

The University of South Carolina 2020-2021 Policies Bulletin

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POLICIES AND REGULATIONS

Here you will find helpful information concerning the University of South Carolina System, links to sites addressing fees, financial aid, scholarships and other important resources. Please note that both undergraduate and graduate policies and regulations are found here.

THE UNIVERSITY

UofSC System Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The primary mission of the University of South Carolina System is the education of the state's diverse citizens through teaching, research, creative activity, and community engagement. This public university system serves students from its flagship Columbia campus, three comprehensive universities (Aiken, Beaufort, and Upstate), and four regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina System offers degree programs at the associate's, bachelor's, master's, and doctoral levels. Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work.

With a flagship campus recognized by the Carnegie Foundation as a top research and community engaged institution and nationally ranked in start-up businesses, and an eight-campus system that confers nearly 40% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the university has a profound relevance, reach, and impact on the people of the state. The University of South Carolina System provides all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, service, and artistic creation.

UofSC Columbia Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. Among America's oldest and most comprehensive public universities, the University of South Carolina Columbia is the major research institution of the university system and its largest campus. At the heart of its mission lies the university's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life.

The University of South Carolina Columbia serves a diverse population of students with widely varying backgrounds, career goals, and levels of aspiration. The university offers over 320 degrees at the bachelor's, master's, doctoral, and professional program levels, affording students the most comprehensive array of educational programs in the state. Opportunities for personal and career development are provided to the citizens of South Carolina through outreach and continuing education activities. The university provides additional opportunities for associate degrees through Fort Jackson and through the oversight of regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work. The depth and breadth of its graduate programs distinguishes the University of South Carolina Columbia from all other institutions of higher learning in South Carolina.

Recognized by the Carnegie Foundation as a top research and community engaged institution, nationally ranked in start-up businesses, and conferring over 30% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the university has a profound relevance, reach, and impact on the people of the state. As the flagship institution of the university system, the University of South Carolina Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation.

History

Chartered in 1801 as South Carolina College, the University of South Carolina was the first state university to be supported continuously by annual state appropriations. In the years before the Civil War, it rapidly achieved a reputation for academic excellence in the classical tradition and was known as one of the best endowed and most distinguished colleges in the United States. Its faculty included Francis Lieber, editor of the *Encyclopaedia Americana* and author of *On Civil Liberty and Self-Government*; the nationally known scientists John and Joseph LeConte; and chemist William Ellet, who produced some of the first daguerreotypes in the United States. By the 1830s, distinguished alumni virtually filled the state's General Assembly. James H. Hammond and Wade Hampton were the most prominent of a parade of future governors, senators, judges, and generals who graduated during the antebellum period.

The pre-Civil War campus included Longstreet Theatre and all the buildings in the area known today as the Horseshoe (with the exception of McKissick Museum). When the voluntary enlistment of all students into the Army of the Confederacy forced the college to close in June 1862, the buildings were used by the Confederate government as a hospital. By the time General Sherman's army reached Columbia in February 1865, the hospital housed wounded Union soldiers as well. A fire soon started that destroyed most of the city, but federal troops helped save the campus buildings from the flames.

After reopening in 1865, the institution went through six reorganizations and name changes during the last decades of the 19th century, while legislators, administrators, and faculties reassessed the institution's goals and struggled to define its mission. Finally in 1906, at the beginning of its second century, it was rechartered for the third, and last, time as the University of South Carolina, with a graduate school.

In sharp contrast to the South Carolina College's antebellum, elitist philosophy, President William Davis Melton in 1925 expressed a far-reaching principle that had emerged in the first quarter of the century. "Education is not a special privilege to be enjoyed by a special few." Thus, in its final reorganization, the University of South Carolina developed this institutional objective: to furnish both liberal and professional education to the people of South Carolina.

Efforts to achieve this objective were almost immediately hampered by the early arrival of the Great Depression in South Carolina. Enrollment

declined, some courses were eliminated, and buildings went without repairs. The situation improved greatly in the late 1930s because of grants from federal New Deal agencies. Then America entered World War II, and the campus was virtually transformed into a naval training base, with payments from the Navy helping the school continue to function during the war years.

Fulfillment of the promise of the early years of the 20th century began in earnest in the 1950s. Since then, dynamic academic expansion and the development of a statewide network of campuses have produced highly diverse and innovative education programs. A commitment to graduate education along with involvement in major research programs has attracted an outstanding faculty. A master plan for the campus environment and buildings will preserve the historic campus atmosphere while providing new academic, residence, and campus life facilities.

Today, the University serves the entire state and includes, in addition to the Columbia campus, three four-year campuses (Aiken, Beaufort, and Upstate) and four regional campuses offering primarily two-year programs (Lancaster, Salkehatchie, Sumter, and Union). Enrollment on all campuses totals more than 40,000. Of these, more than 27,000 students are on the Columbia campus, about one-third of whom are enrolled in graduate and professional programs. The University offers more than 350 degree programs, including 11 programs of study for associate degrees, baccalaureate degrees in 140 areas, master's degrees in 150 areas, doctoral degrees in 66 areas, and professional doctorates in law, medicine, and pharmacy. Many programs are nationally and internationally ranked, from the creative arts, liberal arts, health and physical sciences, to law, business, and engineering. Regional campuses primarily offer associate degrees to students who may earn 60 hours of credit applicable toward a baccalaureate degree program. The four-year campuses, in addition to basic courses, primarily offer programs leading to the baccalaureate degree. Graduate courses are also offered at more than 50 sites throughout the state under the Extended Graduate Campus program administered by the Columbia campus. Other programs are broadcast via closed-circuit television from studio classrooms on the Columbia campus and through the state's ETV digital satellite network.

Coinciding with this statewide outreach program has been the establishment of the South Carolina Honors College on the Columbia campus. The college is designed to offer academically gifted undergraduates the finest advantages of a small college in the context of a large comprehensive university.

The University's effort in the international area, particularly important to the state's development of foreign trade and investment, continues to expand; academic exchange programs and research linkages have been established with European, African, and South American universities, as well as with China and Japan.

In keeping with both its 19th-century and its 20th-century heritage, the University continues to promote academic excellence while responding progressively to its educational responsibilities and the citizens of South Carolina. It has committed itself to earning a place in the Association of American Universities (AAU), which includes 60 of the finest institutions of higher learning in America. Pursuing this goal, the University aspires to build upon its commitment to enhancing not only our students' knowledge, understanding, and economic viability, but also their sense of character, empathy, and mutual respect. Such ambitions and ideals were cornerstones of the original college and remain fundamental to the University's purpose in South Carolina and in society.

Accreditation

The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, and doctoral degrees. The regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of the University of South Carolina Columbia; the branch campuses' accreditation is dependent on the continued accreditation of the University of South Carolina Columbia. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of South Carolina Columbia.

