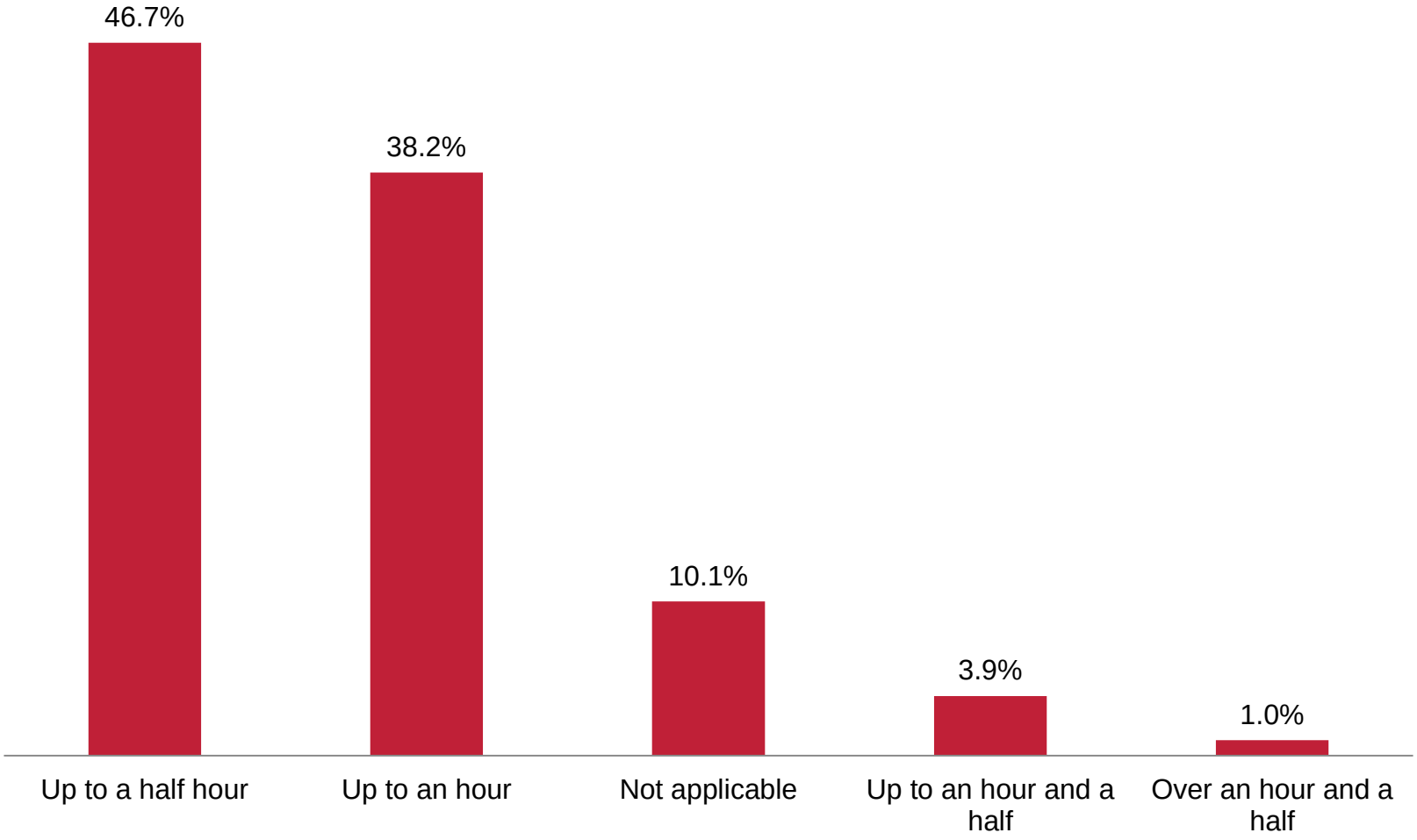
- Almost half of respondents are willing to travel up to a half hour, with almost as many willing to travel up to an hour



Q: How long would you be willing to travel from **home** to attend a graduate program?

Time Willing to Travel from Work for Graduate Program

- Almost half of respondents are willing to travel up to a half hour, with almost as many willing to travel up to an hour

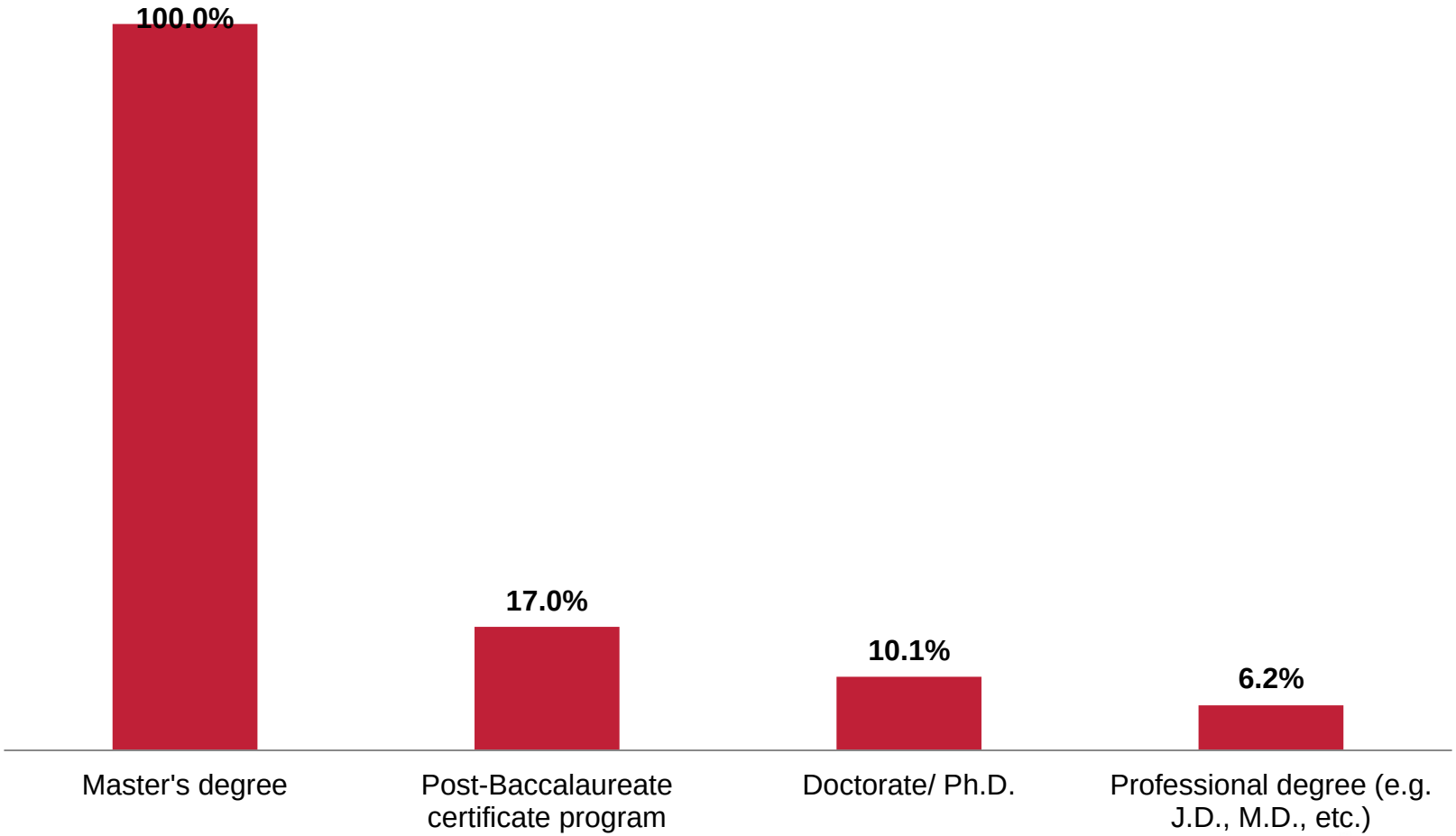


Q: How long would you be willing to travel from **work** to attend a graduate program?

Program Interest

Degrees Interested in Pursuing

- All respondents expressed interest in pursuing a master's degree in the next three years.



Q: Which of the following graduate programs, if any, would you be interested in pursuing now or within the next 3 years? Select all that apply.

Graduate Programs Tested

- The following 7 potential programs were tested in the quantitative phase:

  - MAT Math and Science
  - M.Ed. In Teaching
  - MS in Clinical Exercise Science
  - MBA – Liberal Arts and STEM
  - MS in Nursing Education
  - MS in Nursing Executive Leadership/Administration
  - MS in Biology

Programs Interested in Pursuing

Program	Total Interested in Program (N=306)	% Interested in Program
MAT Math and Science	50	16.3%
M.Ed. In Teaching	104	34.0%
MS in Clinical Exercise Science	31	10.1%
MBA – Liberal Arts and STEM	115	37.6%
MS in Nursing Education	49	16.0%
MS in Nursing Executive Leadership/Administration	46	15.0%
MS in Biology	31	10.1%

Q: In which of the following academic programs would you be interested, now or within the next three years? Select all that apply.

Interest in MAT Math and Science

Interest in Program

16.3%
(N=50)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	64.0%
Online (self-study)	64.0%
Online (instructor-led)	74.0%
Hybrid	72.0%
Part-time	78.0%
Full-time	48.0%
Accelerated	74.0%
Weeknight	72.0%
Weekday	58.0%
Weekend day	52.0%
Weekend night	44.0%

Preferred delivery of program:

MAT Math and Science

- **Format:** Online - instructor-led (74.0%) or hybrid (72.0%)
- **Schedule:** Part-time (78.0%) or Accelerated (74.0%)
- **Time:** Weeknight (72.0%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in M.Ed. In Teaching

Interest in Program

34.0%
(N=104)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	62.5%
Online (self-study)	63.4%
Online (instructor-led)	67.3%
Hybrid	72.1%
Part-time	76.0%
Full-time	43.3%
Accelerated	63.5%
Weeknight	67.3%
Weekday	49.0%
Weekend day	51.9%
Weekend night	43.3%

Preferred delivery of program:

M.Ed. In Teaching

- **Format:** Hybrid (72.1%)
- **Schedule:** Part-time (76.0%)
- **Time:** Weeknight (67.3%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in MS in Clinical Exercise Science

Interest in Program

10.1%
(N=31)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	77.4%
Online (self-study)	41.9%
Online (instructor-led)	61.3%
Hybrid	67.7%
Part-time	67.7%
Full-time	45.2%
Accelerated	48.3%
Weeknight	67.7%
Weekday	48.4%
Weekend day	54.8%
Weekend night	29.0%

Preferred delivery of program:

MS in Clinical Exercise Science

- **Format:** In-person (77.4%)
- **Schedule:** Part-time (67.7%)
- **Time:** Weeknight (67.7%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in MBA – Liberal Arts and STEM

Interest in Program

37.6%
(N=115)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	63.5%
Online (self-study)	60.0%
Online (instructor-led)	67.8%
Hybrid	73.0%
Part-time	81.7%
Full-time	34.8%
Accelerated	69.6%
Weeknight	74.8%
Weekday	50.4%
Weekend day	54.8%
Weekend night	38.3%

Preferred delivery of program:

MBA – Liberal Arts and STEM

- **Format:** Hybrid (73.0%)
- **Schedule:** Part-time (81.7%)
- **Time:** Weeknight (74.8%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in MS in Nursing Education

Interest in Program

16.0%
(N=49)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	57.1%
Online (self-study)	63.3%
Online (instructor-led)	71.4%
Hybrid	65.3%
Part-time	79.6%
Full-time	55.1%
Accelerated	71.4%
Weeknight	73.5%
Weekday	53.1%
Weekend day	63.3%
Weekend night	44.9%

Preferred delivery of program:

MS in Nursing Education

- **Format:** Online – instructor led (71.4%)
- **Schedule:** Part-time (79.6%)
- **Time:** Weeknight (73.5%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in MS in Nursing Executive Leadership/Administration

Interest in Program

15.0%
(N=46)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	67.4%
Online (self-study)	69.6%
Online (instructor-led)	67.4%
Hybrid	69.6%
Part-time	78.3%
Full-time	73.9%
Accelerated	73.9%
Weeknight	65.2%
Weekday	65.2%
Weekend day	73.9%
Weekend night	54.3%

Preferred delivery of program:

MS in Nursing Executive Leadership/Administration

- **Format:** Online – self-study (69.6%) or hybrid (69.6%)
- **Schedule:** Part-time (78.3%)
- **Time:** Weekend day (73.9%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in MS in Biology

Interest in Program

10.1%
(N=31)

Interest is indicated by ratings of 4 and 5

Learning Format	
In-person (face-to-face)	74.2%
Online (self-study)	38.7%
Online (instructor-led)	51.6%
Hybrid	64.5%
Part-time	64.5%
Full-time	64.5%
Accelerated	67.7%
Weeknight	64.5%
Weekday	71.0%
Weekend day	35.5%
Weekend night	19.4%

Preferred delivery of program:

MS in Biology

- **Format:** In-person (74.2%)
- **Schedule:** Accelerated (67.7%)
- **Time:** Weekday (71.0%)

Q: Please rate your level of interest in the following learning formats for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q; Please rate your interest in the following delivery schedules for this program. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.
Q: Please rate your interest in taking this program during the following times and days. Use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in USC Aiken's Offerings

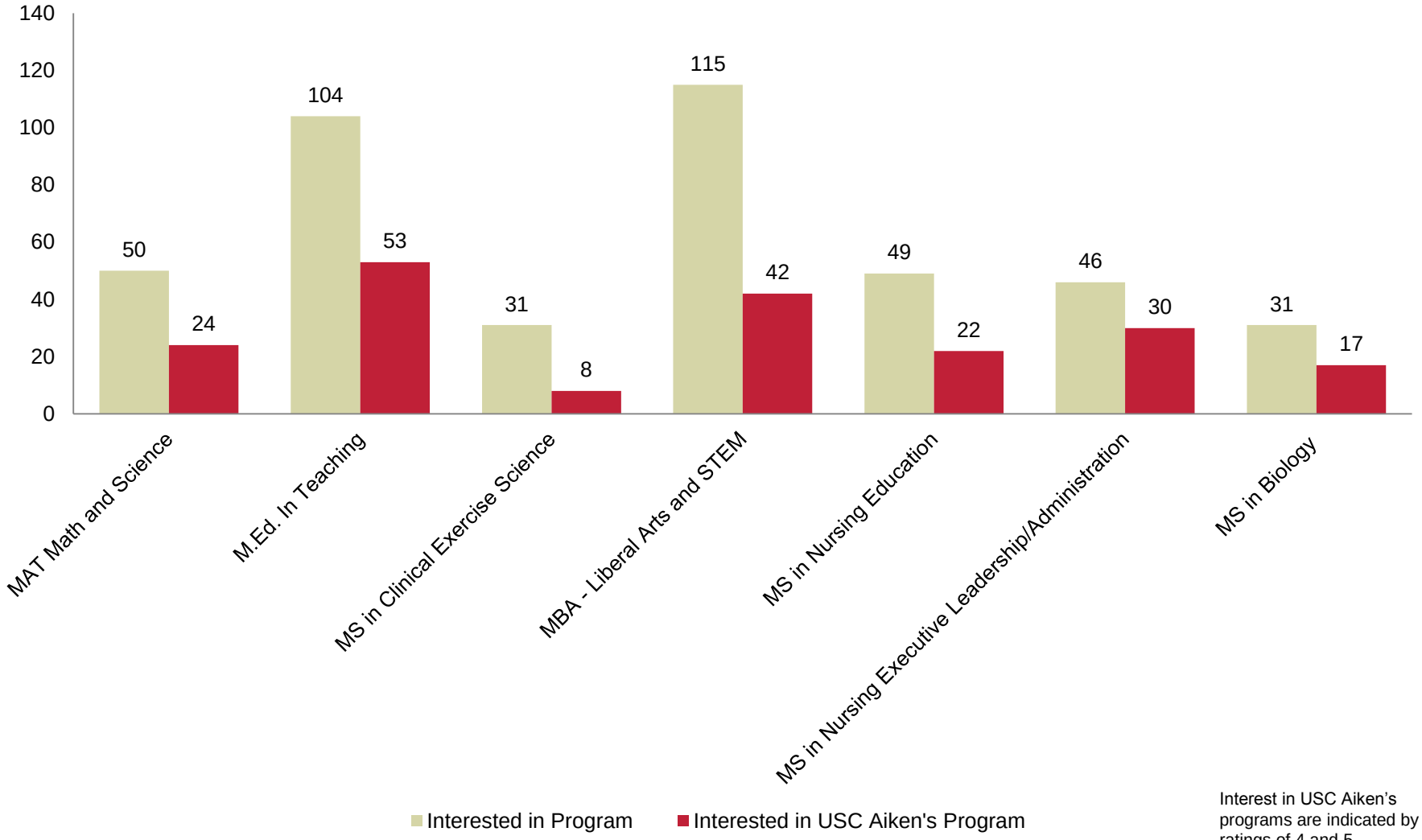
Interest in USC Aiken's Programs

- Once the respondents are made aware that USC Aiken will be offering the programs, interest in the programs drops to varying degrees.

Program	% Drop
MAT Math and Science	52% ↓
M.Ed. In Teaching	49% ↓
MS in Clinical Exercise Science	74% ↓
MBA – Liberal Arts and STEM	63% ↓
MS in Nursing Education	57% ↓
MS in Nursing Executive Leadership/Administration	35% ↓
MS in Biology	45% ↓

Q: Listed below are the programs in which you previously expressed interest. Now, please rate your interest in attending each of these programs if they were offered by USC Aiken. Please use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

Interest in Programs vs. Interest in USC Aiken's Programs



Interest in USC Aiken's programs are indicated by ratings of 4 and 5.

Q: In which of the following academic programs would you be interested, now or within the next three years? Select all that apply.
Q: Listed below are the programs in which you previously expressed interest. Now, please rate your interest in attending each of these programs if they were offered by USC Aiken. Please use a scale from 1 to 5, where 1 = not at all interested and 5 = very interested.

