

CR 2.7.2 - Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Compliance Finding: In Compliance

Narrative:

The mission of the University of South Carolina Beaufort (USC Beaufort) is to offer postsecondary degrees that respond to regional needs, draw upon regional strengths, and prepare graduates to participate successfully in communities here and around the globe [i]. USC Beaufort degrees have undergone a rigorous evaluation and approval process involving curricular coherence, compatibility with the institutional mission, and foundation within the appropriate fields of study; the content and content substantive changes of all major programs are evaluated and approved by the following:

- Discipline Faculty
- Department Chair
- USC Beaufort Courses and Curricula Committee
- USC Beaufort Faculty Senate
- Executive Vice Chancellor for Academic Affairs
- Chancellor
- President
- Board of Trustees
- South Carolina Commission on Higher Education

Changes which do not meet the SCCHE definition for “substantive” are evaluated and approved by the following:

- Discipline Faculty
- Department Chair
- USC Beaufort Courses and Curricula Committee
- USC Beaufort Faculty Senate
- Executive Vice Chancellor for Academic Affairs

USC Beaufort Degree Programs and Institutional Mission

Baccalaureate degrees from USC Beaufort support the institutional mission by offering two educational components within each degree:

1) a common program of general study designed to provide students with a well-rounded education which

- encourages students to think analytically and abstractly, to explore opinions, to see similarities, to be open to differences, to communicate effectively, and to respect each individual, and

2) a major program of study which

- meets the needs of the student population, and
- prepares students for more advanced study and/or for employment in the field.

The way in which each degree program supports USC Beaufort's institutional mission - with special emphasis on the three areas noted above - was a key component of the Program Planning Summaries and New Program Proposals presented by each degree program to the South Carolina Commission on Higher Education (SCCHE). The SCCHE's approval of our programs conveys their affirmation that our programs do, indeed, advance our institutional mission and that our programs are, indeed, "appropriate to higher education."

Coherence of USC Beaufort Degree Programs

The Director of General Education is accountable for general education requirements, while Department Chairs are accountable for programs of study and degree programs. Department Resource Guides are maintained both by the Director of General Education and Department Chairs as a means of monitoring curricular coherence. All changes in program course offerings and program curricula are proposed by discipline faculty and brought to the Courses and Curricula Committee by the Director of General Education, or responsible Department Chairs for review and consideration. Any changes endorsed by the Courses and Curricula Committee are forwarded to the Faculty Senate for review and consideration. Because all of USC Beaufort's baccalaureate programs are of recent origin (none pre-dating fall 2004), they all retain the programmatic coherence which was central to their design and ensured at their inception by the Courses and Curricula Committee, the Faculty Senate, and the South Carolina Commission on Higher Education.

The Courses and Curricula Committee ensures coherence of course sequencing during the initial program approval process, and it acts as a deputy of the USC Beaufort Faculty Senate in a deliberative and recommending capacity concerning all requests for additions, deletions, and changes in programs, courses, and curricula and compliance with the University's long-range plans. Any proposed new curricula and new courses, and any course changes that affect the substance of course descriptions in the USC Beaufort Bulletin, must be submitted to the Courses and Curricula Committee for consideration. The recommendations of the Courses and Curricula Committee are reported to the Faculty Senate. When programs are considered, the committee reviews and approves the tentative curriculum of the proposed program.

The Courses and Curricula Committee also recommends to the Faculty Senate policies regarding academic standards and periodic program evaluation. USC Beaufort will complete its first four-year cycle at the end of the 2007-2008 academic year. The Courses and Curricula Committee has been charged with the responsibility of developing a program review process [\[ii\]](#) and is meeting to develop guidelines and a timeline for academic program reviews for the first six degree programs that were approved and implemented in 2004. This formal internal academic program review process will commence in fall 2008. Additional future programs will be reviewed four years after their implementation date. The Courses and Curricula Committee will determine the frequency of future program reviews. USC Beaufort has also recently urged the SCCHE to restore its former policy of funding one-day outside consultants to visit programs and make recommendations.