In addition to this comprehensive accreditation, the professional schools on the Columbia campus are individually accredited by their respective associations as follows:

College of Arts and Sciences: In the Department of Psychology, the graduate degrees in clinical-community psychology are accredited by the American Psychological Association; graduate degrees in school psychology are accredited by the National Association of State Directors of Teacher Education and Certification, the National Council for Accreditation of Teacher Education, and the National Association of School Psychologists with the doctoral program also being accredited by the American Psychological Association. The Master of Public Administration degree offered by the Department of Political Science is accredited by the National Association of Schools of Public Affairs and Administration. The Department of Theatre and Dance is accredited by the National Association of Schools of Theatre and the University/Resident Theatre Association. The Department of Art is accredited by the National Association of Schools of Art and Design. The Department of Chemistry is accredited by the American Chemical Society.

Moore School of Business and the School of Accounting: American Assembly of Collegiate Schools of Business.

College of Education: National Council for Accreditation of Teacher Education, Council for the Accreditation of Counseling and Other Related Educational Programs.

College of Engineering and Computing: Programs in chemical engineering, civil engineering, computer engineering, electrical engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET. The programs in computer science and computer information systems are accredited by the Computing Accreditation Commission of ABET (<http://www.abet.org>).

School of Hospitality, Retail, and Sport Management: Accreditation Commission for Programs in Hospitality Administration.

School of Law: American Bar Association, Association of American Law Schools.

College of Information and Communications: The School of Journalism and Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The School of Library and Information Science is accredited by the American Library Association.

School of Medicine: Liaison Committee on Medical Education of the American Medical Association—Association of American Medical Colleges.

School of Music: National Association of Schools of Music.

College of Nursing: Commission on Collegiate Nursing Education.

College of Pharmacy: American Council on Pharmaceutical Education.

Arnold School of Public Health: Accreditation in Physical Therapy Education, Council on Academic Accreditation of the American Speech-Language-Hearing Association, Council on Education for Public Health, National Council for Accreditation of Teacher Education, National Association of State Directors of Teacher Education and Certification.

College of Social Work: Council on Social Work Education.

University Officials

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Board of Trustees Office

Osborne Administrative Building

University of South Carolina

Columbia, SC 29208

Phone: 803-777-3106

Email: trustees@sc.edu

Website: www.trustees.sc.edu (<http://www.trustees.sc.edu>)

Administrative Officers

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Academic and Support Services Libraries

Detailed instruction concerning the use of library facilities is provided both in English 101 as well as in tours offered by the library's Reference Department. A library guide, which gives information about library services, is available upon request.

Thomas Cooper Library (Greene Street). This library, which opened in June 1976, contains all of the University library collections in Columbia except those located in the South Caroliniana Library, Coleman Karesh Law Library, Mathematics Library, Music Library, Springs Business Library, and Medical Library. Thomas Cooper Library seats approximately 2,500 readers. Included in the seating are more than 900 private, locked facilities for faculty and graduate students involved in research and 40 study rooms seating up to four persons each. The library has three classrooms for use by librarians and other faculty on a limited basis. Two of the rooms are modern multimedia classrooms funded by the University 101 program and used primarily for the library instruction module of UNIV 101. A more traditional classroom is also available for library-related instruction and individual class sessions as requested.

Special areas in the library include the student Computer Lab, the Government Information Department and the Map Library on Level 5, the Science Library on Level 4, the Educational Films Collection on Level 3, and Rare Books and Special Collections on the Mezzanine Level. Access to the collections is obtained through the library's Online Catalog with terminals located throughout the building.

The library provides multiple research databases that are available via the Web to the University community from both on and off campus. Librarians provide assistance with these resources in person as well as via phone, via e-mail, and online. The Center for Adaptive Technology located in the Computer Lab in the Thomas Cooper Library has four PCs, a Braille embosser, a tactile graphics-capable Braille embosser, screen readers, screen magnifiers, two scanners with OCR translation software, a CCTV, plus other hardware and software for students with disabilities.

Special Collections, Thomas Cooper Library. The department's foundation stone is the collection of the South Carolina College, assembled by the University between 1801 and 1860. The collections have expanded vastly in recent years. Prominent areas of research strength include English and American literature, historical children's literature, the Civil War, and natural history and science, including the John J. Audubon Collection and the Claudia Lea Phelps Camelia Collection.

Gift collections of international repute include:

- G. Ross Roy Collection of Robert Burns, Burnsiana, and Scottish Literature: Dr. G. Ross Roy, Curator
- John Osman Collection of Braun and Hogenberg City Views
- Matthew J. and Arlyn Bruccoli Collection of F. Scott Fitzgerald
- C. Warren Irvin Jr. Collection of Charles Darwin and Darwiniana: Dr. C. Warren Irvin Jr., Honorary Curator
- Anthony P. Campanella Collection of Giuseppe Garibaldi: Dr. Anthony P. Campanella, Honorary Curator
- Augusta Baker Collection of African-American Children's Literature and Folklore
- James Willard Oliver Collection of David Hume

- Joseph Heller Archive
- James Ellroy Archive
- Speiser and Easterling Hallman Foundation Collection of Ernest Hemingway
- Joel Myerson Collection of Nineteenth-Century American Literature: Dr. Joel Myerson, Curator.

Springs Business Library (Close-Hipp Building, 2nd Floor). A circulating collection of business books plus a collection of noncirculating financial, labor, and tax services; corporation annual reports; textbooks; and periodicals. Multiple business indexes are available via the Web, including *Business Source Premier*, a full-text database that covers most areas of business, including management, economics, finance, accounting, and international business. The reserve reading collection for all courses in business and economics is located in the library. The library is available to all UofSC students.

Coleman Karesh Law Library (Law Center). A noncirculating collection serving the research and study needs of the students and faculty of the School of Law in the field of Anglo-American law.

Mathematics Library (LeConte, 3rd floor). A collection of books and journals in the subject area of pure mathematics serving the research needs of the mathematics department. Available to all UofSC students.

Medical Library (V.A. Campus). A special collection serving the research and study needs of the students and faculty of the medical school. Available to all UofSC students.

Music Library (School of Music Building, 2nd Floor). A collection including more than 90,000 books and scores, 135 periodical subscriptions, more than 60,000 sound recordings in all formats, and more than 300 videos, laser discs, and DVDs. Thirty-two carrels are equipped for remote viewing and listening. *The International Index to Music Periodicals*, *RILM Abstracts of Music Literature*, and *The New Grove Dictionary of Music and Musicians* (2nd edition) are available online via the Web. Available to all UofSC students.

South Caroliniana Library (Horseshoe). Largest collection in the world of South Carolina material. Includes books, pamphlets, newspapers, maps, and manuscripts relating to South Carolina and the South.