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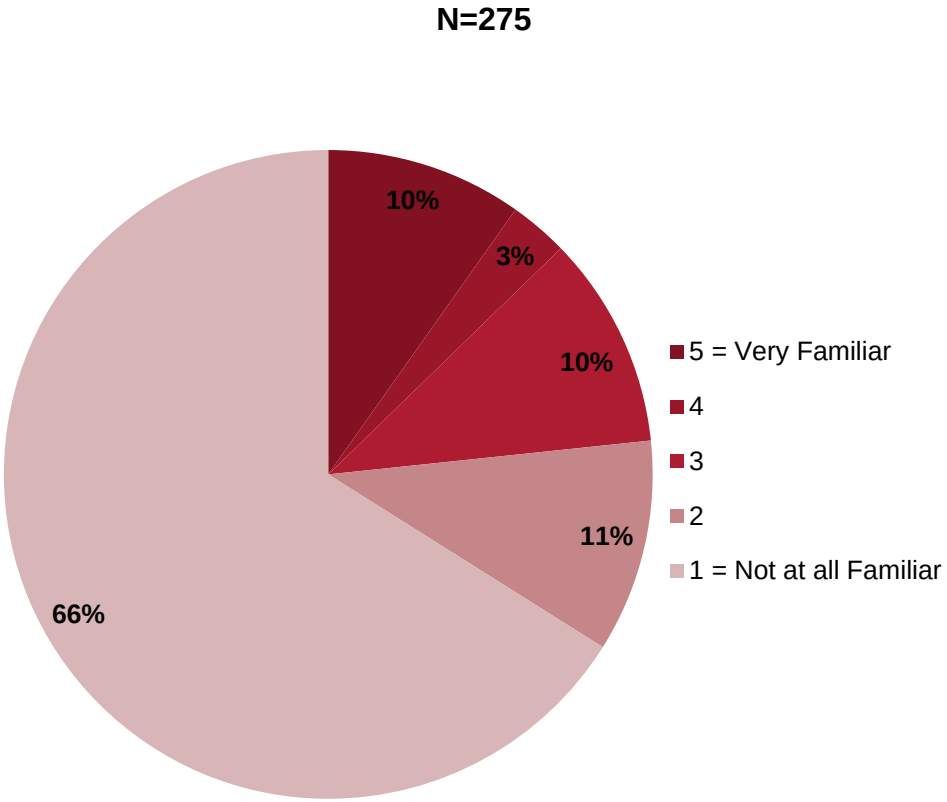
USC Aiken Graduate Program Messaging

Familiarity with USC Aiken's Graduate Programs

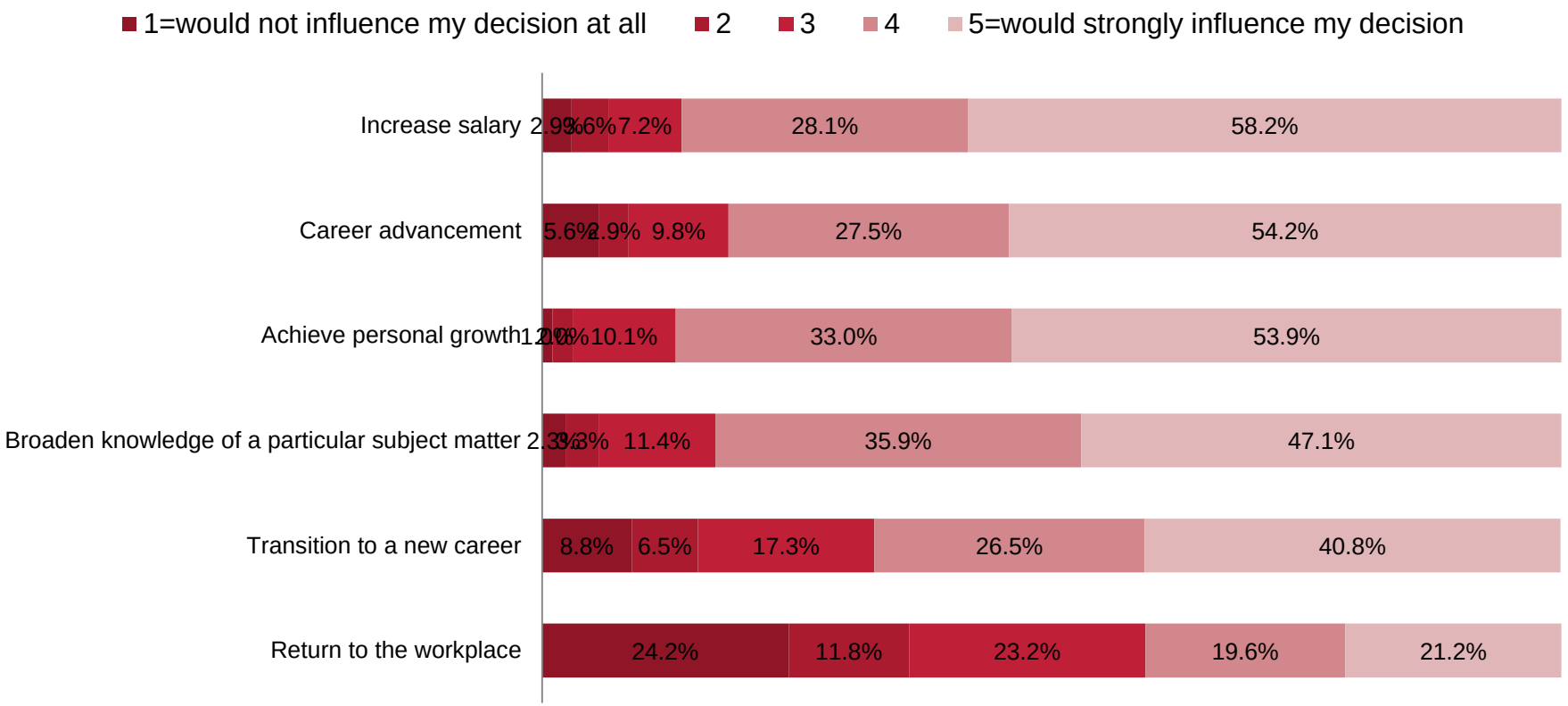
- Overall, most respondents were not familiar with USC Aiken's graduate programs



Q: Please rate your familiarity with USC Aiken's graduate programs. Please use a scale from 1 to 5, where 1 = not at all familiar and 5 = very familiar.

Reasons to Pursue a Graduate Degree

Top reasons included (based on 4 and 5 ratings): achieve personal growth, increase salary, broaden knowledge of a particular subject matter, and career advancement



Q: Please rate the degree to which the following factors would influence your decision to pursue a graduate program. Use a scale from 1 to 5, where 1 = would not influence my decision at all and 5 = would strongly influence my decision.

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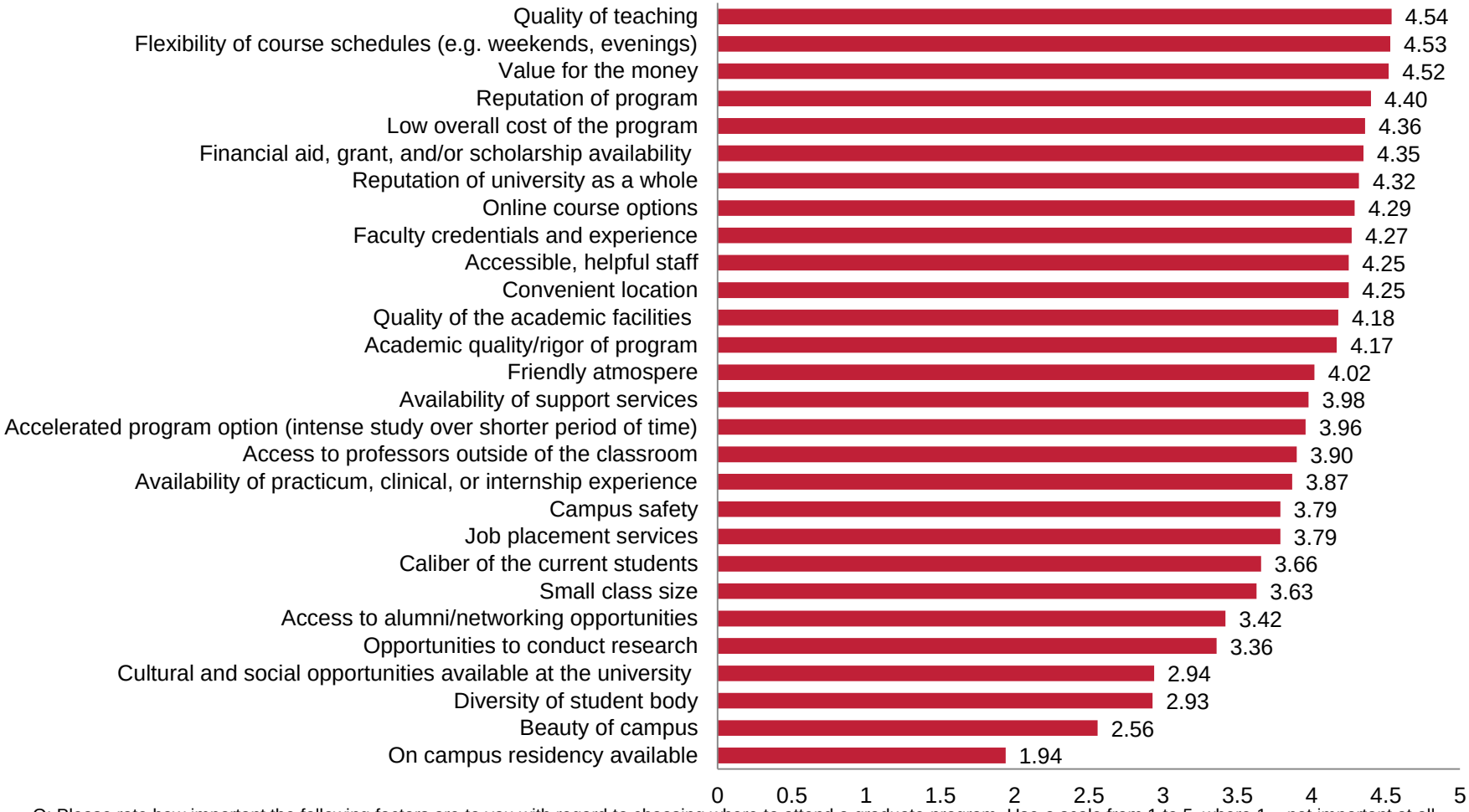
Important Factors in Choosing a Graduate Program

Top factors included: quality of teaching, flexibility of course schedules, and value for the money



Q: Please rate how important the following factors are to you with regard to choosing where to attend a graduate program. Use a scale from 1 to 5, where 1 = not important at all and 5 = very important.

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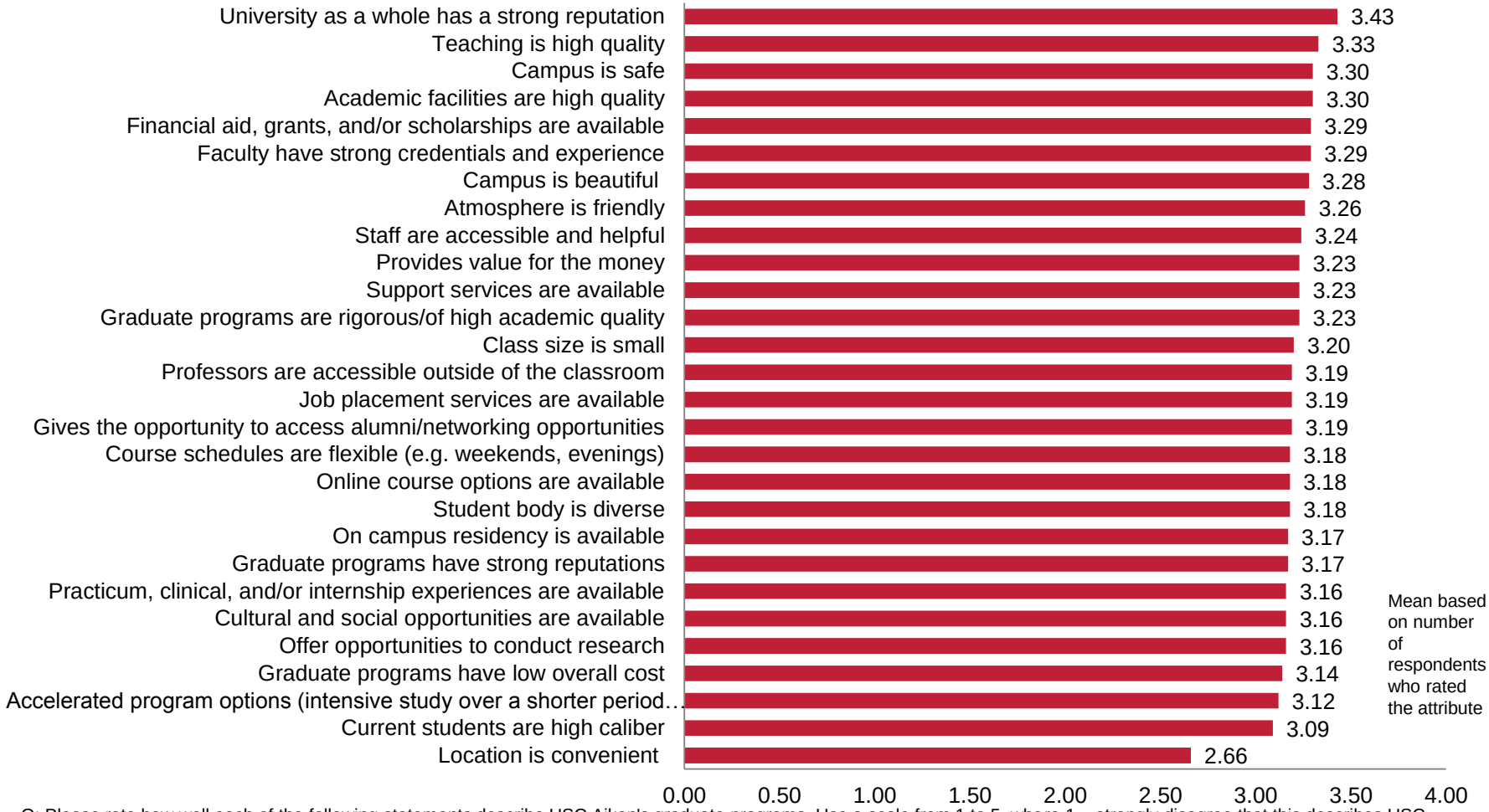
Factors that describe USC Aiken's Graduate Programs

Top factors included: university as a whole has a strong reputation, teaching is high quality, campus is safe, and academic facilities are high quality



Q: Please rate how well each of the following statements describe USC Aiken's graduate programs. Use a scale from 1 to 5, where 1 = strongly disagree that this describes USC Aiken's graduate programs and 5 = strongly agree that this statement describes USC Aiken's graduate programs.

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Ideal Characteristics of a Graduate Program vs. USC Aiken Graduate Programs

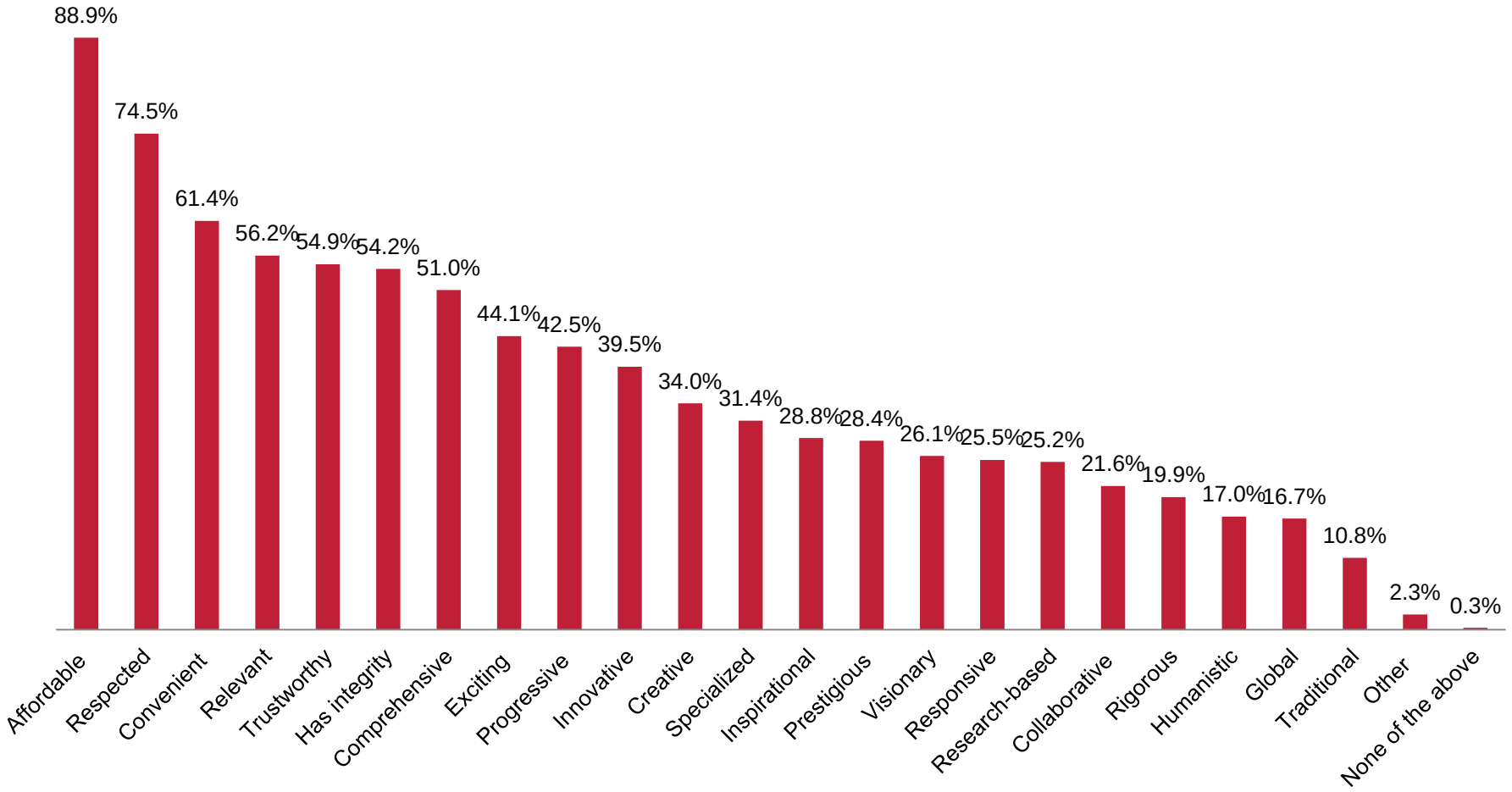
List of Perceptions for the Ideal Graduate Program

- Respondents were asked which of the following words they would use to describe their ideal graduate program, as well as USC Aiken's graduate programs:
  - Accomplished*
  - Affordable
  - Bold*
  - Collaborative
  - Comprehensive
  - Consistent*
  - Convenient
  - Creative
  - Dependable*
  - Exciting
  - Global
  - Has integrity
  - Humanistic
  - Innovative
  - Inspirational
  - Open-minded*
  - Passionate*
  - Prestigious
  - Progressive
  - Relevant
  - Research-based
  - Responsive
  - Respected
  - Rigorous
  - Specialized
  - Traditional
  - Trustworthy
  - Visionary
  - Other
  - None of the Above

*Only asked about USC Aiken

Perceptions of the Ideal Graduate Program

The ideal graduate program is: affordable, respected, and convenient



Other responses included: online and practical

Q: Which of the following words, if any, would you use to describe the **ideal graduate program**? Please select all that apply.

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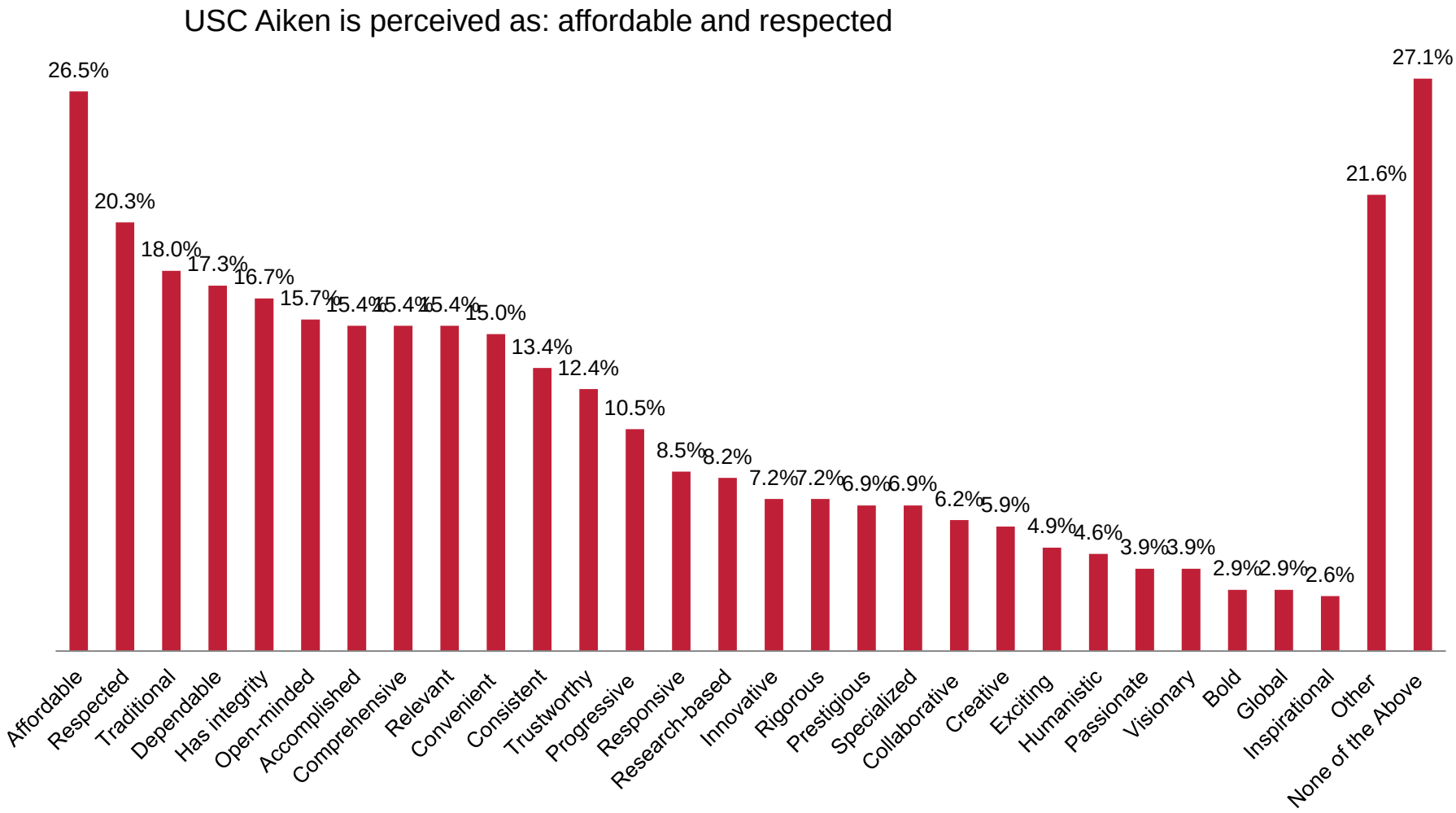
Perceptions of the USC Aiken's Graduate Program



Other responses included: not familiar with USC Aiken

Q: Which of the following words, if any, would you use to describe **USC Aiken's graduate programs**? Select all that apply.