Research Bureaus and Institutes

Belle W. Baruch Institute for Marine and Coastal Sciences. The institute is a leader in research of coastal ecosystems, with research ranging from the molecular to the landscape level of organization. Assessing impacts of human activities is an integral part of many of the studies. Using a multidisciplinary approach to investigate the complexity of coastal and marine environments, we bring together researchers in many fields. These include the sciences and disciplines such as geography, economics, environmental health, policy, statistics, and geographic information processing and remote sensing technologies. We provide students with opportunities to pursue their research interests, welcome visiting researchers and classes, and offer educational programs for university and secondary-school faculty and students, state and federal agency personnel, nongovernmental organizations, and the general public. The institute was established in 1969 through the joint efforts of the Belle W. Baruch Foundation and the University of South Carolina. A freestanding entity within the College of Arts and Sciences, the institute has headquarters and laboratory facilities on the University's main campus in Columbia and a 25,000-square-foot laboratory located on Hobcaw Barony, near Georgetown, S.C.

Center for Disability Resources/UCEDD. The Center for Disability Resources (CDR), a University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD), is an interdisciplinary training program of the Department of Pediatrics. The CDR receives administrative and operational support from the University of South Carolina and a federal grant awarded under P.L. 106-402, Department of Health and Human Services, Administration on Developmental Disabilities. Through interdisciplinary training, exemplary services, technical assistance, and information dissemination activities, the CDR identifies and uses the vast resources within institutions of higher education to improve the quality of life for people with developmental disabilities and their families as well as other citizens of our state.

Center for Electrochemical Engineering. The Center for Electrochemical Engineering (CEE) was created July 1, 1995, within the Department of Chemical Engineering in the College of Engineering and Information Technology at the University of South Carolina. Its mission is to provide a means for students, faculty, and industrial researchers to interact on projects that involve electrochemical science and engineering. The CEE is dedicated to the integrated study of fuel cells, hydrogen storage, batteries, supercapacitors, corrosion and corrosion protection, and electrodeposition of metal alloys and composites. The CEE serves as a focal point for the development (system identification, specific cell design, engineering, testing, and evaluation) of new power source technologies, novel corrosion protection strategies, and environmentally friendly coatings.

Center for Health Promotion and Risk Reduction in Special Populations. The Center for Health Promotion and Risk Reduction in Special Populations is housed in the College of Nursing. The purpose of the center is to provide the infrastructure to develop a critical mass of investigators to study problems related to the center focus, to promote and support interdisciplinary collaboration in research, and to develop and initiate mechanisms to disseminate research findings into the scientific community, clinical practice, and health care policy. The center supports the College of Nursing's long-range goal to conduct interdisciplinary research, which builds knowledge in the science of health promotion and risk reduction in special populations.

Center for Information Technology. The center establishes the University of South Carolina as a leader in the research and development of advanced information systems. Under the broad themes of agent-based software systems and information security, researchers at the center are investigating multiagent systems, information awareness and security, ontological engineering, service-oriented computing, and computational intelligence, with applications to enterprise integration, executive decision support, and agent-based software development. The center is part of an ongoing effort at UofSC to increase information systems security awareness and develop high-quality education and research in this area, with a goal of becoming one of the leading academic institutions in information security education. The center serves as a focal point for the University's research, public service, and education efforts in these important new areas of technology, providing well-qualified scientists and engineers and an educational and research capability that meets the needs of industry and government.

Center for Mass Communications Research. Located in the School of Journalism and Mass Communications, the Center for Mass Communications Research engages faculty and graduate students in a wide range of studies for individual and organizational clients involving the processes and effects of mass communication, including audience analysis, readership studies, content analysis, advertising and public

relations effectiveness research, communication surveys, polls, samples, and other studies involving consumer and organizational behavior. The center also participates in interdisciplinary studies, especially externally funded projects that involve the communication aspects of scientific research. In addition, the center sponsors conferences and symposia of state, regional, and national interest to mass communications industries and scholars. The center works collaboratively with the College of Mass Communications and Information Studies Office of Research.

Center for Mechanics, Materials, and Nondestructive Evaluation. The statewide center serves as a focus for research in solid mechanics, material science, fracture mechanics, nondestructive evaluation, and advanced joining methods. The center is supported by the Southeastern Electron Microscopy Center, which houses SEM, TEM, STEM, and optical microscopy facilities for microstructural evaluation. With the recent addition of the Advanced Materials Institute, which focuses on industrially relevant research in the area of friction stir joining, the center's research projects span a spectrum from basic science to industry applications. Areas of expertise include materials characterization, dynamic and static mechanical testing, structural analysis, state-of-the-art noncontacting strain measurement methods, advanced numerical simulations, and fracture mechanics. Facilities include sophisticated mechanical test capabilities (including high-vacuum environmental chambers and dynamic loading systems), optical strain analysis equipment for field and laboratory use, novel nanoscale measurement capability including AFM- and SEM-based systems, and a unique friction stir welding process for manufacturing joints under controlled conditions.

Center for Nursing Leadership. The Center for Nursing Leadership is an interdisciplinary center housed in the College of Nursing. The purpose of the center is to develop and advance dynamic nurse leaders in practice, education, and service and provide the structure to continually build the leadership capacity of nurses. Program development and evaluation, seminars, workshops, and consultation are provided to enrich the leadership opportunities for nursing faculty, clinical practitioners, nursing students, and other professionals. It also serves as a forum for local, regional, and national nurse leaders, other health care professionals, and public policy leaders to engage in shaping the future of nursing, the delivery of health care, and the design and implementation of health policy.

Center for Outcomes Research and Evaluation (CORE). The primary purpose of the center is to research clinical, economic, and humanistic outcomes related to the utilization of pharmaceutical products and services. The center strives to cultivate an interdisciplinary research environment, which blends expertise and interest from academia, industry, and government. Currently the center is being restructured and is inactive.

Center for Retailing. The University of South Carolina's Department of Retailing has a goal of becoming the outstanding, comprehensive educational center for retailing education in the world. The department seeks innovative, entrepreneurial initiatives that will serve students while simultaneously benefiting the retail community. One of the major opportunities to accomplish these goals while working closely with colleagues is the Center for Retailing. The Center for Retailing has been developed to support the academic programs and faculty through outreach and research while serving as a resource to the retail community. The ultimate goal of the center is to become a clearinghouse for research in the areas of retail technology and international retailing. The center is supported by founding partners, including Wal-Mart, Miller

Brewing Company, Fairchild Books, JDA Software, BIG Research, and Retail Forward.

Center for Science Education. The center, administered as part of the College of Arts and Sciences, coordinates content area aspects of pre-service and in-service science and mathematics teacher training. The center coordinates instruction in all sciences and mathematics, ranging from one-hour in-service presentations through formal, graduate-level course offerings, to multiyear program development. The center draws upon the expertise of science and mathematics faculty from the College of Arts and Sciences and science and mathematics education faculty in the College of Education to provide these services. The goal of the center is the improvement of the quality of instruction in the sciences and mathematics from the elementary-school level through the post-secondary-school level, or K-16.

Division of Research, Moore School of Business. An integral part of the Moore School of Business, the division publishes analyses of significant business and economic problems in its Business & Economic Review and Economic Indicators series. Through its programs the division facilitates research by students and faculty members and encourages the use of economic data by regional businesses and public groups. The division also conducts special research projects for both private and public organizations and sponsors an annual Economic Outlook Conference that features the latest economic forecast from the division's South Carolina Economic Forecasting Service. All of the division's research (https://sc.edu/study/colleges_schools/moore/research_and_centers/division_of_research/) is available to the public.

Earth Sciences and Resources Institute (ESRI-USC). The institute conducts environmental studies primarily integrating geology, hydrology, and geochemistry with advanced computer applications for subsurface characterization, prediction of groundwater flow and solute transport, and agricultural and nonpoint source studies. Applied research programs focus on both site-specific and regional scale hydrogeologic studies that involve field, laboratory, and modeling activities. A key component of the institute's groundwater research is the use of geophysical techniques to describe the geologic framework of groundwater systems and to determine the extent of groundwater contamination. The institute uses geographic information system (GIS) capabilities for managing large spatially-oriented databases and modeling diverse geographic data.

Funding for the environmental research program comes from both public and private sources. The U.S. Department of Defense, U.S. Department of Energy, Argonne National Laboratory, the U.S. Department of Agriculture, state agencies, and several environmental consulting firms have recently supported environmental earth science research within the institute.

The institute contributes to the academic mission of the University of South Carolina through its contribution to the Master's in Earth and Environmental Resources Management (MEERM) program administered by the School of the Environment. This graduate degree program was initiated in the late 1980s to expand the business- and management-related expertise of technically oriented individuals. The MEERM program offers expanded opportunities to pursue environmental-related course work while maintaining its focus on integrating business and technical decision making. ESRI-USC plays a key role in the MEERM program through teaching, graduate student research opportunities, and graduate student advisement. ESRI-USC also provides many educational opportunities apart from the MEERM program through the availability of graduate research assistantships, summer intern programs, and undergraduate hourly employment. The institute is committed to providing high-quality research opportunities in earth and environmental

sciences for graduate and undergraduate students at the University of South Carolina.

The environmental research capabilities of the Earth Sciences and Resources Institute are expanding to meet the increasing need for better understanding of subsurface phenomena. In that regard, the institute is providing state-of-the-science solutions to the environmental challenges before us.

Electron Microscopy Center. Administered as a part of the College of Arts and Sciences, the center is open to UofSC faculty members and students for training and research in analytical microscopy imaging and microanalysis of materials.

The center is equipped with three transmission electron microscopes (TEMs), including a high-resolution JEM 2100F TEM; three scanning electron microscopes with X-ray microanalysis systems; a wavelength dispersive electron microprobe; a two-photon laser confocal microscope; four ultra microtomes; and other modern equipment necessary for material studies.

Institute for Families in Society (IFS). The Institute for Families in Society seeks to enhance the well-being of families in society through research, education, technical assistance, and consultation at community, state, national, and international levels. The institute's interdisciplinary group of scholars, researchers, and learners believes that this mission can be accomplished best through collaboration with community groups, social institutions, and government.

The institute advances the mission of the University by integrating the talents of various academic units concerned with family issues while creating bridges among public- and private-sector groups concerned with strengthening families. Working with partners outside the University, the institute

- studies the strengths, needs, and functions of families in a changing society;
- focuses on families who face special risks or challenges (e.g. poverty, disparities, disabilities, violence, or chronic mental or physical illness);
- evaluates how interventions affect families and their members throughout the life span;
- informs policy makers and communities about culturally competent effective practices, programs, and policies.

The Richard L. Walker Institute of International and Area Studies in the College of Arts and Sciences serves as an interdisciplinary research and public-service unit of the University.

The Walker Institute was founded in 1961 and is the principal unit in the University for promoting research, scholarship, and public-service programs in international affairs and the comparative cross-cultural study of human societies as well as for encouraging and facilitating related teaching and public-service activities.

The institute works in cooperation with faculty and research units in various colleges and departments of the University to facilitate research on public policy issues. It provides consultative and training services and undertakes special research projects for governmental and nongovernmental organizations, foundations, and public sector agencies.

Incorporated within the institute are the programs in African studies, Asian studies, European studies, Islamic studies, Latin American studies,

and Russian studies, as well as the Association for Research on Ethnicity and Nationalism in the Americas (ARENA).

Institute for Public Service and Policy Research. The institute is an interdisciplinary research and public service unit of the University of South Carolina. Its principal purpose is to address current and emerging issues relating to matters of public policy, governance, and leadership through research, educational activities, publications, and direct assistance programs. The goal of the institute is to improve the quality of social, political, environmental, and economic life, with a primary focus on South Carolina. The institute is composed of several programs, including Environmental Research and Service, Survey Research, Governmental Research and Service, the S.C. Semester Program, the Washington Semester Program, and the Center for Bioethics and Medical Humanities.

Institute for Southern Studies. The institute coordinates academic research and public service to further the understanding of South Carolina and the South. Although the institute is administratively located within the College of Arts and Sciences, its interdisciplinary emphasis calls for a working relationship with departments and colleges throughout the University. Funding assistance and research fellowships are often provided to community officials as well as out-of-state and foreign scholars studying the many different aspects of Southern culture. In addition, the institute provides information upon request and works closely with other educational institutions within the state. Public programs, publications, scholarly research, and undergraduate courses of study are sponsored by the institute.

Institute for Tourism Research. The institute is administered as part of the School of Hotel, Restaurant, and Tourism Management with the purpose of developing research, education, and service programs for South Carolina's largest industry—tourism. Among other endeavors, the institute conducts studies in the following areas: feasibility, needs assessment, market segmentation, position analysis, image and advertising effectiveness, visitor profile analysis, and economic impact. At the state, national, and international levels, the aforementioned research enables the institute to provide information to government, industry, and community leaders through publications, workshops, and consultancy.

The National Resource Center for The First-Year Experience and Students in Transition. The center and the University 101 Program at the University of South Carolina form one functionally integrated academic unit. The center's mission is to support and advance efforts to improve student learning and transitions into and through higher education. The center achieves this mission by providing opportunities for the exchange of practical and theory-based information and ideas through the convening of conferences, teleconferences, institutes, and workshops; publishing monographs, a peer-reviewed journal, an electronic newsletter, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and hosting a Web site and electronic listservs. As one academic unit, the center and University 101 report to the Office of the Executive Vice President for Academic Affairs and Provost.

The Riegel and Emory Human Resource Research Center. The Riegel and Emory Human Resource Research Center was founded in January 1982 through the generosity of Riegel Textile Corp. and the family of the late Mr. German H.H. Emory, former chair of Riegel. The basic objectives of the center are:

- to conduct research in motivation and satisfaction of workers
- to dignify work and the worker
- to emphasize human values in the workplace

- to enhance skills of management
- to encourage higher levels of cooperation in the workplace
- to preserve the values of the free market system.