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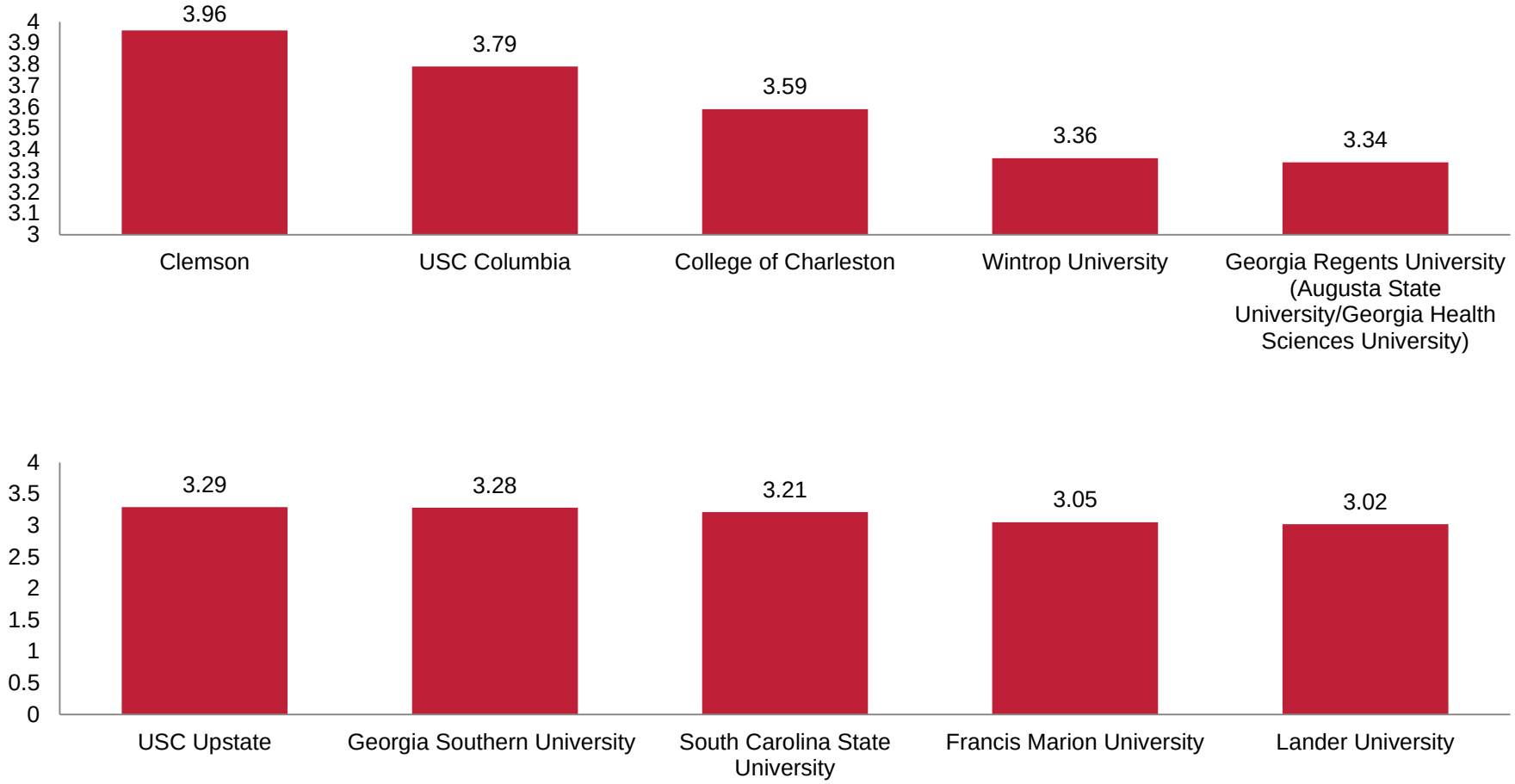
Competitive Assessment

Quality of Undergraduate Education Programs



Other responses included: The Citadel, Furman University, and Wofford College

Q: Please rate the quality of the undergraduate education programs at the following institutions. Use a scale from 1 to 5, where 1 = very low quality and 5 = very high quality
Q: Are there any other institutions in the South Carolina region that you feel offer a high quality undergraduate education?

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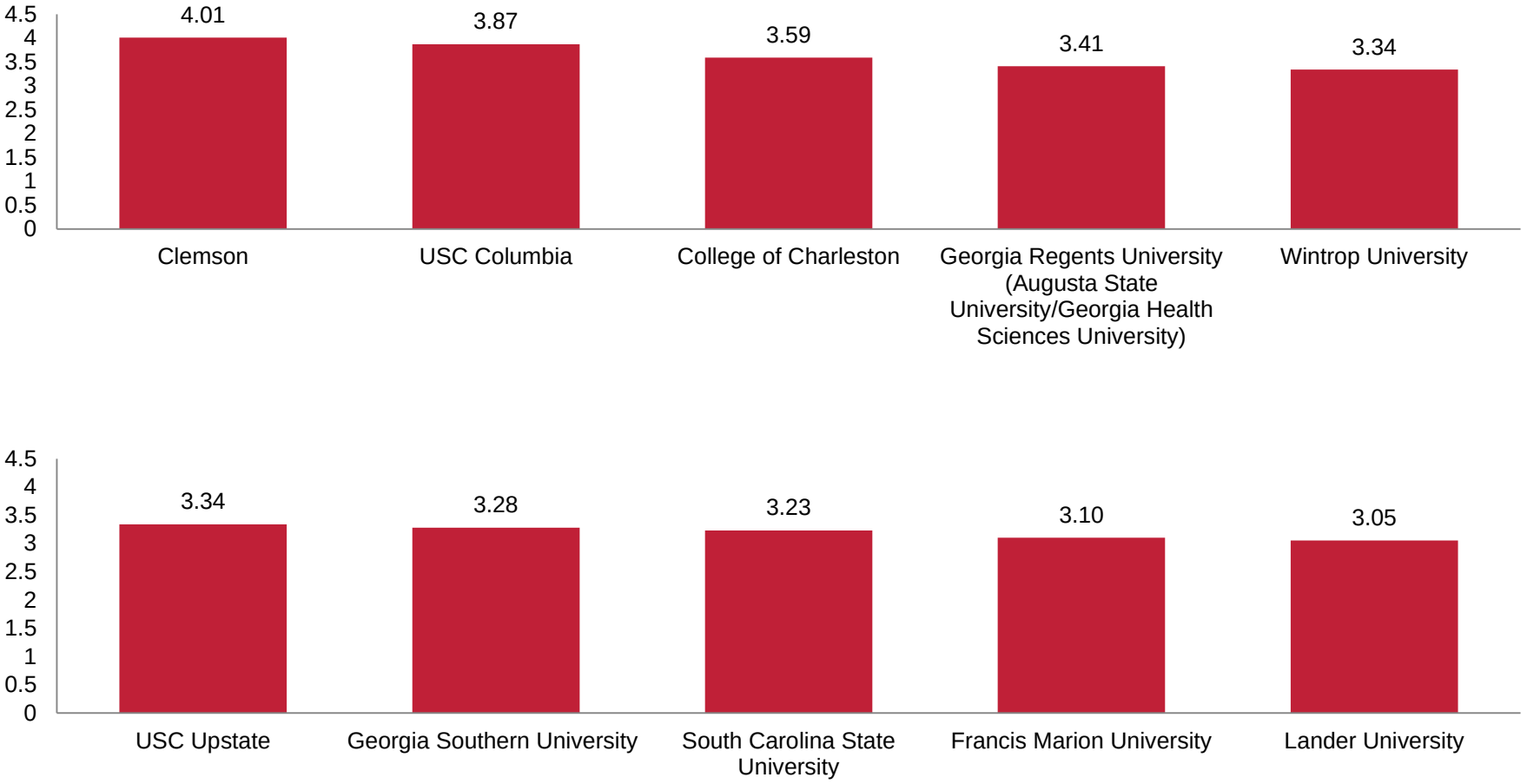
Quality of Graduate Education Programs



Other responses included: Furman University, The Medical University of South Carolina

Q: Please rate the quality of the graduate education programs at the following institutions. Use a scale from 1 to 5, where 1 = very low quality and 5 = very high quality
Q: Are there any other institutions in the South Carolina region that you feel offer a high quality graduate education?

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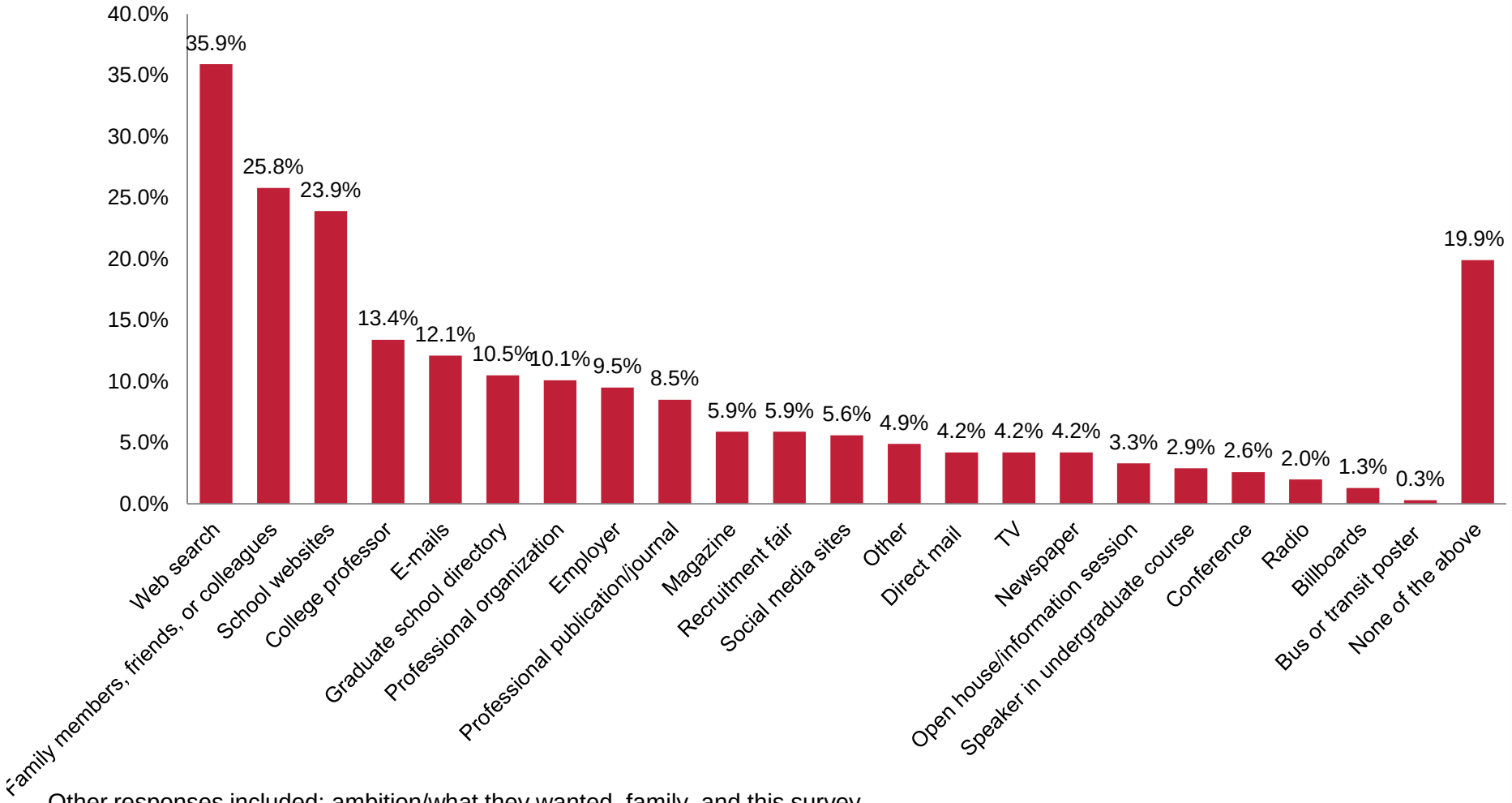
Communication Preferences

Learning about Graduate Programs

Top sources included: web search, friends, family or colleagues and school websites



Other responses included: ambition/what they wanted, family, and this survey

Q: How did you first learn about the graduate programs that you were interested in? Select all that apply.

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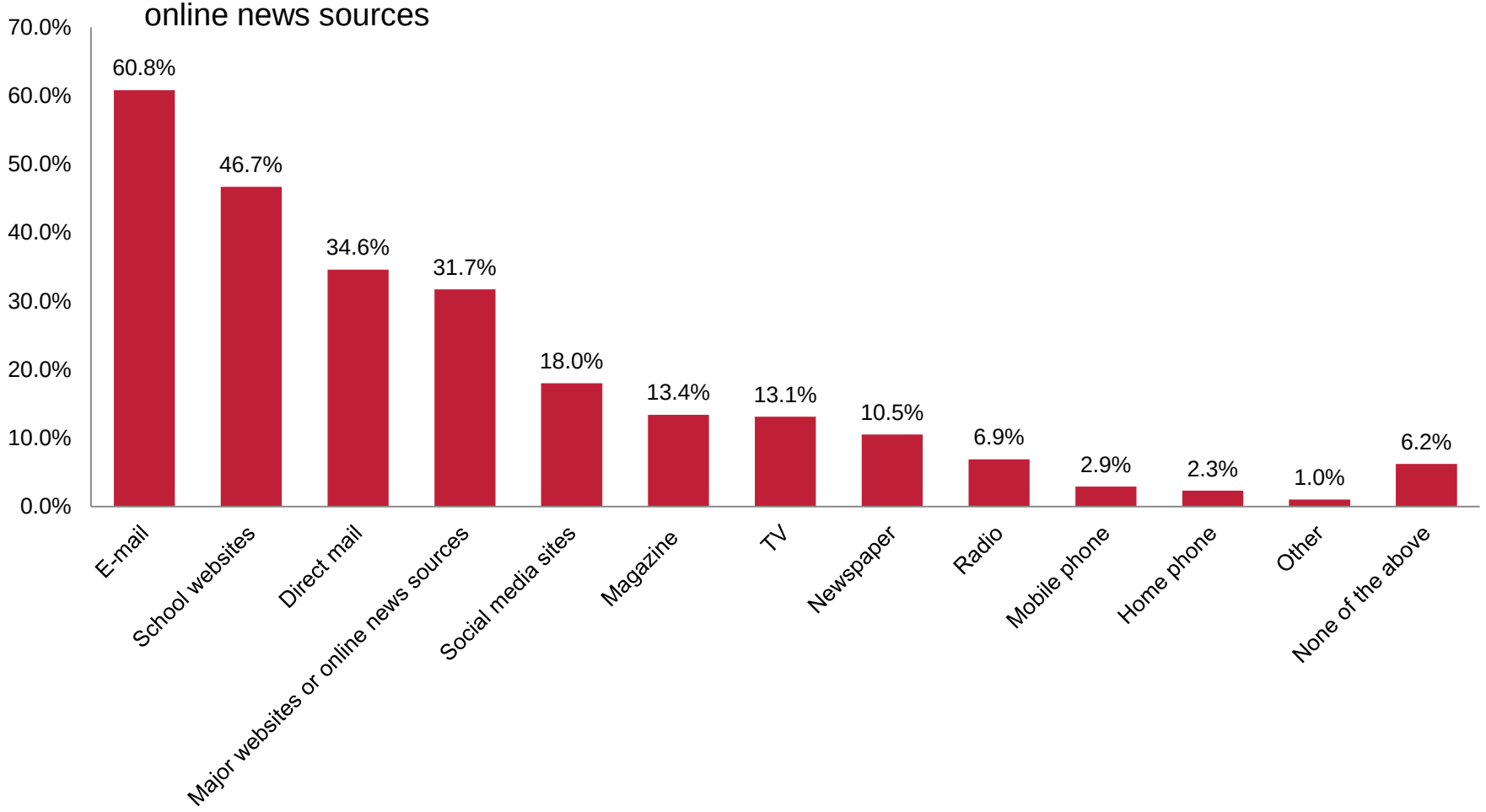
Communication Preferences for Graduate Programs

Top sources included: e-mail, and school websites, direct mail and major websites or online news sources



Other responses included: graduate school fair, recruiters, and on campus flyers

Q: How would you like universities to communicate with your about their graduate programs? Select all that apply.