The center staff and faculty believe that scholarly research is most useful when practitioners, whom the research results might benefit, are involved in formulating the design and carrying out the research. Thus, center staff work closely with an advisory board made up primarily of business executives in determining the problems needing attention and the approaches that offer the most promise. The center also sponsors periodic executive conferences at which faculty and senior human resource practitioners review the center's research findings and discuss current human resource needs.

South Carolina Institute of Archaeology and Anthropology (SCIAA). The institute is a full-time research facility and state agency within the University with professional and support staff and facilities for field and laboratory research on a year-round schedule. Under the S.C. Code of Laws (60-13-210 and 54-7-610 et seq.), it has a dual responsibility for service research programs for the state and for academic research programs for the University.

SCIAA has some 60 employees (with an additional 10 graduate and undergraduate student employees) in its Columbia, Aiken, and Charleston offices among its research, cultural resource consulting, and administrative divisions; the Office of the State Archaeologist; the Office of the State Underwater Archeologist; and the Savannah River Archaeological Research Program.

The Underwater Archaeology Division administers some 475 hobby licenses yearly and issues salvage licenses for the recovery of cultural resources located beneath the state's navigable waters. The institute has the Western Hemisphere's largest water-logged wood conservation tank and is currently treating numerous cannons, ships, canoes, and other artifacts from around the state.

The service programs under the Office of the State Archaeologist deal with environmental impact archaeology and historic preservation within the same theoretical and methodological concepts of scholarly excellence as the academic programs supported by the University and by grants. The research division of the institute is also excavating, with the assistance of the U.S. Department of Defense/USMC, the 1560s and 1570s Spanish colonial capital of Santa Elena and the French Huguenot site of Charlesfort on the U.S. Marine Corps base at Parris Island, S.C.

The institute is responsible for the statewide inventory of 21,500 archaeological sites, for the curation of all state of South Carolina prehistoric and historic archaeological collections (now amounting to 29,000 cubic feet), and for the synthesis of all research data available concerning the prehistoric and historic archaeology and anthropology of the state, both on land and beneath the waters. This pursuit of research leads to an understanding of the 12,000 or more years of cultural development in South Carolina. The institute sponsors conferences, interdisciplinary studies, avocational societies, and visiting scholars; trains students in research; has an extensive publication program; and has an extensive contracts and grants program. The institute, within the University of South Carolina, participates in numerous University activities, scholarly events, and programs and works cooperatively with other universities to further archaeological and anthropological research.

The South Carolina University Center for Excellence in Developmental Disabilities Education, Research, and Service (S.C. UCEDD). The S.C. UCEDD is an interdisciplinary training program of the Department

of Pediatrics in the School of Medicine. The S.C. UCEDD receives administrative support from the University of South Carolina and a federal grant awarded under P.L. 106-402, Department of Health and Human Services, Administration on Developmental Disabilities. Through interdisciplinary training, exemplary direct services, exemplary services, and information/dissemination activities, the S.C. UCEDD identifies and utilizes the vast resources within institutions of higher education to improve the quality of life for people with disabilities, their families, and other citizens of our state.

The term "developmental disabilities" includes severe, chronic disabilities due to mental and/or physical impairment that become manifest early in life, result in substantial functional limitation, and require long-term coordinated, specialized services.

University Technology Services

University Technology Services (https://sc.edu/about/offices_and_divisions/division_of_information_technology/) (UTS), under the direction of the Division of Information Technology and the chief information officer, provides centralized and distributed computing and telecommunications for academic, research, and administrative use to support the University's mission and meet the needs of the faculty, staff, and students at the University of South Carolina. UTS provides computing, telecommunications, networking, data security, video transport, Web services, customer support, desktop and server support, installation and maintenance of technology infrastructure, policies and procedures, software licensing and distribution, planning, partnerships, applications development, and support to operational systems that serve the UofSC community.

For more information, call the University Technology Services Help Desk at 803-777-1800 or go online (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/service_desk/). UTS offers computer support for the University community.

McKissick Museum

McKissick Museum at the University of South Carolina, accredited by the American Association of Museums, is located at the head of the historic Horseshoe. Remodeled in 1976 to serve as a center for the University's museums, art gallery, and archives, McKissick was formerly the central library at USC. In order to "tell the story of Southern life, culture, and community," the museum administers a broad range of activities. Exhibitions and collections include: Southern folk art; works by state and regional artists; artifacts relating to the University's history, the history of South Carolina, and the material culture of the South; and the Bernard Baruch Silver Collection. The Howard Gemstone Collection, which is part of one of the finest collections of minerals in the Southeast; the extensive Ferillo political campaign memorabilia collection; and the South Carolina Folk Arts Resource Center are also parts of McKissick Museum. Art, history, and science traveling exhibitions are offered as well as exhibitions based on the permanent collections and faculty research interests. Special cultural events and other educational activities are also regularly scheduled. McKissick also administers a graduate-level certificate program in museum management.

University of South Carolina Press

The University of South Carolina Press shares the University's central missions—to advance knowledge and to enrich the state's cultural heritage. Established in 1944, it is one of the oldest publishing houses in the South. With more than 1,500 books published, the press is important in enhancing the scholarly reputation and worldwide visibility

of the University of South Carolina. The press publishes in a variety of disciplines, including history (African American, American, Civil War, maritime, Southern, and women's), contemporary literature, regional studies, religious studies, rhetoric, and social work. The press now has more than 600 titles in print and publishes approximately 50 new books annually.

Fellowships and Scholar Programs

The Office of Fellowships and Scholar Programs was established in 1994 to provide innovative education initiatives for academically talented students. Reporting to the Office of the Vice President for Academic Affairs and Provost, the staff of the office facilitates the pursuit of nationally prestigious fellowships by University students and coordinates an enhanced University experience for the Carolina and McNair Scholars. The involvement and leadership of these scholars make them prime candidates for national fellowships and scholarships. In addition to the scholars, other high achieving students are identified, recruited, and advised to compete for such prestigious scholarships as the Rhodes, Truman, Marshall, Rotary, NSF, Fulbright, Mellon, Udall, and Goldwater. Once identified, students are provided support and assistance in every aspect of candidacy, such as selecting appropriate courses, completing applications, writing essays, and interviewing. Although the ultimate goal is for University students to be awarded these competitive and prestigious scholarships, the preparation process for potential scholars is designed to be developmental and thus rewarding in and of itself. This program is available for qualified University students.

The coordination of scholar programs is also assigned to this unit. Scholar programs provide an enhanced University experience for Carolina and McNair Scholarship recipients through programs, communication, and student group advisement. An advisory committee representing a wide range of academic and administrative units on campus assists the operations of the office. The office is located in Room 220 of Legare College on the UofSC Horseshoe.