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Summary and Recommendations

Top Programs and Learning Format

	Program Interest Blind	Program Interest USC Aiken (rating of 4 or 5)	% Drop
MBA – Liberal Arts and STEM	115	42	63%
M.Ed. In Teaching	104	53	49%
MAT Math and Science	50	24	52%
MS in Nursing Education	49	22	57%
MS in Nursing Executive Leadership/Administration	46	30	35%

- Preferred Format:
  - Hybrid, followed by Online (instructor-led) and In-Person
- Preferred Schedule:
  - Part-time
- Preferred Time:
  - Weekday night

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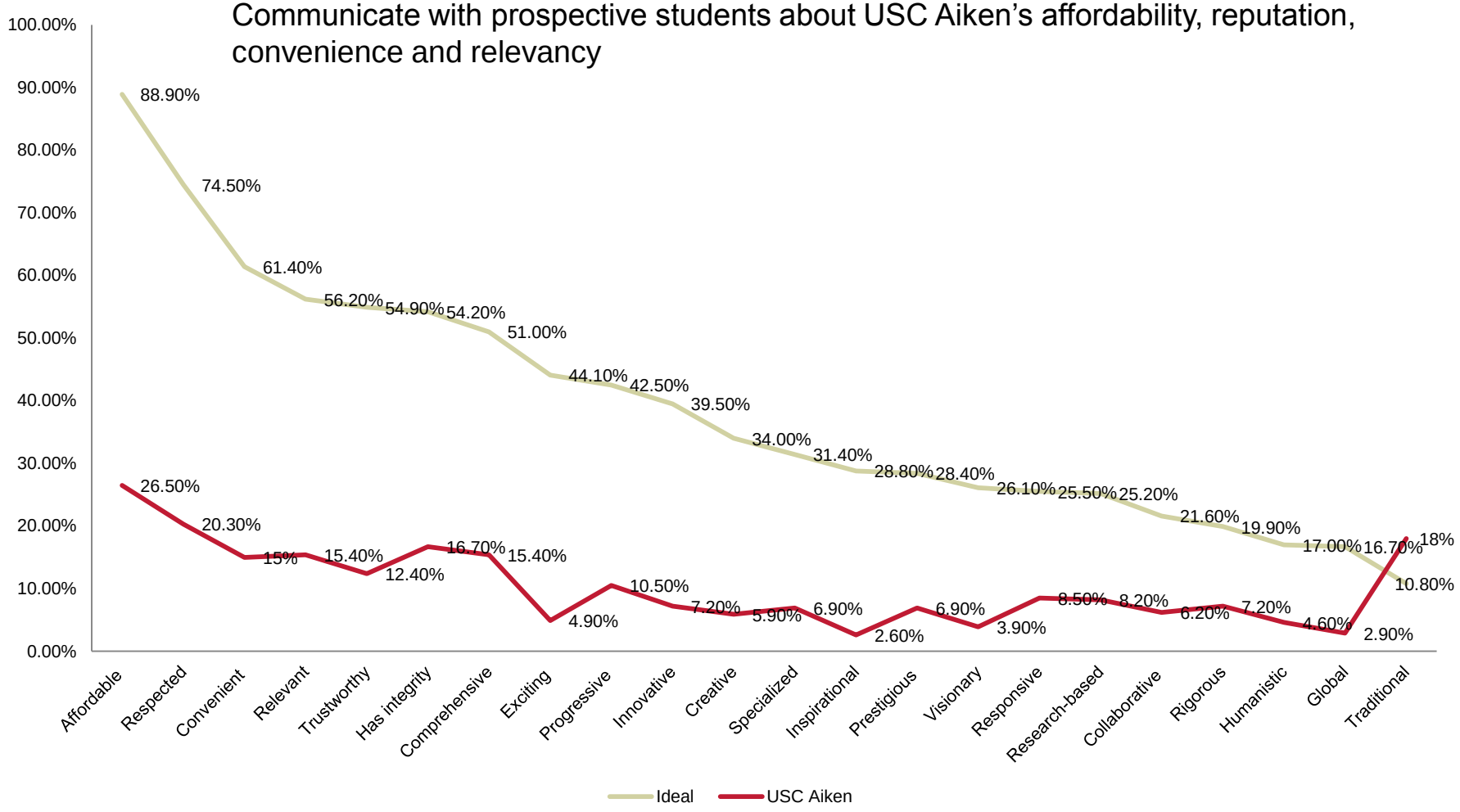
Close the gap



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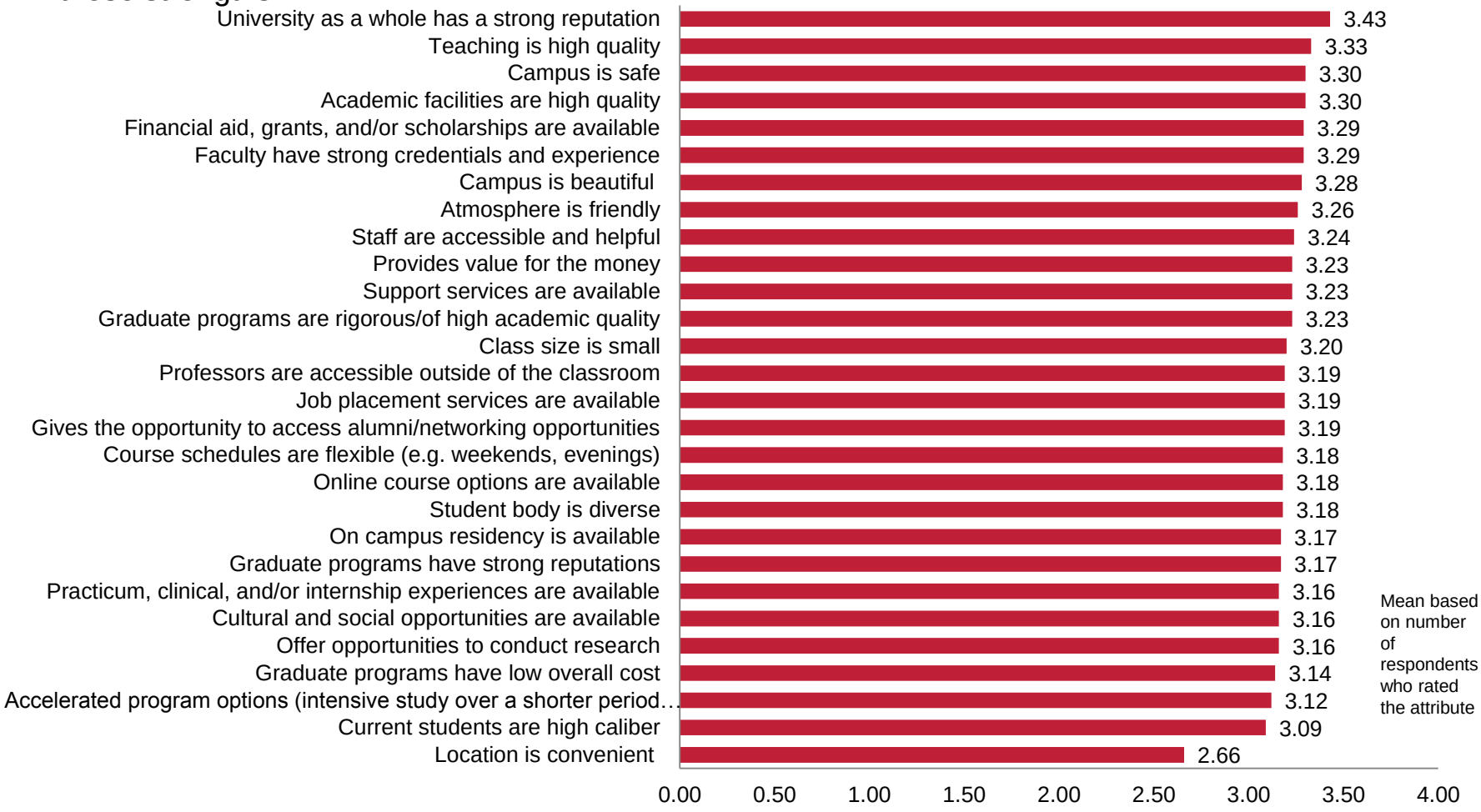
Build on what USC Aiken is known as

Foundation in the following: university as a whole has a strong reputation, teaching is high quality, campus is safe, and academic facilities are high quality. Leverage and communicate these strengths.



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Keep in Mind…

- Reasons for pursuing a graduate degree include:
  - achieve personal growth, increase salary, broaden knowledge of a particular subject matter, and career advancement
- The top ways they learn about graduate programs they are interested in are by:
  - web search, friends, family or colleagues and school websites
- Communication preferences include:
  - e-mail, and school websites, direct mail and major websites or online news sources

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Rebecca Pilloni
Research Consultant, Carnegie Communications
rebecca@carnegiecomm.com

THANK YOU!

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Appendix G: Approval Documents

South Carolina
Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair
Dr. Bettie Rose Horne, Vice Chair
Ms. Natasha M. Hanna
Ms. Dianne C. Kuhl
Ms. Leah B. Moody
Vice Admiral Charles Munns, USN (ret.)
Mr. Kim F. Phillips
Ms. Terrye C. Seckinger
Dr. Jennifer B. Settlemyer
Mr. Hood Temple

Dr. Richard C. Sutton
Executive Director

February 20, 2015

President Harris Pastides
University of South Carolina
Osborne Administration
Building, Suite 206
Columbia, South Carolina 29208

Dear President Pastides:

This letter is to confirm that at its meeting on February 5, 2015, the Commission approved the **Bachelor of Science degree in Industrial Process Engineering** at the University of South Carolina Aiken to be implemented in Fall 2015. This degree program qualifies for supplemental Palmetto Fellows and LIFE scholarship awards.

The following table lists the chronology of the program approval process.

Program Planning Summary Received	5-15-14
ACAP Electronic Review	7-30-14
Program Proposal Received	9-15-14
ACAP Consideration	10-16-14
CAAL Consideration	1-8-15
CHE Consideration	2-5-15

The program will be noted in the Commission's *Inventory of Approved Programs* with the following information.

Degree Designation	Title of Program	CIP Code	Site Identifier
B.S.	Industrial Process Engineering	143501	50801 University of South Carolina Aiken (Main Campus)

Please do not hesitate to contact me or Dr. MaryAnn Janosik should you have any questions about the Commission's action.

Sincerely,

Richard C. Sutton

Richard C. Sutton, Ph.D.
Executive Director

cc: Dr. Michael D. Amiridis
Dr. Helen Doerpinghaus
Dr. Kris Finnigan
Dr. Sandra Jordan
Dr. Jeff Priest
Inventory file
MIS file
Program file

The official minutes of the University of South Carolina Board of Trustees are maintained by the Secretary of the Board. Certified copies of minutes may be requested by contacting the Board of Trustees' Office at trustees@sc.edu. Electronic or other copies of original minutes are not official Board of Trustees' documents.

University of South Carolina
BOARD OF TRUSTEES

April 25, 2014

The University of South Carolina Board of Trustees met at 1:50 p.m. Friday, April 25, 2014, in the Board Room at 1600 Hampton Street.

Members present were: Mr. Eugene P. Warr, Jr., Chairman; Mr. John C. von Lehe, Jr., Vice Chairman; Mr. Chuck Allen; Mr. Robert "Eddie" Brown; Mr. J. Egerton Burroughs; Mr. Mark W. Buyck, Jr.; Mr. Thomas C. Cofield; Dr. C. Edward Floyd; Mr. William C. Hubbard; Mr. Toney J. Lister; Mr. Miles Loadholt; Mr. Hubert F. Mobley; Ms. Leah B. Moody; Dr. C. Dorn Smith III.; Mr. Thad H. Westbrook; Mr. Mack I. Whittle, Jr.; Mr. Charles H. Williams; and Dr. Mitchell M. Zais. Mr. A.C. "Bubba" Fennell joined by telephone. Mr. William W. Jones, Jr. was absent.

Also present were faculty representative Dr. James H. Knapp and student representative Lindsay Richardson.

Others present were: President Harris Pastides; Secretary Amy E. Stone; Provost Michael D. Amiridis; Chief Operating Officer Edward L. Walton; General Counsel Walter "Terry" H. Parham; Chief Financial Officer Leslie Brunelli; Vice President for Student Affairs Dennis A. Pruitt; Vice President for Information Technology William F. Hogue; Vice President for Human Resources Chris Byrd; Athletics Director Ray Tanner; Vice President for Facilities and Transportation Derrick Huggins; Chief Communications Officer Wes Hickman; Executive Director for the Office of Economic Engagement William D. "Bill" Kirkland; Director of State Relations Trey Walker; Director of Government and Community Relations and Legislative Liaison Shirley Mills; Chief of Staff, President's Office, J. Cantey Heath Jr.; University Foundations Executive Director Russell H. Meekins; Palmetto College Chancellor Susan A. Elkins; USC Upstate Chancellor Thomas Moore; Executive Vice Chancellor for Academic Affairs, USC Aiken, Dr. Jeff Priest; College of Arts and Sciences Dean Mary Anne Fitzpatrick; School of Law Dean Robert M. Wilcox; South Carolina School of Pharmacy Columbia Campus Dean Randall C. Rowen; College of Hospitality, Retail and Sport Management (HRSM) Dean Brian J. Mihalik; Senior Associate Dean for Academics and Research, Darla Moore School of Business, Brian Klaas; Associate Dean for Academic Affairs, College of Education, Zach Kelehear; Program Chair, Integrated Information

Technology, HRSM, Elizabeth Regan; Director of Academic Programs, Provost Office, Kristia Finnigan; Associate Director of Strategic Planning and Assessment Cameron Howell; University Treasurer Susan D. Hanna; Executive Director of Audit & Advisory Services Pam Doran; Director of Capital Budgets and Financing, Division of Administration and Finance, Charlie Fitzsimons; former Student Government President Chase Mizzell; the Reverend Dr. Andy Weems, Baptist Collegiate Ministry; University Technology Services Production Manager Matt Warthen; and Board staff members Debra Allen and Terri Saxon.

Chairman Warr called the meeting to order and stated that notice of the meeting had been posted and the press notified as required by the Freedom of Information Act; the agenda and supporting materials had been circulated; and a quorum was present to conduct business. Mr. Hickman stated that no members of the media were in attendance for the meeting.

Chairman Warr welcomed everyone and invited the Reverend Dr. Andy Weems, representing the Baptist Campus Ministry, to deliver the invocation.

Chairman Warr stated that there was a need for the receipt of legal advice and to discuss personnel matters that were appropriate for Executive Session. Chairman Warr called for a motion to enter Executive Session. Mr. von Lehe so moved and Mr. Westbrook seconded the motion. The vote was taken and the motion carried.

Chairman Warr invited the following persons to remain: Trustees, President Pastides, and Secretary Stone.

Return to Open Session

I. Approval of Minutes

The following eight sets of minutes were presented for approval:

A. Buildings and Grounds Committee, February 21, 2014
B. Intercollegiate Athletics Committee, February 21, 2014
C. Executive Committee, February 21, 2014
D. Board of Trustees, February 21, 2014
E. Health Affairs Committee, March 10, 2014
F. Academic Affairs and Faculty Liaison Committee, March 28, 2014
G. Audit and Compliance Committee, March 28, 2014
H. Health Affairs Committee, March 28, 2014

Chairman Warr stated that there were no additions, deletions or corrections to the minutes; therefore, they stood approved as provided for review on the Board Portal.

II. Committee Reports

A. Academic Affairs and Faculty Liaison Committee
(The Honorable Thad Westbrook reported)

The following personnel matters received all appropriate academic and administrative approvals and were presented without objection to the Academic Affairs and Faculty Liaison Committee on March 28, 2014, and, where appropriate, to the full Board in Executive Session earlier today.

1. Honorary Faculty Titles

Six requests for honorary faculty titles were posted on the Board Portal with the materials for this meeting. If approved, the following individuals will be awarded the titles indicated effective with their retirement:

For the title Professor Emerita:
Nancy Freeman
Pamela C. Jewett

For the title Distinguished Professor Emerita and Dean Emerita:
Donna L. Richter

For the title Distinguished Clinical Professor Emeritus:
William R. Boone

For the title Carolina Distinguished Professor Emeritus:
Tangali S. Sudarshan

For the title James Buchanan Duke SmartState Endowed Chair Emeritus in Healthcare Quality:
Jay Moskowitz

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval of the six honorary faculty titles as presented.

Mr. Hubbard seconded the motion. The vote was taken and the motion passed.

2. Appointments with Tenure

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval to award tenure to the following seven individuals:

Dr. Paul Bliese – Appointment with tenure at the rank of Associate Professor in the Management Department of the Darla Moore School of Business.

Mr. Stan Brown – Appointment with tenure at the rank of Professor in the Department of Theatre and Dance in the College of Arts and Sciences.

Dr. Yanyuan Ma – Appointment with tenure at the rank of Professor in the Department of Statistics in College of Arts and Sciences.

Dr. Sung Seek Moon – Appointment with tenure at the rank of Associate Professor, Director of the Korea-based Masters in Social Work Program in the College of Social Works and recipient of a fixed-term chair as Distinguished Chair in Social Work Research.

Dr. Donna Schmitt – Appointment with tenure at the rank of Associate Professor in the School of Accounting in the Darla Moore School of Business.

Dr. Michael Sonntag – Appointment with tenure at the rank of Professor and Regional Campus Dean at USC Sumter.

Dr. Steven Walczak – Appointment with tenure at the rank of Associate Professor in the Department of Integrated Information Technology in the College of Hospitality, Retail, and Sport Management.

Mr. Williams seconded the motion. The vote was taken and the motion passed.

3. Establishment of Seven Fixed-Term Chairs for Recruitment and Retention in the Darla Moore School of Business

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval of the seven fixed-term chairs for recruitment and retention in the Darla Moore School of Business. Mr. Cofield seconded the motion. The vote was taken and the motion passed.

4. Program Proposals

a. Graduate Certificate (GCERT) in Human Resources, USC Columbia
b. Graduate Certificate (GCERT) in Business Analytics, USC Columbia
c. Graduate Certificate (GCERT) in Financial Resource Management, USC Columbia
d. Graduate Certificate (GCERT) in Qualitative Research, USC Columbia

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval of the new graduate certificates as described in the materials posted on the Board Portal for this meeting. Mr. Burroughs seconded the motion. The vote was taken and the motion passed.

e. Masters of Law (LL.M.) in American Business Law, School of Law, USC Columbia

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval of the new degree Masters of Law in American Business Law as described

in the materials posted on the Board Portal for this meeting. Mr. von Lehe seconded the motion. The vote was taken and the motion passed.

f. Bachelor of Science (B.S.) in Industrial Process Engineering, USC Aiken

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval of the new degree Bachelor of Science in Industrial Engineering as described in the materials posted on the Board Portal for this meeting. Mr. Lister seconded the motion. The vote was taken and the motion passed.

g. Dual Doctor of Pharmacy (PharmD)/Master of Health Information Technology (MHIT), USC Columbia

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval of the new dual degree Doctor of Pharmacy/Master of Health Information Technology as described in the materials posted on the Board Portal for this meeting. Mr. Mobley seconded the motion. The vote was taken and the motion passed.

5. Department Name Change: Department of Art to School of Visual Art and Design, USC Columbia

On behalf of the Academic Affairs and Faculty Liaison Committee, Mr. Westbrook moved approval to change the name of the Department of Art to School of Visual Art and Design. Mr. Allen seconded the motion. The vote was taken and the motion passed.

Also in the meeting of March 28, 2014, Mr. Westbrook said that the committee received an academic update from South Carolina Honors College (SCHC) Dean Steven Lynn. Dean Lynn introduced two SCHC seniors – Leila Heidari and Michael Hood – who shared their student experiences and their appreciation of the unique opportunities that the program has awarded them in the areas of research, internships, service learning, study-abroad and academic excellence.

Dean Lynn also introduced two SCHC faculty members, Associate Professor of Chemical Engineering Melissa Moss and Carolina Trustee Professor of Psychology Sandra Kelly, who described their experiences in working with SCHC students in the classroom as well as on research projects.

The committee was briefly addressed by Dr. Peter J. Brews, the new dean of the Darla Moore School of Business. Dean Brews said his first two-and-a-half months had been an impressive time in which he has had the opportunity to meet with many University stakeholders. He observed that the Darla Moore School of Business had great momentum and that the school, as well as the business community and South Carolina as a whole, were at the center of great opportunities.

B. Audit and Compliance Committee
(The Honorable J. Egerton Burroughs reported)

Mr. Burroughs reported that the Audit & Compliance Committee met March 28, 2014, and the following update of Board of Trustees policies required Board approval.

1. BTRU 1.06 Internal Audit

On behalf of the Audit and Compliance Committee, Mr. Burroughs moved approval to update the policy BTRU 1.06 Internal Audit to officially change the department name to Audit & Advisory Services and to make other changes, as presented at the March 28 committee meeting and as described in the materials posted on the Board Portal. Ms. Moody seconded the motion. The vote was taken and the motion passed.

2. BTRU 1.18 Conflict of Interest

On behalf of the Audit and Compliance Committee, Mr. Burroughs moved approval to update the policy BTRU 1.18 Conflict of Interest to make it consistent with the Bylaws of the Board of Trustees. Dr. Smith seconded the motion. The vote was taken and the motion passed.

3. BTRU 1.22 Reporting of Violations of State and Federal Laws or Regulations

On behalf of the Audit and Compliance Committee, Mr. Burroughs moved approval to update the policy BTRU 1.22 Reporting of Violations of State and Federal Laws or Regulations. Mr. Brown seconded the motion. The vote was taken and the motion passed.

4. BTRU 1.24 Internal Control Policy

On behalf of the Audit and Compliance Committee, Mr. Burroughs moved approval to update the BTRU 1.24 Internal Control Policy. Mr. Buyck seconded the motion. The vote was taken and the motion passed.

Mr. Burroughs said that Executive Director of Audit & Advisory Services Pam Doran presented three audits at the March 28 meeting. She reported that each of the programs audited was found to be properly managed within the scope of the review, and no reportable issues were discovered during the course of the audits for the College of Nursing's Healthcare Process Redesign Center, the College of Nursing's Center for Nursing Leadership, and TRIO's McNair Program.

In the Tracking Report, Ms. Doran told the committee that of nine outstanding audit issues, six had been resolved and progress was being made on the remaining three: USC Lancaster – Native American Pottery Special Collection; International Programs – Study Abroad Office; and Payroll.

Ms. Doran also told the committee that there were no reportable issues and that expenses were being properly managed within the scope of the Review of Calendar Year 2013 President's Office and Board Office Expenditures.

In addition, Mr. Burroughs said the committee was provided an Updated Committee Matrix; and Mr. Walton provided a detailed Carolina on King update.

C. Buildings and Grounds Committee
(The Honorable William C. Hubbard reported on behalf of the Honorable William W. Jones, Jr.)

Mr. Hubbard said that the Buildings and Grounds Committee met earlier in the day and the following items required Board approval. First, Secretary Stone stated that the University declared its official intent, pursuant to Federal Regulations, to reimburse itself from the amounts of proceeds of the tax-exempt bond issue.

1. Project Approvals

a. Phase II Approval – Rutledge College and Legare/Pinckney Comprehensive Renovation

On behalf of the Buildings and Grounds Committee, Mr. Hubbard moved to fund Phase II design and construction for a total project budget of $15,800,000 funded with $7,150,000 Housing Revenue Bonds, $7,150,000 Housing Maintenance Reserve, and $1,500,000 of institutional funds. The motion also called for the initial motion that contained incorrect information to be replaced with the corrected motion as subsequently presented.

Mr. von Lehe seconded the corrected motion. The vote was taken and the motion passed. Mr. Fennell abstained from voting on the motion.

b. Other Approval: Wardlaw/Drayton Hall Fire Alarm System Replacement

On behalf of the Buildings and Grounds Committee, Mr. Hubbard moved to establish and fully fund this project with a budget of $300,000 to be funded with Institutional Capital Project Funds. Dr. Smith seconded the motion. The vote was taken and the motion passed.

2. Gift Naming Opportunities

On behalf of the Buildings and Grounds Committee, Mr. Hubbard moved to approve the following gift namings as recommended by the Gift Naming Opportunities Committee and posted on the Board Portal.

a. Department of Athletics: "The Sparrow Family Gamecock Club Suite"

b. The Darla Moore School of Business: "The Michael R. and Julie C. Brenan Group Study Room"

c. USC School of Law: "The Andrew N. Poliakoff Student Organization Meeting Room"

d. USC Lancaster

i. "The David Blackwell Office"
ii. "The Nancy Eunice Davidson Bradley Office"
iii. "The Margaret Jackson Bundy Office"
iv. "The Ken and Amelia Davis Office"
v. "The Scientia Potentia Est Office"
vi. "The Elizabeth and Chauncey Gregory, Jr. Office"
vii. "The Town of Heath Springs Office"
viii. "The Dr. William L. McDow Office"
ix. "The Laney and Brenda Purser Office"
x. "The J.C. and Libby Rainey Office"
xi. "The Dr. and Mrs. D. A. Rucker Office"
xii. "The Bruce and Michelle Brumfield Classroom"
xiii. "The Margaret J. Edwards Classroom"
xiv. "The Robert H. Edwards Classroom"
xv. "The Julia J. Emanuel Memorial Classroom"
xvi. "The William Henry Ward Classroom"
xvii. "The Henry L. Johnson Classroom"
xviii. "The Odell and Betsy Steele Classroom"
xix. "The Wells Fargo Classroom"
xx. "The Frankie and Michelle Faile Classroom"
xxi. "The Stan and Dianne Johnson Classroom"
xxii. "The Lancaster County Partners for Youth, Inc. Classroom"
xxiii. "The Procter & Gamble-Duracell Manufacturing Classroom"
xxiv. "The John T. Stevens Foundation Classroom"
xxv. "The Comporium Classroom"
xxvi. "The First Citizens Foundation Classroom"
xxvii. "The Springs Memorial Hospital Classroom"
xxviii. "The Palmetto Conference Room"
xxix. "The Lancaster County Natural Gas Authority Atrium"
xxx. "The Anne Springs Close Outdoor Classroom"

Mr. Cofield seconded the motion. The vote was taken and the motion passed.

Mr. Hubbard said that the committee also received a status update on the Five-Year Capital Improvement Plan.

D. Health Affairs Committee
(The Honorable C. Dorn Smith reported)

Dr. Smith said that the Health Affairs Committee met on Friday, March 28, 2014, at which time the following reports were received for information.

Dean Jeanette Andrews updated the committee on the College of Nursing, sharing that the college's focus was the pursuit of excellence in the areas of research, practice, education, partnerships and

promoting a healthy climate. She reported that the college's research portfolio was growing and it had two research centers – the Cancer Survivorship Center and the Healthcare Process and Redesign Center – and operated a nurse practitioner managed primary health clinic, the Children and Family Health Center, at which about 3,000 patients a year were seen. She said the college's graduate programs were ranked among the top 3 percent in the country in the 2014 rankings by *U.S. News and World Report*, noting that graduate enrollment is growing and the program is producing highly employable students. Dean Andrews also reported that currently the most in demand degree was the Bachelor of Science in Nursing. Health Affairs Committee members raised some concerns about the upper division admissions process. Dean Andrews and Kimberly Glenn, assistant dean for Undergraduate Admissions, explained that going forward, admission into the upper division will be based on the core curriculum only (electives will not be a factor). In addition, a science GPA of 3.0 must be maintained by the student. Students already are counseled and advised on the competitive nature of admittance to the upper division and about alternate options of study. A brochure featuring eight alternate career paths is being distributed to students. In addition, students now receive earlier notification (prior to the fourth semester) of acceptance into the upper division. Currently, there is no ranking system available to provide students with real-time information on their class rank; however, discussion about the feasibility of implementing such a system is in process.

Dr. Smith said that Secretary Stone presented a report from USC School of Medicine Greenville – Joint Board Liaison Committee's (JBLC) February 4, 2014, meeting on behalf of Committee Chairman Mack I. Whittle, Jr. She reported that USC School of Medicine (USCSOM) Greenville Dean Jerry R. Youkey provided the JBLC an update on the current interview process for the class of 2018. There were 2,747 applications received for the incoming class of 75. About 500 of these are South Carolina residents.

Secretary Stone said that Derek Payne, chief financial officer for the Greenville Health System, provided the JBLC second quarter financials, noting expenses were favorable. He said that recruitment of faculty was continuing and a staffing plan was recently completed. Dean Youkey also reported on the recent Clinical Learning Environment Review (CLER) site visit by the Accreditation Council for Graduate Medical Education (ACGME). Three main areas were evaluated: resident knowledge of patient safety and quality; the medical school's preparation of students for residency; and the learning environment. Dean Youkey informed the JBLC that things were on track for the upcoming Liaison Committee on Medical Education (LCME) site visit scheduled for July 13-16, 2014.

Secretary Stone also told the Health Affairs Committee that President Pastides discussed with the JBLC the training of third-year, Columbia campus medical students, which will move to Florence in Fall 2014. President Pastidees emphasized that he would like to continue to have the expertise of Dean Youkey and the Greenville Health System to assist with this effort.

E. Student-Trustee Liaison Committee
(The Honorable Leah B. Moody reported)

Ms. Moody said that the Student-Trustee Liaison Committee met earlier in the day and welcomed newly elected Student Government (SG) officers from throughout the USC System. She said that four campuses were scheduled to present reports. She said the committee heard from Student Government Association (SGA) President Brandon Newton from USC Lancaster who shared information about student recruitment efforts and educational activities. The committee also heard from SGA President Candice Owens and Vice-President Rebekah Kayce Edwards from USC Union who shared their experiences beyond the classroom in the community and extra-curricular activities. SGA President Alexander Oliver then shared his and USC Aiken's efforts to develop deeper relationships. Finally, the committee heard from SG President Lindsay Richardson from USC Columbia. Ms. Richardson shared her team's four-point vision of pride, diversity, advocacy for students, and encouragement of student leadership. Ms. Moody said that the student leaders offered informative reports highlighting numerous activities and accomplishments on their campuses.

F. Executive Committee
(The Honorable Eugene P. Warr, Jr. reported)

Before beginning the Executive Committee report, Chairman Warr said that there was a Board of Visitor (BOV) matter to cover. The Chairman said that Mr. Allen had recommended the appointment of Moe Brown as the BOV representative to fill the vacant 10th Judicial Circuit position. He then asked for a motion to that effect. Dr. Smith so moved and Mr. Brown seconded the motion. The vote was taken and the motion passed.

During the Executive Committee's meeting earlier in the day, Chairman Warr said that three contracts with values exceeding $750,000 and a Bond Resolution were approved for recommendation to the full Board for action.

1. Speech and Hearing Research Center Lease

On behalf of the Executive Committee, Chairman Warr moved approval of a five-year lease of 17,719 square feet of space on the third floor of 1224 Sumter Street in Columbia for use

by the USC Speech and Hearing Research Center at a total cost of $998,111. The lease agreement as presented by Mr. Parham to the Executive Committee was posted on the Board Portal for all Trustees to review. Mr. von Lehe seconded the motion. The vote was taken and the motion passed.

2. Wiley Subscription Services

On behalf of the Executive Committee, Chairman Warr moved approval of a five-year contract with Wiley Subscription Service to provide online access to electronic journals across a host of academic disciplines at a total cost of $3,653,177. Mr. Burroughs seconded the motion. The vote was taken and the motion passed.

3. EBSCO Subscription Services

On behalf of the Executive Committee, Chairman Warr moved approval of a one-year contract with EBSCO Subscription Services to provide online access to electronic journals and databases at a total cost of $4,404,000, for which EBSCO, acting as the University Libraries' agent for negotiating with journal publishers, will be paid $104,855. Mr. Cofield seconded the motion. The vote was taken and the motion passed.

4. Faculty/Staff Awards Program Resolution

On behalf of the Executive Committee, Chairman Warr moved approval of the following resolution: "The Secretary of the Board of Trustees is hereby authorized to approve on behalf of the Board of Trustees written criteria for awards that are part of the University of South Carolina Faculty/Staff Awards Program and that do not exceed $25,000 in value in any fiscal year. The Secretary of the Board shall annually provide the Board of Trustees an updated list of all awards in this program." The list of these awards is available in the Resource Center on the Board Portal and will be updated at the beginning of each fiscal year.

Mr. Westbrook seconded the motion. Mr. Fennell asked that the current list be updated to correct outdated information related to administrators responsible for the various awards. The vote was taken and the motion passed.

5. Bond Resolution: Rutledge College and Legare/Pinckney Comprehensive Renovation

On behalf of the Executive Committee, Chairman Warr moved approval of a Higher Education Revenue Bond Resolution authorizing up to $8.2 million for the purpose of obtaining financing for the renovation of Rutledge College and Legare/Pinckney on the Columbia Campus and up to $20,000,000 in refunding bonds. The authorized amount of $8.2 million will provide funding to complete

the projects and the amount necessary for issuance costs and a debt service reserve, if required, associated with the bonds. The intent is to service the bonds with housing revenues. Refunding bonds will be issued only with agreement from the State Treasurer's Office and in the event that market conditions provide a material financial advantage. Mr. Lister seconded the motion. The vote was taken and the motion passed.

In other business during the morning meeting, Chairman Warr reported that the Executive Committee approved a one-year subscription services contract with LYRASIS for under $750,000 and an amendment to the 2013 agreement between USC and Corporate Solutions, LLC that allows the 501(c)(3) use of space in the new Darla Moore School of Business. He reminded Board members that Corporate Solutions is a subsidiary of the Business Partnership Foundation, which works to enhance and improve DMSB. Both of these contracts were available on the Board Portal for review by Trustees.

The Executive Committee also received an update on OneCarolina and emerging IT initiatives from Vice President for Information Technology Bill Hogue. Dr. Hogue reported that new systems for financial and business operations are scheduled to go live on July 1, 2015. New systems for human resources are scheduled to go live on January 1, 2016. He also described emerging initiatives in predictive data analytics, research cyber infrastructure, and cognitive computing.

III. Report of the Alumni Association

Mr. Brown reported that April's semi-annual Board of Governors meeting was very well attended. Presentations were made by Senior Associate Athletics Director Charles Bloom, who offered an Athletics Department and Gamecock Club update; and Midlands Authority for Sports, Conventions and Tourism CEO Bill Ellen, who addressed the association's new partnership with the authority. Other meeting highlights included an update on the association's fundraising efforts; a report on the University's communications strategy; as well as a report on the association's Carolina Action Day at the State House and other advocacy efforts, including information about new software to help the association in its outreach and advocacy efforts that was made possible by a donation from Board of Trustee member Mack I. Whittle.

Mr. Brown also reported that four members of the Board of Governors were each elected for another three-year term (Amy Faulkenberry, Bob Royall, Lisa Bishara and Frances Ashe-Goins); while Deepal Eliatamby was re-elected secretary and John Wentzell was re-elected treasurer; and Tommy Preston will serve as the association's new president-elect. Mr. Brown went on to explain that the association had created a new organizational structure to better align it to effectively support the new services agreement

with the University. Under the new organizational structure, there will be four divisions – operations, communications and advocacy, alumni engagement, and membership and development.

Wrapping up his report, Mr. Brown said that the association's recent membership drive had netted $143,000 in additional net revenue and that construction, which began March 31, was underway on the new Alumni Center with an estimated completion date of June 2015.

IV. Report of the President

> This beautiful spring day belies the turbulence that continues throughout American public higher education. The most recent national enrollment figures are not good – the U.S. enrollment in public higher education is down 2 percent and way down at for-profit institutions, and also way down at small private institutions.
>
> I am so happy that enrollments are not down at USC Columbia or in the system as a whole. May the first is the day across the country when students' deposits are due to colleges and universities. USC is faring well, bucking the trend and I'm confident that in Columbia, and in the system as a whole, our enrollments will be stable or up.
>
> You heard earlier that the good news about USC is spreading as gaged by the number of people who take their visits to Carolina. The Visitors Center offered 15 percent more visits than the year before.
>
> In 2013, Moody's bond-rating agency downgraded the debt ratings of 21 public universities but, of course, not ours. They cited "declining state funding," we have that; "flat or declining enrollment," we don't have that; and "lack of expense containment," we don't have that. We're doing a lot at Carolina to contain costs. As you know, we're operating under our new administrative reorganization that this board approved on the 21st of February. We analyze every proposed new expense under a magnifying glass. The starting question right out of the gate is will it advance student success? If not, there's no conversation; if so, the proposal can at least carry forward for conversation.
>
> We do need to examine new revenue streams and the board will be hearing more about my plans to deliver online education to new audiences, those that badly desire what we can offer and those that have the ability to pay; more on that later.
>
> Around our campuses, it's clear how much of a sorely needed facelift we're getting. Again, my thanks to our University Architect Derek Gruner; every project is in favor of our core mission, taking better care of our students. You heard, but I'm delighted to reiterate that the Darla Moore School of Business will begin offering limited classes this summer and a dedication in the fall. The Women's quad will be back online this fall; Mass Communications renovation in the old health sciences building is well underway. This month construction began on a new student housing project, a unique, private 878-bed facility that

will allow upperclassmen to live in the heart of the west campus.

Goethe referred to architecture as 'frozen music;' if that's the case, then USC will become an increasingly beautiful symphony of architecture supporting thriving education. But right now, we're not ready for the symphony we're in the rehearsal phase of symphonic music.

A few recent recognitions that you may, or may not know about, Professor Milind Kunchur was named the 2014 South Carolina Professor of the Year at a (ceremony) with Governor Haley this past week.

A large number of students have been offered some of the country's most prestigious honors including Goldwaters, Fulbrights, and NSF Graduate Research Fellowships. I recently learned that one of our distinguished USC alumni, Michael LaForgia, just won a Pulitzer Prize. He's a former Daily Gamecock editor, now at the Tampa Bay Times. At 30, he is the youngest reporter on the staff to have ever won the award.

It is a celebratory time of year, of course, 6,616 degrees will be awarded system wide during our May commencements beginning next week. An even better number, though, since 2008 when my presidency began, 55,228 degrees have been awarded; more than under any other president in the history of the University, including many who served far longer than I have. I'm very proud of that number.

There will be speakers, parents, photos, tassels, ribbons, and this year, for the first time a Leadership cord. And on Monday, we'll recognize 94 students, the first in the University to graduate with distinction in leadership. We'll have a special ceremony for them on Monday and you will see them wearing their cord at graduation. They had to maintain a high GPA and fulfill additional requirements in one of four pathways: community service, global learning, research, or professional and civic engagement. It is my goal that a majority of Carolina students someday will graduate with distinction in leadership.

Summer will come quickly. We will take a short breath and then prepare for my State of the University in the fall, which I'm already thinking about and preparing for, then we'll have freshman convocation, new student orientations, and many other things.

In closing, Coach Spurrier and I started a new tradition – this is the second year that he came over after the spring football game with the Gamecock football players who are either graduating or departing for the NFL draft this year, there are 14 of them. I was excited as any fan would be, but this wasn't about autographs or photographs or anything like that. Just 14 wonderful young men, with big appetites I might add, humbly saying goodbye to their president and to their football coach; wonderful Gamecocks through and through.

> One final thought, on Sunday Coach Tanner and I will travel to Atlanta where we will be meeting with all the SEC universities to figure out the schedule for SEC football – how many Western division games, how many SEC required games. I think it already has been published that Coach Tanner and I and Coach Spurrier would prefer to keep it at eight SEC games with no permanent Western division opponent. We would like every one of our Gamecock players to be able in their four years to cycle through and either play against at home or visit every other university in the SEC. I don't have great hopes that that will be the prevailing vote; there are quite a few teams that want to keep their permanent rival across the division. But I have higher hope that there will be eight rather than nine required SEC games.

V. Report of the Outgoing Student Government President

Chairman Warr called Chase Mizzell and President Pastides to join him at the podium. He welcomed the former Columbia Campus Student Government President and asked Secretary Stone to read the framed certificate to be presented to Mr. Mizzell in recognition of his service as Student Government President and for his contribution as the student representative to the Board of Trustees:

> Presented to Chase Mizzell by the Board of Trustees of the University of South Carolina in appreciation for outstanding contributions and service to the University.
> March 2013 to March 2014.
>
> Signed Harris Pastides, President; Gene Warr, Chairman of the Board of Trustees; and Amy Stone, Secretary of the Board of Trustees.

Chairman Warr then offered Mr. Mizzell the opportunity to comment on his tenure as Student Government President.

Mr. Mizzell thanked everyone, making the following comments:

> It has been an incredible honor to spend time with each of you in the Board Room, but more importantly, individually. Mr. President, Mr. Chairman, Ms. Secretary, each of the Board members, each of the Administrators and friends, the relationship that you have invested with me has been meaningful. When Gene says that I may be somewhere one day, it is, no doubt, due to many of the efforts and mentoring and support that you have provided me. And I want to particularly thank you for the individual mentorship and relationships that you've created. For me, people are what matter most and that relationships can be the most important thing in life.
>
> If I am to have just a couple of hopes for the University as I am leaving, one is that we maintain a commitment and an understanding of what it means to be a liberal arts institution. That we understand that we never forget and we never give up our commitment to educating students; to challenging and building character; to encourage them to discover; and to think about ethics. That we never sacrifice

those things at the altar of job acquisition or ratings, but that we understand that the power of the University is in its strength to develop people, not just students.

I gave my last tour on campus today to a group of prospective graduates, as we call them. I always end my tours by saying that when you walk across the stage and you turn your tassel, it is our sincere hope that you not only leave as a better student but as a better person because that is what being a university is about. And, I always almost comically, but very seriously say, with any luck as a Carolinian you will come back and dedicate much time and effort to investing in those people who have invested so much in you.