Division of Student Affairs and Academic Support

The Division of Student Affairs and Academic Support (https://sc.edu/about/offices_and_divisions/student_affairs/) focuses on the promotion of the intellectual, emotional, physical, spiritual, cultural and social development of students and educators, thus preparing them for a life of learning, service, and engagement. The division collaborates with campus and external constituents to provide access, facilitate students' progress and persistence, and advance learning at the University of South Carolina and in the higher education community.

Students are encouraged to take advantage of myriad opportunities to develop leadership, academic success skills, personal physical and emotional wellness, multicultural perspectives, life goals, and personal and civic responsibility, among many others. Such opportunities reflect the university's mission and philosophy of multifaceted learning and development that occurs in and beyond the classroom, in the community, and around the globe.

Southern Regional Education Board (SREB) Academic Common Market

The Southern Regional Education Board (SREB) Academic Common Market (ACM) enables students from **specific states** to pursue **eligible out-of-state programs at a reduced tuition rate**. Students must **apply for ACM** in order to receive the ACM tuition reduction for a future term. Once UofSC approval is granted, students must remain in their UofSC ACM

approved major, remain fully and continuously enrolled each major term (Fall/Spring), and must maintain good academic standing.

Beginning **Fall 2019**, new ACM students that wish to declare a dual/double major may only choose majors which are ACM-eligible for their state of residence. ACM students that change their major from their primary UofSC ACM approved major will lose their UofSC ACM tuition reduction. Current students with non ACM-eligible dual/double majors will be grandfathered in under the same major for five (5) years from the first term of enrollment at UofSC. Current students who change their UofSC ACM approved major will lose their UofSC ACM tuition reduction. More information is available on our Maintaining ACM page (https://www.sc.edu/about/offices_and_divisions/provost/planning/academicprograms/acm/maintainingacm.php).

Student Health Center

Student Health Services offers general medical and urgent care; women's care; lab, radiology and pharmacy services; an allergy, immunization and travel clinic; sports medicine and physical therapy clinics; counseling and psychiatric services; wellness and prevention programs; and sexual assault and violence intervention and prevention services. The student health fee, which is paid through tuition each semester, covers the cost of some but not all services at Student Health Services.

Student Ombudspersons

Undergraduate and Graduate Student Ombudspersons serve as a resource for addressing student problems and concerns.

- Dale Moore, Graduate Student Ombudsman, Byrnes Building, Suite 301
- Lisa Jerald, Undergraduate Student Ombudperson, Osborne Administration Building, Room 110

State-specific student complaint procedures are available on the UofSC State Authorization website.

Distributed Learning

The Office of Distributed Learning (https://sc.edu/about/offices_and_divisions/distributed_learning/) provides support for students pursuing degrees and taking courses using alternative delivery methods. Students can search for online courses and find information about online programs, test proctoring, and other services at: www.sc.edu/onlinecourses (<http://www.sc.edu/onlinecourses/>).

Professional Licensure Information

State boards of professional licensure and certification may limit distributed learning and/or experiential learning activities outside of South Carolina for programs leading to professional licensure (https://sc.edu/about/offices_and_divisions/provost/planning/academicprograms/state-authorization/professional-licensure-info.php). Information for each program leading to professional licensure is found in the Professional Licensure Outcomes statement (https://sc.edu/about/offices_and_divisions/provost/planning/academicprograms/state-authorization/professional-licensure-info.php). Students should contact the appropriate state licensing board for detailed rules regarding distributed learning (online coursework) or experiential learning in the state prior to enrolling or engaging in online or on-the-ground coursework outside of South Carolina.

FEES AND REFUNDS

Fees

Academic and Other Fees

Complete details about fees, payments, tax credits, loans, late charges, and related information may be found at the bursar's website (<http://www.sc.edu/bursar/>). A list of estimated expenses for undergraduate students is available online (https://sc.edu/about/offices_and_divisions/undergraduate_admissions/tuition_scholarships/tuition/). **Tuition and fees are approved by the Board of Trustees and subject to change at any time.**

Information regarding the location and accessibility of Guaranty Bonds for prepaid tuition held by the institution, as required by the State Authorization regulations for residents of some states, is available here (<https://academicbulletins.sc.eduhttp://www.sc.edu/provost/stateauthorization/>).

Non-academic Fees, Charges, and Regulations

For information about non-academic fees, charges, and regulations, visit the websites below.

- University Housing (<http://www.housing.sc.edu>)
- Carolina Dining Services (<http://www.sc.edu/dining/>)
- Student Health Services (https://sc.edu/about/offices_and_divisions/student_health_services/)
- Vehicle Management and Parking Services (<http://www.sc.edu/vmps/>)

Any student who has failed to pay all required registration fees by the payment deadline may be dropped from class rolls. Any student who fails to relieve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations become due may not be permitted to remain in University residence halls or be issued a transcript, diploma, or degree.

Checks, Money Orders, and Credit Cards

The University assesses a credit-card convenience fee for all students paying fees by credit/debit cards. If you decide to pay with a credit/debit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self Service Carolina (https://sc.edu/about/offices_and_divisions/student_health_services/) (SSC) a convenient way to pay, SSC will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include payment by check or money order through the mail. You may also pay in person with check, cash, or money order. Alternative methods include payment by E-check, UofSC's preferred method of payment, when using SSC or payment by check or money order through the mail.

Application Fees

Undergraduate

Every new student will normally be charged a nonrefundable application fee of \$65; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee. This fee is for admission application only. A separate application fee is charged for space in University residence halls. International students pay an enrollment fee of \$750.

Graduate

Every new graduate student will be charged a nonrefundable application fee of \$50. All applications must be accompanied by the application fee. International students pay an enrollment fee of \$750.

Matriculation Fee

A nonrefundable matriculation fee of \$80 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students.

Examination Fees

\$40 Scholastic Assessment Test. (SAT) May be taken once only.

\$25 Challenge Examination. This test is used to establish undergraduate college credit without class attendance or to validate credits from a non-regionally accredited college. Per semester hour.

Graduate Record Examination

1. General Test (\$60)
2. Subject Test (\$60)

Revalidation examinations intended to revalidate UofSC courses, obsolete under the statute of limitations. Per hour, \$25.

Note: *Revalidation examinations require permission of the dean of Graduate Studies. The fee must be paid in advance, and is nonrefundable, once the student is presented to the instructor for the examination.*

Legal Residency

The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one's resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

Legal Residency Requirements for Fee and Tuition Purposes

Code of Laws Governing Residence

Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

Definitions

"Academic Session" is defined as a term or semester of enrollment.

"Continue to be Enrolled" is defined as continuous enrollment without an interruption that would require the student to pursue a formal process of readmission to that institution. Formal petitions or applications for change of degree level shall be considered readmissions.

"Dependent Person" is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court

order, for child support and the cost of the dependent person's college education. A dependent person's residency is based upon the residency of the person upon whom they are dependent.

"Domicile" is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.