Second, I hope you will continue, and I am very proud of the dedication we've put into, access. Giving students the opportunity to succeed is integral to being a public institution. There is no greater moment. I experienced this as president when we took our system campus (student government) presidents to Washington, D.C. There was a distinct moment, when we walked out of the Vice President of the United States Office, when one of the system campus presidents walked up to me – let me give you the back story quickly before I tell you what she said. Before the trip, she had never left South Carolina, she had never been on a plane, and she had never ridden the Metro, and of course, had never been near major political figures. And in a matter of two days, she flew to D.C., took the Metro in downtown, and one day later she found herself sitting next to the Vice President of the United States.

As she walked out, she looked at me and said, 'Chase this has turned my world upside down. This has changed my perspective on everything; on who I can be on what I can accomplish, on what impact I can have on the world.' I can find no greater purpose in a university than to shatter the glass ceiling of every South Carolinian; that we take them in and we challenge them and we push them and we give them every opportunity to become more than they ever could have imaged.

I can't leave without congratulating Ms. Lindsay Richardson. She has put in an incredible amount of work. She has been an excellent leader. But, I also would like to congratulate (the Board) for the opportunity that (it has) to work with her. Don't take it for granted; learn from her character and her dedication. Invest time in her as you have in me. She is going to be an incredible leader.

Thank you to each of you. I hope that in the future that I can maintain a relationship both personal and professional with many of you. And, I'm confident in saying that as I'm leaving the University it is due to (your) efforts that I will leave not only as a better student, but as a better person. And, undoubtedly, as a Carolinian for life.

'Forever to thee.'

Chairman Warr thanked Mr. Mizzell and announced there was an additional matter that needed to

be considered in executive session. He asked for a motion to enter executive session for the receipt of legal advice.

Before the motion, Mr. Burroughs asked for a future discussion on establishing or not establishing a debt limit for the University. Mr. von Lehe voiced his support of such a topic and Chairman Warr indicated that could be done. Dr. Smith then made the motion to enter executive session for receipt of legal advice; Ms. Moody seconded the motion; the vote was taken and the motion passed.

Chairman Warr invited the following persons to remain: Trustees, President Pastides, Secretary Stone, Mr. Parham, Mr. Walton, Ms. Brunelli, Mr. Byrd, Ms. Doran, and Provost Amiridis.

Return to Open Session

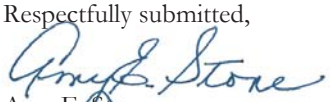
VI. Other Matters

There were no other matters to come before the committee.

VII. Adjournment

Since there were no other matters to come before the Executive Committee, Chairman Warr declared the meeting adjourned at 5:15 p.m.

Respectfully submitted,



Amy E. Stone
Secretary

Appendix H: Administrators and Faculty of the Program – *curriculum vitae*

Bethany S. Fralick

Curriculum Vitae

May 12, 2015

Education

2013 Ph.D., Mechanical Engineering, University of South Carolina
Dissertation: Three-dimensional evolution of mechanical percolation in nanocomposites with random microstructures
Advisor: Dr. Sarah C. Baxter

2009-2010 Purdue University**,** School of Engineering Education
Emphasis: Engineering design as hands on experiences; cognitive flexibility; research in how engineering is best taught, learned, and practiced.
Advisor: Dr. Robin S. Adams

2009 M.S., Mechanical Engineering, University of South Carolina
Thesis: An investigation of mechanical engineering experimental design processes
Advisor: Dr. Jed S. Lyons

2007 B.S., Engineering Management, Manufacturing Specialty, Miami University

Research Experience

University of South Carolina

2011-2013 Graduate Research Assistant, Department of Mechanical Engineering
NSF Funded Research
Micromechanics computer modeling focusing on nanocomposites mechanical percolation. Developed computer code and compiled data to draw significant conclusions with regards to low volume fraction nanocomposites.

2007-2008 Researcher/Data Analyst, Department of Mechanical Engineering
Compiled and analyzed data from K-12 student's perceptions of scientists and engineers. Presented findings at the 2008 American Society of Engineering Education Conference.

2008 Graduate Research Assistant/Participant, College of Education and Department of Mechanical Engineering, NSF-Research and Evaluation on Education in Science and Engineering Project. Investigated the research and teaching skill development of graduate students majoring in Science, Technology, Engineering, and Mathematics. Interviewed professors and students and compiled data from GK-12 students

2007 Participant Observer, Department of Mechanical Engineering
NSF-Course, Curriculum, and Laboratory Improvement (CCLI) Project, USC
Observed lecture and laboratory classes for cues and keywords from student interactions with peers and professor. Interviewed and conducted focus groups with students.

Purdue University

2009-2010 Graduate Research Assistant, School of Engineering Education, NSF Funded Research
Constructed, validated, and implemented interview protocols with regards to design thinking and how students, professors, and industry persons learn, retain, and apply knowledge.

Teaching Experience

University of South Carolina Aiken

2014-present Assistant Professor of Engineering, Department of Mathematical Sciences
ELCT 221 Electrical Circuits I
ENCP 101 Introduction of Engineering I
ENCP 102 Introduction of Engineering II
ENCP 200 Statics
ENCP 260 Mechanics of Solids
ENCP 290 Thermodynamic Fundamentals
ENCP 310 Dynamics

University of South Carolina

2014-present Adjunct Faculty, Summer, Department of Mechanical Engineering
EMCH 290 Thermodynamic Fundamentals
ECHE 310 Introduction to Chemical Engineering Thermodynamics

Sp 2012 Instructor, Manufacturing Processes, Department of Mechanical Engineering
Introduced manufacturing process understanding by creating lectures, assessments, and out of classroom experiences for a class of 44 fourth year students. Held office hours, graded all assessments, and provided review sessions for students.

Fa 2012 Guest Lecturer, Manufacturing Processes, University of South Carolina
Helped present three lecture topics through lecture and video demonstration.

2008-2009 Fellow, University of South Carolina and Blythewood Middle School
NSF-Graduate Teaching Fellows in K-12 Education
Enriched sixth grade students' learning of STEM concepts and applications though content knowledge. Created and presented unit based lessons with hands on activities two days a week to four classes. Focused on inquiry and student guided interaction.

Miami University

2005-2007 Teaching Assistant, Department of Mechanical and Manufacturing Engineering
Graded homework for two professors over the two academic years. Courses included Statics and Manufacturing Processes.

Service

2014-2015 Faculty Mentor, Magellan Scholar
Nano Copper/Polyester Composite: Synthesis, Structure, and Properties

Judge, 2015 CSRA Regional Engineering & Science Fair

Mentor, Introduce a Girl to Engineering day sponsored by SRNL and SWE

Publications

Fralick, B.S., Gatzke, E.P., & Baxter, S.C. Mechanics based percolation in nanocomposites. In preparation to be submitted to *Comp. Science Technology*, Dec 2012.

Bourn, R, Fralick, B.S., & Baxter, S.C. Probability Distribution of Elastic Moduli in Heterogeneous Media Due to Random Phase Configuration. Submitted to Probabilistic Engineering Mechanics, November 2011.

Fralick, B.S., Gatzke, E.P., & Baxter, S.C. (2012). Three-dimensional evolution of mechanical percolation in nanocomposites with random microstructures. *Prob. Eng. Mech.*, 30, 1-8.

Adams, R., & Fralick, B. (2010). *Work in Progress: Identifying Student Conceptions of Design Using a 6 Most and Least Important Assessment Tool.* Paper presented at the ASEE/IEEE Frontiers in Education Conference, Washington, D.C.

Fralick, B., & Lyons, J. (2010). *Student Attitudes Towards Designing Experiments.* Paper presented at the American Society of Engineering Education Annual Conference, Louisville, KY.

Fralick, B., Kearn, J., Thompson, S., & Lyons, J. (2009). How Middle Schoolers Draw Engineers and Scientists. *Journal of Science Education and Technology*, 18(1), 60-73.

Fralick, B. S. (2009). *An Investigation of Mechanical Engineering Experimental Design.* M.S., University of South Carolina, Columbia, SC. (AAT 1467345)

Lyons, J., Fralick, B., & Kearn, J. (2009). *A Survey of Middle-School Students' Attitudes Toward Engineers and Scientists.* Paper presented at the American Society of Engineering Education Annual Conference, Austin, TX.

Professional Presentations

"Revisiting Graphical Statics" Sarah C. Baxter, Ann Johnson, & Bethany S. Fralick, ASEE Annual Conference & Exposition, Seattle, WA, 14-17 June 2015.

“The Evolution of Mechanical Percolation in Nanocomposite with random periodic microstructures” Bethany S. Fralick & Sarah C. Baxter, Mechanics of Nano, Micro and Macro Composite Structures, Politecnico di Torino, 18-20 June 2012.

“Student Attitudes Towards Designing Experiments” Bethany S. Fralick & Jed S. Lyons, American Society of Engineering Education Annual Conference & Exposition, Louisville, 20-23 June 2010.

“How Middle Schoolers Draw Engineers and Scientists” Bethany S. Fralick & Jed S. Lyons, American Society of Engineering Education Annual Conference & Exposition, Pittsburgh, 22-25 June 2008.

Curriculum Vitae

Mohammad Q. Hailat

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1. Education

Ph.D. 1983 Mathematics, University of Michigan, Ann Arbor, Michigan
Dissertation Title**:** The Structure of Symmetry sets
Advisor**:** David J. Winter.

M.Sc. 1981 Industrial and Operations Engineering (IOE), University of Michigan Ann Arbor, Michigan.

M.Sc. 1978 Mathematics, University of Michigan, Ann Arbor, Michigan.

B.Sc. 1975 Mathematics, Jordan University, Amman, Jordan.

2. Professional Experience

2005-Present: Professor and Chair of Department of Mathematical Sciences, University of South Carolina Aiken, Aiken, SC 29803

2002-2005: Dean, College of Science and Arts, Jordan University of Science and Technology, Irbid, Jordan.

Member of the Council of Trustee of Jordan College for Science and Technology, Irbid, Jordan.

Adjunct Professor, New York Institute of Technology (NYIT), Jordan Branch, Amman, Jordan.

2000-2002: Chair, Mathematics and Statistics Department, Jordan University of Science and Technology, Irbid, Jordan.

1999-2005: Professor of Mathematics, Jordan University of Science and Technology, Irbid, Jordan.

1997-1999: Dean, College of Arts and Science,
Al Bayan University, Abu Dhabi, U.A.E.

Chairman of the Mass Communication Department,
Al Bayan University, Abu Dhabi, U.A.E.

Professor of Mathematics
Al Bayan University, Abu Dhabi, U.A.E.

1993-1997**:** Professor of Mathematics,
U.A.E University, Al Ain, U.A.E

1991 -1993**:** Chairman of the Mathematics Department,
Yarmouk University, Irbid, Jordan.

1988-1993**:** Associate Professor of Mathematics,
Yarmouk University, Irbid, Jordan.

1989-1990**:** Associate Professor of Mathematics
Kuwait University, Kuwait

1983-1988**:** Assistant Professor of Mathematics,
Yarmouk University, Irbid, Jordan.

1982 - 1983**:** Lecturer, Eastern Michigan University, Ypsilanti, Michigan, USA

1979 - 1983**:** Teaching Assistant, University of Michigan, Ann Arbor, Michigan, U.S.A

1975 - 1977**:** High School Teacher, Jordan.

3. Membership in Professional Organizations and Editorial Boards

- Member of the international advisory board of "Jordan Journal of Mathematics and statistics", Jordan since 2007.
- International editor for Journal of " Karya Asli lorekan Ahli Matematik (KALAM)", Universiti Malaysia Terengganu, Malaysia since June 2008.
- Associate Member of the International Center for Theoretical Physics,Triesta, Italy from January1, 1996 to December 31, 2001.
- Member of the board of the Jordan Mathematical Society.
- Member of the American Mathematical Society 1979 - 2006
- A reviewer for Math. Reviews since1986.

4. Academic Honors, Prizes and Scholarships

- Associate Member Award of the international Center for Theoretical Physics, Trieste, Italy, January 1, 1996- December31, 2001.
- Abdul Hammeed Showman Award for young Arab Scientist (1990).
- The German Academic Exchange Service (DAAD) grant, Summer1987 (University of Seigen).

- A Scholarship from Yarmouk University to obtain a Ph.D. degree in Mathematics from the University of Michigan (1979-1982).
- A Scholarship from the Ministry of Education (Jordan) to obtain a B.Sc. degree from Jordan University (1971- 1975).
- A letter of praise from the chairman of the doctoral committee at the University of Michigan for being the first in the Ph.D. qualifying exam (1979).
- A Royal prize (Jordan) and a medal for being the first in my graduating class in Jordan University (1975).

5. Research Experience

Root Systems and Lie algebras, Representation Theory, Operations Research, Combinatorics and Graph Theory.

6. Grants

- Mathematics Computer Based Teaching Lab and Statistical Consultation Lab (Team Leader with Mr. Refaei and A. Alawneh), a grant from the World Bank through Jordan Higher Education Development Project 2003-2005, ($ 210,000).
- Jordan University of Science and Technology (JUST) grant to attend the Conference of AMS joint meeting, Phoenix, AZ, January 7-10, 2004.
- JUST grant to attend the conference of: Toward Global Dimensions of Diversity, Exploring Issues and developing effective Strategies, Houston, TX, November 5-7, 2003.
- Tempus grant to attend the conference on higher education Co-operation and intercultural dialogue across the Mediterranean, Alexandria, Egypt, October 13-14, 2003.
- JUST grant to attend the International Conference on Foundations of Computational Mathematics (FOCM2), August 5-14, 2002, Minneapolis, MN.
- JUST and the University of Minnesota grants for a summer visit to the University of Minnesota, Minneapolis, Aug. 1 - 25, 2002 and Sept.1-23, 2001.
- Mathematics, Science and Technology Workshops for high school teachers, a project funded by Ministry of Education (2002), ($10,000).

- Curriculum Revision, Development of Computer based lectures for Calculus I at United Arab Emirates University (UAEU) (1996), ($5,000).
- Classification of Witt root systems, a project supported by (UAEU) grant No. 231 (1994), ($3000).
- Weak regular Symmetry sets, a project supported by a grant from Kuwait University No. SMO 71 (1990), ($3000).
- Classification of rank 2 root systems, a project supported by a grant from Yarmouk University (1989), ($1000).
- Special Jacobi sets, a project supported by a grant from The German Academic Exchange Service (DAAD), (1987), ($6000).
- Bounded and Unbounded Symmetry sets, a project supported by a grant from Yarmouk University (1985), ($ 1000).
- Several grants from the University of Michigan in support of my research during the period of (1978-1983).

7. Courses Taught at the University Level

● ***University of South Carolina Aiken, Aiken, SC*** *(2005- Present)*

108	Applied College Algebra	B.Sc. Level
142	Calculus II	B.Sc. Level
170	Finite Mathematics	B.Sc. Level
544	Linear Algebra	B.Sc. Level
546	Introduction to Algebraic Structures	B.Sc. Level

● ***Jordan University of Science and Technology, Jordan*** *(1997 – 2005)*

101	Calculus (I)	B.Sc. Level
102	Calculus (II)	B.Sc. Level
140	Linear Algebra (I)	B.Sc. Level
201	Intermediate Analysis	B.Sc. Level
203	Ordinary Differential Equations	B.Sc. Level
240	Linear Algebra (II)	B.Sc. Level
308	Complex analysis	B.Sc. Level
342	Abstract algebra (I)	B.Sc. Level
345	Number Theory	B.Sc. Level
383	Operations Research (For Computer Science Students)	B.Sc. Level
442	Abstract Algebra (II)	B.Sc. Level
635	Probability and Stochastic Processes (For Computer Science Master Program)	Master Level
641	Abstract Algebra (I)	Master Level

● ***Al Bayan University, U.A.E (****1997-1999)*

132	Calculus I	B.Sc. Level
133	Calculus II	B.Sc. Level
231	Discrete Mathematics	B.Sc. Level
234	Calculus III	B.Sc. Level
235	Introduction to Linear Algebra	B.Sc. Level
236	Ordinary Differential Equations	B.Sc. Level
335	Operations Research	B.Sc. Level

- ***U.A.E University, U.A.E (****1993-1997)*

105	Calculus (1)	B.Sc. Level
110	Calculus (2)	B.Sc. Level
140	Linear Algebra (1)	B.Sc. Level
245	Set Theory and Logic	B.Sc. Level
246	Number Theory	B.Sc. Level
341	Linear Algebra (2)	B.Sc. Level
344	Abstract Algebra (1)	B.Sc. Level
391	Seminar	B.Sc. Level
443	Abstract Algebra (2)	B.Sc. Level
491	Special Topics in Pure Mathematics	B.Sc. Level

- ***Yarmouk University, Irbid, Jordan*** *(1983-1988 and 1990-1993****)***

101	Calculus I	B.Sc. Level
102	Calculus II	B.Sc. Level
201	Intermediate Analysis	B.Sc. Level
203	Ordinary Diff. Equations I	B.Sc. Level
241	Linear Algebra I	B.Sc. Level
312	Complex Variables	B.Sc. Level
321	Combinatorial Mathematics (For Computer Science Students)	B.Sc. Level
341	Linear Algebra II	B.Sc. Level
342	Abstract Algebra I	B.Sc. Level
343	Number Theory	B.Sc. Level
381	Linear Programming & Game Theory	B.Sc. Level
383	Combinatorial Mathematics	B.Sc. Level
442	Abstract Algebra II	B.Sc. Level
463	Graph Theory	B.Sc. Level
541	Group Theory	Master Level
542	Field Theory	Master Level
594	Special Topics in Lie Algebras	Master Level

- ***Kuwait University, Kuwait*** *(1989/1990)*

101	Calculus I	B.Sc. Level
102	Calculus II.	B.Sc. Level
261	Abstract Algebra I.	B.Sc. Level
262	Abstract Algebra II.	B.Sc. Level

- ***University of Michigan*** *(1979 - 1983)*

112	Calculus for Economics	B.Sc. Level
115	Calculus I	B.Sc. Level
116	Calculus II	B.Sc. Level
117	Linear Algebra	B.Sc. Level

- ***Eastern Michigan University*** *(1982 -1983)*

104	Introduction to Algebra I	B.Sc. Level
105	Introduction to Algebra II	B.Sc. Level
118	Calculus I	B.Sc. Level
119	Calculus II	B.Sc. Level

- *I taught Mathematics for several summers during 1979-1982 at*

The **Culus** Programme which was offered by the University of Michigan for Minority students to upgrade their level in Mathematics the summers before their enrollment at the University of Michigan.

- *I taught two years at several high schools in Jordan (1975-1977).*

8. Courses Development and Teaching Methodology

- Helped in the contents and the teaching methods of the College Algebra, AMTH 108, using Ti-84 at USC Aiken (2005-present)
- Helped in the contents and teaching methods of the Calculus sequence using Maple at USC Aiken (2005-present)
- Developed and designed the Master Program in Mathematics at JUST (2002).
- Developed the contents and the teaching methods of the following Courses at UAE University (1993-1997): Linear Algebra (2), Abstract Algebra (1), Abstract Algebra (2), Set Theory and Logic, and Number Theory.
- Used Derive and Gyrographic programs in teaching Calculus at UAE University (1993-1997).
- Revised and developed the study plans and the course descriptions of the Mathematics Courses at Al Bayan University (1997-1999).
- Developed and designed the undergraduate Algebra courses at JUST (2001-2003).

- Developed and designed, with others, the Tempus Program entitled “Euro-Mediterranean Master program in Mathematics and Applications” (2003- Present).

9. Thesis Supervised at the Master Level

- Faten Sarhan “On the root systems of rank2”, Jordan University of Science and Technology, February 2004.
- Hussain Qudah “On the basis number of the Products of Graphs”, Jordan University of Science and Technology, February 2004.
- Asma Saleh “Clifford Algebras, Theory and Applications”, Jordan University of Science and Technology, May 2003.
- Ahmad Al-Omari “On the structure of Witt root systems”, Yarmouk University, May 1993.
- Mohammad Al-momani “Root systems over fields of positive characteristic”, Yarmouk University, August 1992.
- Ma’aref Al-Zoubi “On the basis number of Graphs”, Yarmouk University, May 1992.
- Mohammad Abu Tabanjeh “Symmetry sets and Classical Lie algebras”, Yarmouk University, March 1992.
- Sari Manna “Symmetry sets over fields of characteristic 11”, Yarmouk University, August 1989.
- Aminh Nussayr “On Matrix Norms”, Yarmouk University, May 1989.

10. Extra – Curricular Activities

- Attended several workshops at USC Aiken since 2005.
- Attending several meetings related to the general education requirements since 2005.
- Member of at least 50 defense exam committees for Master theses in Mathematics and in Math. Education at different universities in Jordan.
- Member of a doctoral defense exam committee at the mathematics department at Aleppo University, Syria (2002).

- Taught several mathematical courses at the higher colleges for the certification of teachers.
- Coordinator for all Mathematics for Teachers courses at UAE University for the academic year 1995/1996.
- Advisor for mathematics students at all levels since 1983.
- Giving lectures about science and mathematics at different places in Jordan, United Arab Emirates, Kuwait and Syria.
- Member of The Ministry of higher education committee for choosing the distinguish research paper in mathematics in Jordan for 2003.
- Giving a lecture on “Understanding Diversity in the Arab World” at the Race and Ethnic Studies Institute of Texas A & M University on Monday, Nov. 3, 2003.
- Judged mathematics contest at several high schools and universities in Jordan.
- Participated in all science days at JUST, Yarmouk University and the UAE University.
- Serving on the board of promoting teachers at Bani - Kananeh school system since 2002.
- Serving on the Council of Trustees of Jordan College of Science and Technology, Irbid, Jordan since 2002.

11. Sabbatical Leaves, Study Visits & Conferences

- The National Center for Academic Transformation Fourth Annual Redesign Alliance Conference, Orlando, Florida, March 28 – 30, 2010.
- Fall 2008 Provost’s Meeting, University of South Carolina, Columbia, SC, August 15, 2008.
- American Association of Colleges 2008 Annual meeting, Washington DC – January 23-26, 2008.
- Dual Enrollment Meeting, Columbia, SC, December 11, 2007.
- Central Savannah River Area Mathematics and Science Regional Center (CSRA MSRC) Educational Programs Focus Group Meeting, USC Aiken, Aiken, SC, December 6, 2007.

- 6th Annual Fall Institute for Academic Deans & Department Chairs, Hilton Head Island, SC, October 8-10, 2006.
- AMS joint meeting, Phoenix, AZ, January 7-10, 2004.

- Toward Global Dimensions of Diversity: Exploring Issues and developing Effective strategies, Houston, Texas, November 5-7, 2003.
- Tempus-Meda Conference on Higher Education Co-Operation and intercultural dialogue across the Mediterranean, Alexandria, Egypt, 13-14 October 2003
- A summer visit to the University of Minnesota, Aug. 1-Aug.25, 2002.
- International Conference on Foundations of Computational Mathematics (FOCM2), Aug. 5-14, 2002, Minneapolis; MN, USA.
- AMS Fall Meeting, Columbus, OH, Sep. 21-23, 2001.
- A Summer visit to the University of Minnesota, Minneapolis, Sept.1-Sept.23,2001
- The fourth Jordanian Mathematical Conference, Amman, Jordan, 24-26 August 1998.
- "Active learning in Mathematics", a workshop held in UAE University, Al- Ain, UAE, March 1 – March 7, 1996.
- A Summer visit to the University of Michigan, Ann Arbor, July 5- Aug. 10,1994
- The first Jordanian Mathematical Conference, Amman , Jordan, 2-4 September, 1992.
- Sabbatical leave from Yarmouk University to Kuwait University, 1989/1990.
- The first Mathematical Workshop held at Yarmouk University, March 1989.
- A summer visit to the University of Seigen, Germany, summer 1987.
- The International Conference of Mathematicians (ICM), Berkeley, U.S.A, August 1986.

12. Workshops

- Several professional workshops held at USC Aiken (2005 – Present)
- Workshop on preparations of exams, UAE University(December 19,1995)
- Workshop on the use of new technology in teaching organized by UNESCO (March 3-6, 1996).
- Workshop on improving teaching Methods (April, 1997).

13. Administration and Committee Service

● ***University of South Carolina Aiken*** *(2005- Present)*

- Chairman of Department of Mathematical Sciences
- Member of the Academic Council
- Member of the College of Science Council
- Member of the University Planning Committee
- Member of the University Interdisciplinary Studies Degree Program
- Member of the University General Education Review Committee
- Member of several department committees
- Member of several search committees
- Member of several ad-hoc committees

- ***Jordan University of Science and Technology*** *(1999-2005)*

Department Committees:

- Graduate Student Seminars Committee.
- Chairman of the Department (2000-2002)
- Qualifying Examination Committee for Master Students.
- Scholarship and Appointment Committee.
- Coordinator of Calculus I and Calculus II.
- Graduate Studies Committee.
- Hiring Committee
- Seminar Committee.
- Social Committee.

College Committees:

- Chairman, Council of the Faculty of Science & Arts.
- Chairman, Committee for Graduate Studies.
- Chairman, Curriculum planning committee.
- Chairman, Scholarships Committee.
- Chairman, Science & Research Committee.
- Chairman, Student Advisory Committee.

- Chairman, Promotion Committee.

University Committees:

- Member of the Dean's Council
- Member of the University Council
- Chairman of the Disciplinary Council for faculty members.
- Member of Degrees, Admissions, Standards, and Honors Committee
- Member of Hiring and Promotion Committee
- Member of Curriculum Committee
- Member of Graduate Policies Committee
- Member of Other Ad Hoc Committees

● ***Al Bayan University (1997-1999)***

- Dean of Arts and Sciences.
- Chairman of Mass Communication Department
- Member of the Dean's Council.
- Chairman of all Faculty of Arts and Sciences Committees.

● ***U.A.E University (1993-1997)***

- Research Committee (Department).
- Student advisory Committee (Department and College).
- Distinguish Students Committee (Department and College).
- Student Mathematical and Computer Society Advisor.
- General Supervisor for Teaching Calculus 1 and 2, 1995-1997

● ***Yarmouk University (1983-1993)***

Department Committees:

- Chairman of the Department (1991-1993)
- Graduate Studies Committee.
- Qualifying Examination Committee for Master Students.
- Scholarship and Appointment Committee.
- Seminar Committee.
- Social Committee.

College Committees:

- Member of the college of science council.
- Curriculum planning committee.
- Scholarship Committee.
- Graduate Studies Committee.
- Student Advisory Committee.
- Arabization Committee.

● ***Kuwait University (1989-1990)***

- Member of Research Committee.

14. Publications

● ***Papers***

1. M.Q. Hailat Unbounded Symmetry sets, J. of combinatorial Theory Series A, Vol .40, No. 2, Nov. (1985), 342-348.

2. M.Q Hailat, Bounded Summersets, J. of Algebra, Vol.98, No.2, Feb (1986), 425-469.

3. M.Q. Hailat, k-Root Systems, J.of Combinatorial Theory, series A, Vol. 40, No.1, Sept. (1986), 114-129.

4. M.Q. Hailat, GW-Root Systems, Communications in Algebra. 15(4), (1987), 679-693.

5. M.Q. Hailat, On the Construction of Jocobi Sets, Dirasat, Vol XIV, No 1, Jan. (1987), 35-42.

6. M.Q. Hailat, On the Structure of Jocobi Sets, J. of pure and Applied Algebra, 52(1988), 283-295.

7. M.Q. Hailat, Classification of Rank 2 GW- Root Systems, Linear and Multilinear Algebra, Volume 23, March (1988) 15-26.

8. M.Q. Hailat, GW-Root Systems Over fields of characteristics 7, Linear and Multilinear Algebra, Volume 23, Aug (1988), 193-205.

9. M.Q. Hailat, On the Isomorphism of Regular Symmetry sets, Algebras, Groups and Geometries, Volume 6, (1989), 113-133.

10. M.Q. Hailat, Lie Algebras and Root systems, First Yarmouk Mathematical Workshop, April (1989).

11. M.Q. Hailat, Weak regular Symmetry sets, Mathematica Joponica, 35, No. 4, (1990), 621-628.

12. M.Q. Hailat, Lie Algebras and Symmetry sets, Algebras, Groups and Geometries, 7, (1990), 301- 311.

13. M.Q. Hailat, Decomposition of Special Jocobi Sets, Fundamenta Mathematicae, 137, (1991), 43-50.

14. M.Q. Hailat, Root Systems of Type S (n, p, 2, 2), Linear and Multilinear Algebra, Volume 31 No.1-4 (1992), 1-17.

15. M.Q. Hailat, On the Classification of Ranks 2 and 3 k-root systems, Abhath Al-Yarmouk "Pure Science and Engineering Series", Volume 1, (1992), 9-19.

16. M.Q. Hailat, Classification of S (n, p, 2, 2) Root systems, Linear and Multilinear Algebra, Volume 33, (1993), 217-231.

17. M.Q. Hailat, and M. Al Zoubi, The Basis Number of the Composition of Graphs, Istanbul Univ. Fen Fak-Mat, 53 (1994), 43-60.

18. M.Q. Hailat, On the Classification of Witt Root systems, Linear and Multilinear Algebra, Vol. 42, (1997), 61-71.

19. M.A. Refai, M.Q. Hailat, and S. Obiedat, Graded Radicals and Graded Prime Spectra, Far East J. Math. Sci. (FJMS), Special Volume (2000), Part I, (Geometry and Topology), 59-73.

20. M.Q. Hailat, Computational Aspects of Root Systems, Hadronic journal 28, 243-258 (2005)

21. M.Q. Hailat and F.M. Sarhan, On Rank 2 Red Root Systems, Algebras Groups and Geometries 23, 425-454 (2006)

22. M.Q. Hailat, Rank 2 Red Rootsystems over Fields of Low Characteristics, Algebras Groups and Geometries 24, 455-484 (2007)

23. M. Q. Hailat, On a Generalization of the Friendship Theorem, Accepted for publication in Discussiones Mathematicae Graph Theory.

24. M. Q. Hailat, On The Structure of Irregular Graphs, In preperation.

- ***Abstracts:***

1. M.Q. Hailat, Unbounded Jacobi Sets, Abstracts of the Am. Math. Society, Volume 7, No 3, June (1986), pp. 252.

2. M.Q. Hailat, Symmetry sets, Abstracts of the Am. Math. Society, Volume 7, No 2, March (1986), pp.226.

3. M.Q. Hailat, Classification of Rank 2 GW-Root systems, Abstracts of International congress of Mathematicians Berkeley, Calif, U.S.A, August 3-11 (1986),pp.47.

4. M.Q. Hailat, Jocobi Sets, Abstracts of the Am. Math. Society, Vol.8, No.2(1987)/ pp.262.

● ***Books:***

1. M.Q. Hailat and Others, Linear Algebra, Published by Al-Quds Open University, Amman (1995).

2. M.Q. Hailat and Others, Mathematics for Teachers, Vol. 1, Published by Al - Falah Publisher, Amman (1996).

3. M.Q. Hailat and others, Mathematics for Teachers, Vol.2, Published by Al - Falah Publisher, Amman (1997).

15. Papers Under Preparation

1. M.Q. Hailat, The Classification of rank 3 GW-root systems.

2. M.Q. Hailat, On sets of roots associated with infinite dimensional Lie algebras.

3. M.Q. Hailat and M.Refai, On the uniqueness of the decomposition of Witt root systems.

4. M.Q. Hailat, On the Automorphism Group of a Witt root system.

16. Future Research Projects

1. Classifications of Symmetry sets and their applications to Lie algebras over fields of small characteristics.
2. Root systems and Graph Theory.
3. Root systems and Representation Theory.

17. References

1. Professor Suzanne Ozment
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. 4. Professor Dr. Sultan Abu-Orabi
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5. Professor Mahmoud Yousef
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University of Central Missouri
Warrensburg, MO 64093
Tel: (660)543-8892
yousef@ucmo.edu

I hereby declare that the information provided in this C.V. is true complete and correct to the best of my knowledge and belief.

Signature:……. **Date: June, 2012**

Appendix I: USC Aiken's Consortia Agreement – PASCAL

PASCAL

SHARED ACCESS.
UNLIMITED KNOWLEDGE.

June 6, 2007

Dear Jane,

We are looking forward to working with you and your staff to make PASCAL Delivers a great success, and an asset to the end users in your academic community.

Attached please find a copy of the PASCAL Delivers Memorandum of Understanding. The document represents the version reviewed at the December 2006 general meeting and subsequently approved by the Board of Directors. As was discussed at the May meeting, we are sending it to libraries that are in various phases of implementation and training. Going forward, we will request signatures from library directors as we begin PASCAL Delivers implementation for a library.

Please sign both copies, return one copy to the PASCAL Office and retain one for your files. Don't hesitate to contact me if you have any questions.

Sincerely,

Rick Moul

--
Richard H. Moul
PASCAL Executive Director
(803) 734-0910
rmoul@pascalsc.org
http://pascalsc.org
SHARED ACCESS. UNLIMITED KNOWLEDGE

PASCAL

SHARED ACCESS.
UNLIMITED KNOWLEDGE.

PASCAL Delivers
Memorandum of Understanding

Preface: This document serves as a service-level agreement, to be read and signed by participants in the PASCAL Delivers universal borrowing service. This agreement will be revised and renewed by the Universal Borrowing Committee members on an annual basis.

Statement of Purpose: One of PASCAL's paramount objectives is to provide students and faculty of South Carolina's institutions of higher education with universal, cost-effective, and easy access to the academic library collections in South Carolina.

PASCAL Responsibilities

PASCAL staff, including but not limited to the Executive Director, the Academic Resources Coordinator, and the Technical Programs Coordinator, is responsible for the operation of the PASCAL Delivers program.

- Maintains and trains participating libraries on system hardware, software, and enhancements for the universal borrowing program.
- Serves as system administrator for central Innovative server and Direct Consortial Borrowing (DCB) server.
- Oversees delivery system to monitor and facilitate fulfillment of service-level agreements with the delivery service provider and among member institutions.
- Serves as a clearinghouse for library and delivery routines, questions, and suggestions.
- Collects statistics and gives members an annual report reflecting system activity and health.

The Universal Borrowing Committee, which reports to and is under the oversight of the PASCAL Executive Board, is responsible for establishing policies and means for supporting efficient delivery of materials among participating libraries.

- Develops and maintains state-level policies and procedures (see Appendix A).

Participant Responsibilities

Member libraries are responsible for providing materials according to the agreed-upon policies and procedures.

- Provide at the participant's expense those resources not covered by PASCAL which are deemed necessary to participate in the universal borrowing program; e.g. staff, system hardware and software support, library instruction, SSL certificate. Expenses can vary by ILS vendor; contact PASCAL for details.
- Provide bibliographic and holdings records for inclusion in the INN-Reach catalog.
- Maintain bibliographic, holdings, and patron records to agreed-upon consortium standards.
- Each member shall participate in online direct patron borrowing by authorized patrons.
- Each member shall participate in physical lending of material.
- Each member-institution shall designate a Facility Administrator who will coordinate delivery and pickup with the courier and the Program Administrator. Each member-institution shall have at least one person responsible for monitoring the PASCAL Delivers discussion list, which is the primary means of communication for matters which concern all members of the program.
- Communicate problems or complaints to PASCAL staff and/or Universal Borrowing Committee members to facilitate resolution.
- Use of the delivery service shall be limited to library material only.

Appendix A
Policies and Procedures
November 10, 2006

To be used for 2007, the inaugural year of PASCAL Delivers:

1. All meaningful bibliographic records from participating libraries will be loaded, even if some items will not circulate via PASCAL Delivers.
2. E-journal link s (856 field of the MARC record) will be included and will display in the universal catalog.
3. We have built in the flexibility to loan different types of items – with varying loan periods for each – but only books will circulate at this time. The Committee must agree to add other item types.
4. The union catalog will have request limits based on eligible patron types. These are currently set at 25 requests for all patron types.
5. Faculty members, staff members, full-time and part-time students may use PASCAL Delivers, but Community/Other users may not.
6. At this time, the loan period for books is 6 weeks with no renewal. The actual check-out time for the library is 7 weeks, to allow for transit time.
7. The authorization information will be patron name and the ID number used by each library.
8. During 2007, lending libraries will be randomly selected by the system (that is, system-balanced). Statistics will be examined to determine if additional load-balancing factors should be considered.
9. Member-institutions have two (2) business days to respond to incoming borrower requests.

Jane H Inter
Library Director

6/13/07
Date

USC Aiken
Institution

Executive Director-PASCAL

June 6, 2007
Date

Endorsed by the PASCAL Executive Board January 2007

Appendix J: Campus Map

UNIVERSITY OF SOUTH CAROLINA AIKEN

Building Guide

Robert E. Penland Administration Building
- Academic Success Center
- Admissions
- Business Services
- Career Services
- Economic Development Partnership
- Financial Aid
- Graduate Office
- Human Resources
- Math Lab
- Records

Roberto Hernandez Baseball Stadium

Business & Education (B&E)
- Computer Services Help Desk
- Conference Center
- Continuing Education
- Counseling Center
- Disability Services
- School of Business Administration
- School of Education
- Small Business Development Center (SBDC)
- Wellness Center * (entrance to side of B&E building)

Children's Center

Pacer Commons

Pacer Crossings
- Housing

Pacer Downs
- The Market
- University Police**

Convocation Center
- Athletics
- Global Spectrum

Etherredge Center
- Main Theater
- O'Connell Theatre

Humanities & Social Sciences (H&SS)
- College of Humanities & Social Sciences
- Institutional Effectiveness
- Language Learning Lab
- The Station
- Writing Room

Gregg-Graniteville Library

Natatorium** (Entrance at rear of SAC building, facing lot A)

Alan Miller Nursing Building
- School of Nursing

Pickens-Salley House
- Advancement
- Alumni Relations
- Chancellor's Office
- Marketing

Ruth Patrick Science Education Center (RPSEC)
- Center for Teaching Excellence
- DuPont Planetarium

SeniorNet Lab

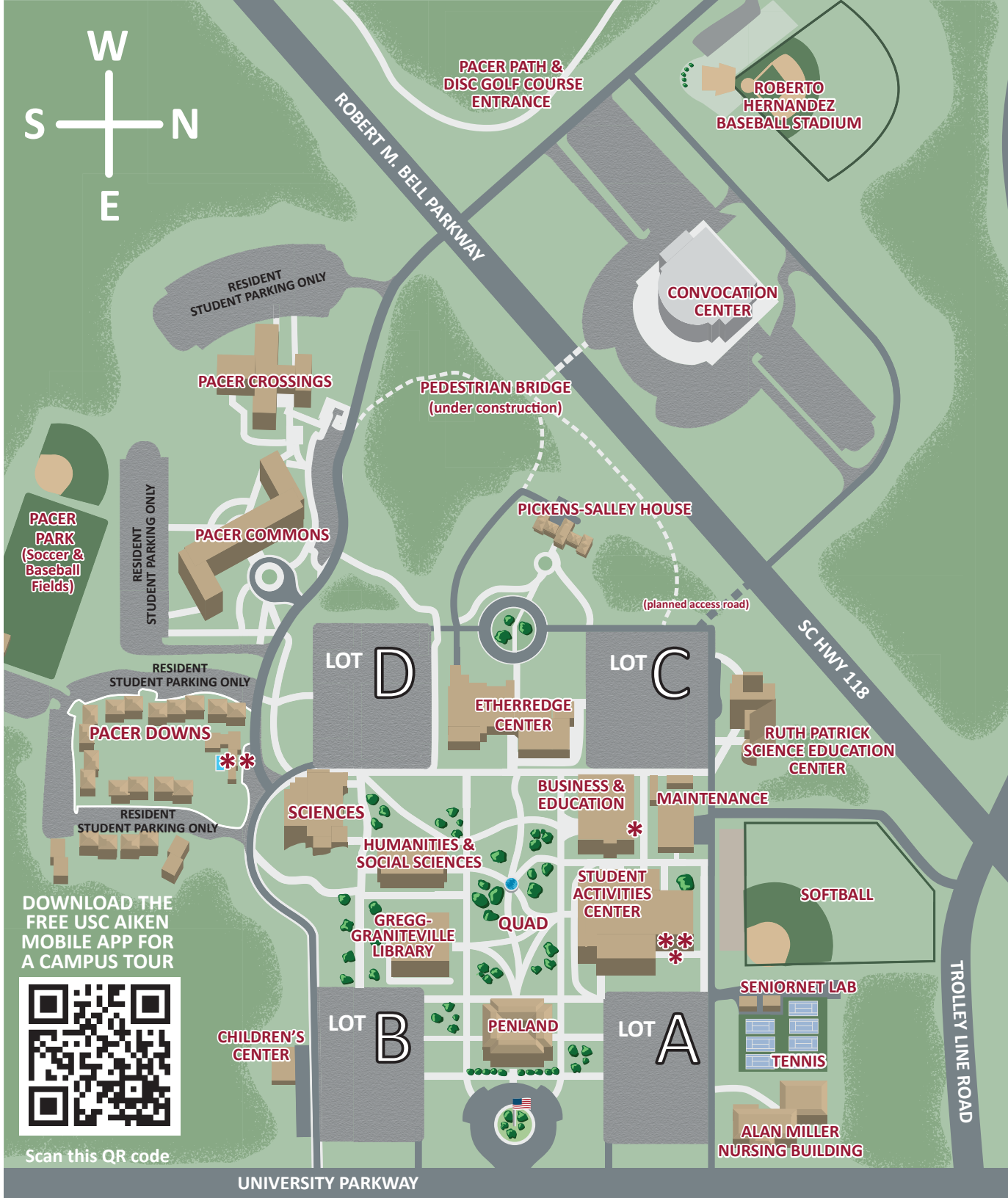
Softball Field

Student Activities Center (SAC)
- Bookstore
- SAC Cafe
- Student Health Center
- Student Life & Services

Sciences
- Academic Affairs
- College of Sciences

Supply and Maintenance
- Copy Center
- Environmental Services
- Mailroom
- Operations
- Purchasing

471 University Parkway
Aiken, South Carolina, 29801
803.648.6851
HTTP://WEB.USCA.EDU



Appendix K: Program Participation Agreement

FEDERAL STUDENT AID START HERE. GO FURTHER.