"Family's Domicile in this State is Terminated" is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

"Full time employment" is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

"Guardian" is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.

"Immediately Prior" is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.

"Independent Person" is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for twelve months prior to receiving instate tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

"Minor" is defined as a person who has not attained the age of eighteen years. An "emancipated minor" shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such

minor and are no longer under any legal obligation to support or maintain such minor.

"Non-resident Alien" is defined as a person who is not a citizen or permanent resident of the United States. By virtue of their non-resident status "non-resident aliens" generally do not have the capacity to establish domicile in South Carolina.

"Parent" is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

"Reside" is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

"Resident" for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, notwithstanding other provisions of the Statute.

"Spouse" is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

"Temporary Absence" is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

"Terminal Leave" is defined as a transition period following active employment and immediately preceding retirement (with a pension or annuity), during which the individual may use accumulated leave.

"United States Armed Forces" is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

"Trust" is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents

Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled "Establishing the Requisite Intent to Become a South Carolina Domiciliary." The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person's support and claims or, only in the case of those individuals who

are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

In the case of divorced or separated parents, the resident status of the dependent person may be based on the resident status of the parent who claims the dependent person as a dependent for tax purposes; or based on the resident status of the parent who has legal custody or legal joint custody of the dependent person; or based on the resident status of the person who makes payments under a court order for child support and at least the cost of his/her college tuition and fees.

Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents

Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

Establishing the Requisite Intent to Become a South Carolina Domiciliary

Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver's license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver's license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

Maintaining Residence

A person's temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person's absence from the State. The burden is on the person to show retention of South Carolina residence during the person's absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver's license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

Effect of Change of Residency

Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family's domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family's domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day

of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

Effect of Marriage

In ascertaining domicile of a married person, irrespective of gender, such a review shall be determined just as for an unmarried person by reference to all relevant evidence of domiciliary intent.

If a nonresident marries a South Carolina resident, the nonresident does not automatically acquire South Carolina resident status. The nonresident may acquire South Carolina resident status if the South Carolina resident is an independent person and the nonresident is a dependent of the South Carolina resident.

Marriage to a person domiciled outside South Carolina shall not be solely the reason for precluding a person from establishing or maintaining domicile in South Carolina and subsequently becoming eligible or continuing to be eligible for residency.

No person shall be deemed solely by reason of marriage to a person domiciled in South Carolina to have established or maintained domicile in South Carolina and consequently to be eligible for or to retain eligibility for South Carolina residency.

Exceptions

Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. "Military Personnel and their Dependents": Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month "physical presence" requirement for them or their dependents to qualify to pay in state tuition and fees.
2. "Faculty and Administrative Employees with Full Time Employment and their Dependents": Full time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.
3. "Residents with Full Time Employment and their Dependents": Persons who reside, are domiciled, and are full time employed in the State and who continue to work full time until they meet the twelve

month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled ("Establishing the Requisite Intent to Become a South Carolina Domiciliary (p. 13)").

4. "Retired Persons and their Dependents:" Retired persons who are receiving a pension or annuity who reside in South Carolina and have been domiciled in South Carolina as prescribed in the Statute for less than a year may be eligible for in state rates if they maintain residence and domicile in this State. Persons on terminal leave who have established residency in South Carolina may be eligible for in state rates even if domiciled in the State for less than one year if they present documentary evidence from their employer showing they are on terminal leave. The evidence should show beginning and ending dates for the terminal leave period and that the person will receive a pension or annuity when he/she retires.

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

Application for Change of Resident Status

Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

Incorrect Classification

Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

Inquiries and Appeals

Inquiries regarding residency requirements and determinations should be directed to the Legal Residency Office, University Of South Carolina, Columbia, SC 29208, 803-777-4060.

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person's situation and a statement which specifies the

residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

Free Tuition Undergraduate

Certain exemptions from tuition fees have been established under South Carolina Law. Relevant sections of the code are reproduced below. Please note that these laws include free tuition only. Other academic fees and mandatory fees are still the responsibility of the student.

1. **S.C. Code Ann. § 59-111-20 (Law Co-op. Supp. 1993)**
 - a. A child of a wartime veteran, upon application to and approval by the South Carolina Department of Veterans Affairs, may be admitted to any state-supported college, university, or post high school technical education institution free of tuition so long as his work and conduct are satisfactory to the governing body of the institution, if the veteran was a resident of this state at the time of entry into service and during service or has been a resident of this state for at least one year and still resides in this state or, if the veteran is deceased, resided in this state for one year before his death, and provided the veteran served honorably in a branch of the military service of the United States during a war period, as those periods are defined by Section 101 of Title 38 of the United States Code and:
 - i. was killed in action
 - ii. died from other causes while in the service
 - iii. died of disease or disability resulting from service
 - iv. was a prisoner of war as defined by Congress or Presidential proclamation during such war period
 - v. is permanently and totally disabled, as determined by the Veterans Administration from any cause
 - vi. has been awarded the Congressional Medal of Honor
 - vii. is missing in action, or
 - viii. the applicant is the child of a deceased veteran who qualified under item (4) and (5)
 - ix. has been awarded the Purple Heart for wounds received in combat.
 - b. The provisions of this section apply to a child of a veteran who meets the residency requirements of Chapter 112 of this title, is 26 years of age or younger, and is pursuing any type of undergraduate degree.
2. **S.C. Code Ann. § 59-111-110 (Law Co-op. 1976)** No tuition may be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of:
 - a. firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers, or corrections officers, as defined herein, including reserve and auxiliary units of counties or municipalities who become totally disabled or are killed in the line of duty on or after July 1, 1964;
 - b. government employees who become totally disabled or are killed in the line of duty while working on state time on or after July 1, 1996, as a result of a criminal act committed against them which constitutes a felony under the laws of this State.

The tuition authorized to be paid by this section applies only to undergraduate courses or curriculum and may be paid for a period not exceeding four years, regardless of the number of state-supported colleges, universities, or state-supported vocational or technical schools the child attends.

HISTORY: 1962 Code Section 22-71; 1968 (55) 2300; 1969 (56) 659; 1971 (57) 457, 481; 2000 Act No. 281, Section 1.

3. **S.C. Code Ann. § 59-111-10 (Law Co-op. 1976)** Each year the first place winner of the essay contest sponsored by the Governor's Committee on the Employment of the Physically Handicapped shall receive a four-year scholarship from the State-supported institution of his choice, provided he is otherwise qualified. The scholarship shall be granted by the governing body of the particular institution upon certification by the Governor's Committee of the first-place winner and that the winner is in financial need. The scholarship shall provide free tuition and fees, and may be cancelled if a recipient does not maintain general scholastic and conduct standards established by the institution.

HISTORY: 1962 Code Section 22-55; 1960 (51) 2084; 1961 (52) 91.
4. **S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984)** State-supported colleges and universities, and institutions under the jurisdiction of the State Board for Technical and Comprehensive Education, are authorized to permit legal residents of South Carolina who have attained the age of sixty to attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition, if these persons meet admission and other standards deemed appropriate by the college, university, or institution.