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL

PROGRAM PARTICIPATION AGREEMENT

Effective Date of Approval:	The date on which this Agreement is signed on behalf of the Secretary of Education
Approval Expiration Date:	**September 30, 2016**
Reapplication Date:	**June 30, 2016**

Name of Institution: **University of South Carolina - Aiken**

Address of Institution: **471 University Parkway**
Aiken, SC 29801-6399

OPE ID Number: **00344900**
DUNS Number: **066492083**
Taxpayer Identification Number (TIN): **576001153**

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM,** 20 U.S.C. §§ 1070a *et seq.*; 34 C.F.R. Part 690.
- **FEDERAL FAMILY EDUCATION LOAN PROGRAM,** 20 U.S.C. §§ 1071 *et seq.*; 34 C.F.R. Part 682.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM,** 20 U.S.C. §§ 1087a *et seq.*; 34 C.F.R. Part 685.
- **FEDERAL PERKINS LOAN PROGRAM,** 20 U.S.C. §§ 1087aa *et seq.*; 34 C.F.R. Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM,** 20 U.S.C. §§ 1070b *et seq.*; 34 C.F.R. Part 676.
- **FEDERAL WORK-STUDY PROGRAM,** 42 U.S.C. §§ 2751 *et seq.*; 34 C.F.R. Part 675.
- **ACADEMIC COMPETITIVENESS GRANT AND NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT PROGRAMS,** 20 U.S.C. §§ 1070a-1 *et seq.*; 34 C.F.R. Part 691.
- **TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUATION GRANT PROGRAM,** 20 U.S.C. §§ 1070g *et seq.*; 34 C.F.R. Part 686.
- **IRAQ AND AFGHANISTAN SERVICE GRANT,** 20 U.S.C. §§ 1070d *et seq.*

GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 C.F.R. Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 C.F.R. Part 668.
   The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.

2. a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
   b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

3. The Institution agrees to comply with --
   a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 C.F.R. Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);
   b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 C.F.R. Part 106 (barring discrimination on the basis of sex);
   c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 C.F.R. Part 99;
   d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 C.F.R. Part 104 (barring discrimination on the basis of physical handicap); and
   e. The Age Discrimination Act of 1975 and the implementing regulations, 34 C.F.R. Part 110.
   f. The Standards for Safeguarding Customer Information, 16 C.F.R. Part 314, issued by the Federal

Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 C.F.R. 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.

4. The Institution acknowledges that 34 C.F.R. Parts 602 and 667 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The Institution agrees that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.
5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.

SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 C.F.R. PART 668.14

An institution's program participation agreement applies to each branch campus and other location of the institution that meets the applicable requirements of this part unless otherwise specified by the Secretary.

(b) By entering into a program participation agreement, an institution agrees that--

(1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;

(2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's immediate Title IV, HEA program needs;

(3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;

(4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution to--

(i) The Secretary;

(ii) A guaranty agency, as defined in 34 CFR part 682, that guarantees loans made under the Federal Stafford Loan and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;

(iii) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;

(iv) The State agency that legally authorizes the institution and any branch campus or other location of the institution to provide postsecondary education; and

(v) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;

(5) It will comply with the provisions of § 668.15 relating to factors of financial responsibility;

(6) It will comply with the provisions of § 668.16 relating to standards of administrative capability;

(7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans made to the institution's students under that program at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;

(8) It will not provide any statement to any student or certification to any lender in the case of an FFEL Program loan, or origination record to the Secretary in the case of a Direct Loan Program loan that qualifies the student or parent for a loan or loans in excess of the amount that the student or parent is eligible to borrow in accordance with sections 425(a), 428(a)(2), 428(b)(1)(A) and (B), 428B, 428H and 455(a) of the HEA;

(9) It will comply with the requirements of Subpart D of this part concerning institutional and financial assistance information for students and prospective students;

(10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment--

(i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and

(ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;

(11) In the case of an institution participating in the FFEL Program, the institution will inform all eligible borrowers, as defined in 34 CFR part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source for further information concerning State grant assistance from that State;

(12) It will provide the certifications described in paragraph (c) of this section;

(13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;

(14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;

(15) (i) Except as provided under paragraph (b)(15)(ii) of this section, the institution will use a default management plan approved by the Secretary with regard to its administration of the FFEL or Direct Loan programs, or both for at least the first two years of its participation in those programs, if the institution --

(A) Is participating in the FFEL or Direct Loan programs for the first time; or

(B) Is an institution that has undergone a change of ownership that results in a change in control and is participating in the FFEL or Direct Loan programs.

(ii) The institution does not have to use an approved default management plan if --

(A) The institution, including its main campus and any branch campus, does not have a cohort default rate in excess of 10 percent; and

(B) The owner of the institution does not own and has not owned any other institution that had a cohort default rate in excess of 10 percent while that owner owned the institution.

(16) For a proprietary institution, the institution will derive at least 10 percent of its revenues for each fiscal year from sources other than Title IV, HEA program funds, as provided in § 668.28(a) and (b), or be subject to sanctions described in § 668.28(c);

(17) The Secretary, guaranty agencies and lenders as defined in 34 CFR part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State agencies recognized under 34 CFR part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;

(18) It will not knowingly --

(i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those programs, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or

(iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--

(A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or

(B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;

(20) In the case of an institution that is co-educational and has an intercollegiate athletic program, it will comply with the provisions of § 668.48;

(21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;

(22)(i) It will not provide any commission, bonus, or other incentive payment based directly or indirectly upon success in securing enrollments or financial aid to any person or entity engaged in any student recruiting or admission activities or in making decisions regarding the awarding of Title IV, HEA program funds, except that this limitation does not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Title IV, HEA program funds.

(ii) Activities and arrangements that an institution may carry out without violating the provisions of (b)(22)(i) of this section include, but are not limited to:

(A) The payment of fixed compensation, such as a fixed annual salary or a fixed hourly wage, as long as that compensation is not adjusted up or down more than twice during any twelve month period, and any adjustment is not based solely on the number of students recruited, admitted, enrolled, or awarded financial aid. For this purpose, an increase in fixed compensation resulting from a cost of living increase that is paid to all or substantially all full-time employees is not considered an adjustment.

(B) Compensation to recruiters based upon their recruitment of students who enroll only in programs that are not eligible for Title IV, HEA program funds.

(C) Compensation to recruiters who arrange contracts between the institution and an employer under which the employer's employees enroll in the institution, and the employer pays, directly or by reimbursement, 50 percent or more of the tuition and fees charged to its employees; provided that the compensation is not based upon the number of employees who enroll in the institution, or the revenue they generate, and the recruiters have no contact with the employees.

(D) Compensation paid as part of a profit-sharing or bonus plan, as long as those payments are substantially the same amount or the same percentage of salary or wages, and made to all or substantially all of the institution's full-time professional and administrative staff. Such payments can be limited to all, or substantially all of the full-time employees at one or more organizational level at the institution, except

that an organizational level may not consist predominantly of recruiters, admissions staff, or financial aid staff.

(E) Compensation that is based upon students successfully completing their educational programs, or one academic year of their educational programs, whichever is shorter. For this purpose, successful completion of an academic year means that the student has earned at least 24 semester or trimester credit hours or 36 quarter credit hours, or has successfully completed at least 900 clock hours of instruction at the institution.

(F) Compensation paid to employees who perform clerical "pre-enrollment" activities, such as answering telephone calls, referring inquiries, or distributing institutional materials.

(G) Compensation to managerial or supervisory employees who do not directly manage or supervise employees who are directly involved in recruiting or admissions activities, or the awarding of Title IV, HEA program funds.

(H) The awarding of token gifts to the institution's students or alumni, provided that the gifts are not in the form of money, no more than one gift is provided annually to an individual, and the cost of the gift is not more than $100.

(I) Profit distributions proportionately based upon an individual's ownership interest in the institution.

(J) Compensation paid for Internet-based recruitment and admission activities that provide information about the institution to prospective students, refer prospective students to the institution, or permit prospective students to apply for admission on-line.

(K) Payments to third parties, including tuition sharing arrangements, that deliver various services to the institution, provided that none of the services involve recruiting or admission activities, or the awarding of Title IV, HEA program funds.

(L) Payments to third parties, including tuition sharing arrangements, that deliver various services to the institution, even if one of the services involves recruiting or admission activities or the awarding of Title IV, HEA program funds, provided that the individuals performing the recruitment or admission activities, or the awarding of Title IV, HEA program funds, are not compensated in a manner that would be impermissible under paragraph (b)(22) of this section.

(23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary and nationally recognized accrediting agencies;

(24) It will comply with the requirements of § 668.22;

(25) It is liable for all--

(i) Improperly spent or unspent funds received under the Title IV, HEA programs, including any funds administered by a third-party servicer; and

(ii) Returns any title IV, HEA program funds that the institution or its servicer may be required to make;

(26) If the stated objectives of an educational program of the institution are to prepare a student for gainful employment in a recognized occupation, the institution will--

(i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The Secretary considers the relationship to be reasonable if the number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the program is offered, if the State has established such a requirement, or as established by any Federal agency; and

(ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student.

(27) In the case of an institution participating in a Title IV, HEA loan program, the institution --

(i) Will develop, publish, administer, and enforce a code of conduct with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs in accordance with 34 CFR 601.21; and

(ii) Must inform its officers, employees, and agents with responsibilities with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs annually of the provisions of the code

required under paragraph (b)(27) of this section;

(28) For any year in which the institution has a preferred lender arrangement (as defined in 34 CFR 601.2(b)), it will at least annually compile, maintain, and make available for students attending the institution, and the families of such students, a list in print or other medium, of the specific lenders for loans made, insured, or guaranteed under Title IV, of the HEA or private education loans that the institution recommends, promotes, or endorses in accordance with such preferred lender arrangement. In making such a list, the institution must comply with the requirements in 34 CFR 682.212(h) and 34 CFR 601.10;

(29) (i) It will, upon the request of an enrolled or admitted student who is an applicant for a private education loan (as defined in 34 CFR part 601.2(b)), provide to the applicant the self-certification form required under 34 CFR 601.11(d) and the information required to complete the form, to the extent the institution possesses such information, including --

(A) The applicant's cost of attendance at the institution, as determined by the institution under part F of Title IV, of the HEA;

(B) The applicant's estimated financial assistance, including amounts of financial assistance used to replace the expected family contribution as determined by the institution in accordance with Title IV, for students who have completed the Free Application for Federal Student Aid; and

(C) The difference between the amounts under paragraphs (b)(29)(i)(A) and (29)(i)(B) of this section, as applicable.

(ii) It will, upon the request of the applicant, discuss with the applicant the availability of Federal, State, and institutional student financial aid;

(30) The institution --

(i) Has developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network, without unduly interfering with educational and research use of the network, that include --

(A) The use of one or more technology-based deterrents;

(B) Mechanisms for educating and informing its community about appropriate versus inappropriate use of copyrighted material, including that described in § 668.43(a)(10);

(C) Procedures for handling unauthorized distribution of copyrighted material, including disciplinary procedures; and

(D) Procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials by users of the institution's network using relevant assessment criteria. No particular technology measures are favored or required for inclusion in an institution's plans, and each institution retains the authority to determine what its particular plans for compliance with paragraph (b)(30) of this section will be, including those that prohibit content monitoring; and

(ii) Will, in consultation with the chief technology officer or other designated officer of the institution--

(A) Periodically review the legal alternatives for downloading or otherwise acquiring copyrighted material;

(B) Make available the results of the review in paragraph (b)(30)(ii)(A) of this section to its students through a Web site or other means; and

(C) To the extent practicable, offer legal alternatives for downloading or otherwise acquiring copyrighted material, as determined by the institution; and

(31) The institution will submit a teach-out plan to its accrediting agency in compliance with 34 CFR 602.24(c), and the standards of the institution's accrediting agency upon the occurrence of any of the following events:

(i) The Secretary initiates the limitation, suspension, or termination of the participation of an institution in any Title IV, HEA program under 34 CFR 600.41 or subpart G of this part or initiates an emergency action under § 668.83.

(ii) The institution's accrediting agency acts to withdraw, terminate, or suspend the accreditation or

preaccreditation of the institution.

(iii) The institution's State licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program.

(iv) The institution intends to close a location that provides 100 percent of at least one program.

(v) The institution otherwise intends to cease operations.

(c) In order to participate in any Title IV, HEA program (other than the LEAP and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2)(i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of § 668.47 as required by section 485(f) of the HEA.

(d)(1) The institution, if located in a State to which section 4(b) of the National Voter Registration Act (42 U.S.C. 1973gg-2(b)) does not apply, will make a good faith effort to distribute a mail voter registration form, requested and received from the State, to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make those forms widely available to students at the institution.

(2) The institution must request the forms from the State 120 days prior to the deadline for registering to vote within the State. If an institution has not received a sufficient quantity of forms to fulfill this section from the State within 60 days prior to the deadline for registering to vote in the State, the institution is not liable for not meeting the requirements of this section during that election year.

(3) This paragraph applies to elections as defined in Section 301(1) of the Federal Election Campaign Act of 1971 (2 U.S.C. 431(1)), and includes the election for Governor or other chief executive within such State.

(e)(1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.

(2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.

(f)(1) Except as provided in paragraphs (g) and (h) of this section, the Secretary terminates a program participation agreement through the proceedings in subpart G of this part.

(2) An institution may terminate a program participation agreement.

(3) If the Secretary or the institution terminates a program participation agreement under paragraph (f) of this section, the Secretary establishes the termination date.

(g) An institution's program participation agreement automatically expires on the date that--

(l) The institution changes ownership that results in a change in control as determined by the Secretary under 34 CFR part 600; or

(2) The institution's participation ends under the provisions of § 668.26(a)(1), (2), (4), or (7).

(h) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by 20 U.S.C. §§ 1087a *et seq.* (Part C) and 34 C.F.R. Part 685.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the Institution that will:

   Identify eligible students who seek student financial assistance in accordance with Section 484 of the Higher Education Act of 1965, as amended (the HEA).

   Estimate the need of students as required under Title IV, Part F of the HEA.

   Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the Institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

   Establish a schedule for disbursement of loan proceeds to meet the requirements of Section 428G of the HEA.

   Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, any new information pertaining to the status of student borrowers of which the Institution becomes aware after the student leaves the Institution, and 2) the utilization of Federal funds under Title IV, Part D of the HEA at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.

3. Provide that students at the Institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such Institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Title IV, Part B and Part D of the HEA for the same period of enrollment.

4. Provide for the implementation of a quality assurance system, as established by the Secretary and developed in consultation with Institutions of higher education, to ensure that the Institution is complying with program requirements and meeting program objectives.

5. Provide that the Institution will not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Title IV, Part D of the HEA.

6. Provide that the Institution will originate loans to eligible students and parents in accordance with the requirements of Title IV, Part D of the HEA and use funds advanced to it solely for that purpose (Option 2 only).

7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary (Options 2 and 1 only).

8. Comply with other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Title IV, Part D of the HEA.

9. Accept responsibility and financial liability stemming from its failure to perform its functions under

this Program Participation Agreement.

CERTIFICATIONS REQUIRED FROM INSTITUTIONS

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with the certification requirements under 34 C.F.R. Part 82, "New Restrictions on Lobbying," 34 C.F.R Part 84, "Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)," 34 C.F.R. Part 85, "Governmentwide Debarment and Suspension (Nonprocurement)," and 34 C.F.R. Part 86, "Drug and Alcohol Abuse Prevention." Breach of any of these certifications constitutes a breach of this Agreement.

PART 1 CERTIFICATION REGARDING LOBBYING; DRUG-FREE WORKPLACE; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG AND ALCOHOL ABUSE PREVENTION

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 C.F.R. Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 C.F.R. Part 82, Sections 82.105, and 82.110, the undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

2a. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart B, for grantees, as defined at 34 C.F.R. Part 84, Sections 84.200 through 84.230 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a drug-free workplace statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The Institution's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement, and

(2) Notify the employer in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace no more than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

2b. Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart C, for recipients who are individuals, as defined at 34 C.F.R. Part 84, Section 84.300 -

1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity related to the award; and
2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any award activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant.

3. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 C.F.R. Part 85, for prospective participants in primary covered transactions as defined at 34 C.F.R. Part 85, Sections 85.105 and 85.110, the Institution certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public or private agreement or transaction; violation of Federal or State antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification

or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects their present responsibility.

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

4. Drug and Alcohol Abuse Prevention

As required by the Drug-Free Schools and Communities Act Amendments of 1989, which added section 1213 to the Higher Education Act, and implemented at 34 C.F.R. Part 86, the undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
    - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
    - A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
    - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
    - A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
    - A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

2. A biennial review by the Institution of its program to:
    - Determine its effectiveness and implement changes to the program if they are needed.
    - Ensure that its disciplinary sanctions are consistently enforced.

PART 2 CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS

The Institution is to obtain the signatures of Lower Tier Contractors on reproduced copies of the certification below, and retain the signed certification(s) in the Institution's files.

CERTIFICATION BY LOWER TIER CONTRACTOR (Before Completing Certification, Read Instructions for This Part 3, below)
(1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal

Department or Agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Lower Tier Organization	PR/Award Number or Project Name
Name of Authorized Representative	Title of Authorized Representative
Signature of Authorized Representative	Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended,

debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

NOTE: A completed copy of the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's
Chief Executive Officer: _____ Date: _____

Print Name and Title: _____

_____

For the Secretary: _____ Date: _____
U.S. Department of Education