HISTORY: 1962 Code Section 22-82; 1974 (58) 2844; 1978 Act No. 503, Section 1; 1992 Act No. 263, Section 1; 2015 Act No. 50 (S.261), Section 1, eff June 3, 2015.

Effect of Amendment
2015 Act No. 50, Section 1, inserted ", and if these persons do not receive compensation as full-time employees".

Graduate

(This includes tuition only-all other academic and mandatory fees are the responsibility of the student.)

Certain exemptions from tuition fees have been established under South Carolina Law. Relevant sections of the Code are reproduced below:

1. **S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984)** State-supported colleges and universities, and institutions under the jurisdiction of the State Board for Technical and Comprehensive Education, are authorized to permit legal residents of South Carolina who have attained the age of sixty to attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition, if these persons meet admission and other standards deemed appropriate by the college, university, or institution.

HISTORY: 1962 Code Section 22-82; 1974 (58) 2844; 1978 Act No. 503, Section 1; 1992 Act No. 263, Section 1; 2015 Act No. 50 (S.261), Section 1, eff June 3, 2015.

Effect of Amendment
2015 Act No. 50, Section 1, inserted ", and if these persons do not receive compensation as full-time employees".

Refund Policy

I. Policy

The University will refund a part of academic fees in certain cases:

1. Changes in a student's status, which may require a refund:
 - a. Change in a full-time student's schedule which results in reclassification to part-time.
 - b. Change in a part-time student's schedule which results in fewer credit hours.
2. Situations which may require a refund:
 - a. Course or courses dropped.
 - b. Drop/Withdrawal from the University.
 - c. Cancellation of a class by the University.

II. Procedure

A. Refund Requests

All requests for refunds must be received during the academic year for which the fees were paid. The academic year begins with the fall term and ends with the summer term. Refunds may be requested at any time during the academic year in which the applicable term occurs.

B. Determining the Refundable Portion Procedure

Student refunds for tuition are calculated based on the student's liable hours after the drop/withdrawal. Liable hours are calculated as the total hours a student is still registered plus the liable portion of the dropped/withdrawn course(s). The liable portion is computed by taking the number of dropped hours times the liability rate (which is 100 percent minus the refund percentage). The refund amount is determined to be the difference of the original assessment and the assessment based on the new liable hours. For students whose liable hours are 12 or above, no refunds are processed. Other academic fees are non-refundable after the 100 percent refund percentage. For students activated for full-time military service during an academic term, the University follows state law in Section 59-101-395. Any refund calculated will be applied to the student account.

C. Drop/Withdrawal Refund Policy

Standard refund procedures for dropping/withdrawal from the university:

All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar's Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund.

1. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
2. 70 percent if the student's official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
3. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
4. 20 percent if the student's official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable

D. Refund Schedules

Refund schedules are located under the important deadlines on the Registrar's website (<http://registrar.sc.edu/>).

E. Return of Title IV Funds

1. Refunds Policy for Students Who Have Received Title IV Funds And Withdraw From The University.

Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of "unearned" financial aid funds that must be returned. Once a student has completed more than 60 percent of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from school.
2. Title IV Refund Distribution
 - a. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the funds that are distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
 - Unsubsidized Federal Stafford
 - Subsidized Federal Stafford
 - Federal Perkins
 - Federal PLUS Loan
 - Federal Pell Grant
 - Federal Supplemental Education Opportunity Grant
 - Federal TEACH Grant
 - Federal Iraq/Afghanistan Service Grant
 - b. Any remaining balance will first be used to repay any outstanding university charges and any subsequent balances will be refunded to the student/parent.
 - c. Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Exit interviews can be completed online (http://www.sc.edu/financialaid/loan_counseling/default.html). Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

F. Appeals Process

A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal.

The Withdrawal Refund Appeals Committee for each campus reviews and act on all appeals. Address appeals to your respective campus:

Withdrawal Refund Appeals Committee (Columbia Campus Only)
Office of the Registrar
University of South Carolina
Columbia, SC 29208
803-777-5555

III. Reason for Revision

Policy revised to reflect change in student system refund processing, align drop and withdrawal schedules, and update summer information for one summer term. Policy designator changed due to reorganization to Administration and Finance.

Housing Fees

1. Students in the following categories are eligible for refunds in accordance with the terms shown in their Residence Hall contract:
 - a. newly admitted students who do not attend the University of South Carolina
 - b. students who graduate from school at the end of the fall semester
 - c. students who are suspended for academic reasons
 - d. students who get married.

Check the contract or call University Housing for deadline dates and other information.
2. Tenants who do not withdraw from the University but desire release from their contracts will be placed on a contract release waiting list with University Housing. Releases will be granted only when all other space is filled and the space can be rented for the balance of the year to another tenant. Students will be notified upon release and appropriate refunds will be made.

Withdrawal Refunds

All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (p. 13) when they request to drop their last course. Staff members of the Office of the University Registrar are available to assist students in completing the withdrawal process. In addition, staff from the Student Ombudsman Office located in the Osborne Administration building can provide counseling. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for **W** grade) should see their college dean.

In establishing a diminishing-scale refund process for withdrawals, the University operates on the philosophy that many of the basic costs of instruction are incurred at the end of the first week of classes or within an equivalent period for nonstandard semesters. The assignment of a classroom seat to an individual student precludes any other student from occupying that seat. In addition, an instructor is assigned and the costs of instruction are encumbered on the first day of classes.

A student who withdraws from the University after the first week of classes has already occupied a classroom seat that cannot be reassigned. As a result, the University cannot both maintain its financial integrity and also provide a full refund. Accordingly, the University has established a series of refund deadlines commensurate with student progress into the semester.

University Withdrawal Refund Appeal Procedures

The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Office of the University Registrar and will be considered only in written form. A standardized appeal form must be submitted.
2. All requests for appeal must be submitted directly by the student through the Office of the University Registrar and must meet one or more of the following criteria to be considered and approved by the appeals committee:
 - a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment.
 - b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student's family.
 - c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official's advice, or the official's interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.
3. The appeal must be initiated during the semester for which the refund is requested.
4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.
5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.
6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family-operated businesses, are excluded from consideration.
7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chair. The student will be informed of the outcome of the appeal by letter from the Office of the Associate Vice President for Student Life and Development.

FINANCIAL AID AND SCHOLARSHIPS

For more information about Financial Aid and Scholarships (https://sc.edu/about/offices_and_divisions/financial_aid/).

STUDENT LIFE

For more information about Student Life (https://sc.edu/about/offices_and_divisions/student_affairs/our_experts/our_offices/student_life/).

ACADEMIC CALENDAR

To review the Academic Calendar (<http://registrar.sc.edu/html/calendar/default.stm>).

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