The Program Content of General Education

All major programs of study at USC Beaufort share a common set of general education requirements which have been aligned with the student learning outcomes found in the USC Beaufort Mission Statement and the student learning outcomes articulated by the general education program [\[iii\]](#). USC Beaufort's Purpose Statement and Learning Outcomes for General Education articulate the philosophy and coherence behind the program (38-49 hours) which dominates the first two years of study for each student at USC Beaufort:

"To graduate with a baccalaureate degree from the University of South Carolina Beaufort, all students must complete a program of general study designed to provide them with a well-rounded education. Students receive instruction and practice in effective oral and written communication, cultivate an understanding of the liberal and fine arts, broaden their historical and cultural awareness, and develop a proficiency in one foreign language. Students study the social and natural sciences, acquire technological and information literacy, and build skills in numerical and analytical reasoning.

This program of study, to be completed largely during the student's first two years at the university, serves as a foundation for later upper-division work within the student's major. It also ensures that USC Beaufort graduates have the sort of broad, well-rounded education that will enable them to succeed in graduate school or the workplace and more fully understand their place in the world and get the most out of life. USC Beaufort's general education program is committed to assessment and continuous improvement, and it is committed to ensuring that all USC Beaufort baccalaureate level graduates meet the following student outcomes:

USC Beaufort aims to ensure that all students who complete the General Education program are able to ...

- formulate a thesis, organize complex ideas, support ideas with appropriate evidence, and render them in coherent, grammatical, and properly punctuated written English.
- read carefully and think analytically and critically.
- communicate effectively in spoken English.
- find, evaluate, and appropriately use information.
- effectively use common computer hardware and software.
- perform basic mathematical calculations and interpret data intelligently.
- understand the scientific method and the fundamentals of the physical or life sciences.
- understand and appreciate literature and the fine arts and their place in the culture.
- understand the development of a culture over time and use a broad historical perspective to understand their position in the world.
- understand human behavior from the perspective of at least one of the social/behavioral sciences.
- demonstrate a working knowledge of at least one foreign language.
- recognize and value diversity and understand global and cultural perspectives. "

The Program Content of Major Programs of Study

In addition to general education goals, each major program of study at USC Beaufort maintains program goals which are compatible with the goals found in the USC Beaufort's mission statement. Courses for each degree program have been sequenced to comply with the standards of the University of South Carolina as well as the SCCHE. The program goals within each major program of study can be found in the USC Beaufort Bulletin:

Business Administration (B. S.) Major with a Concentration in Management: [iv] After completing general education courses, business students undertake 60 credits in business-related courses. Many courses have prerequisites, so students are asked to follow the degree completion checklist so that they are appropriately prepared for 300/400-level courses.

Biology Major (B. S.): [v] After completing the introductory Biology sequence (BBIO 101 and 102), biology majors will ordinarily complete the next three core courses of the major, BBIO 301 (Ecology and Evolution), BBIO 302 (Cell and Molecular Biology) and BBIO 303 (Genetics) in order. This classic reductionist approach to biology stresses a direction of information flow that goes from the environment outside the organism into the cell, and ultimately into the genetic material of the cell, where it can produce heritable changes. The last course of the core sequence, BBIO 460 (General Physiology), requires analysis at all levels of understanding. This sequence of courses also correlates well with an expected sequencing of the physical sciences courses (Chemistry and Physics) required of Biology majors; Ecology and Evolution can be appreciated without first-semester organic chemistry (BCHM 333), but Cell and Molecular Biology cannot, and a full understanding of Physiology requires an understanding of Physics (BPHY 201) as well.

Education Major (B.A.): [vi] Currently, the Education Department has one degree program, Early Childhood Education. Upon completion of the general education requirements, potential education candidates apply for admission to the professional program based on six criteria in the program of study that meet state and national standards. They must progress through Level I Pre-professional courses, Level II Professional Program courses, and Level III Internship and Senior Seminar. This program of study is based on standards set forth by the National Council of Accreditation for Teacher Education (NCATE), the South Carolina State Department of Education (SCSDE), the South Carolina Commission on Higher Education (SCCHE). This ensures that students who successfully complete the program of study are eligible for South Carolina Teacher Certification.

English Major (B.A.): [vii] After completing their General Education courses, which include freshman composition (BENG 101) and an introduction to literature course (BENG 102), students are eligible to take courses at the 200-level. Students must complete three prerequisite survey courses (BENG 287, 288, and 289) to gain a sweeping historical perspective on the development of literature in English. (A fourth survey has been approved and will be added to this list in fall 2008: a Great Books of the West course, which concentrates on those non-English texts in translation which are most fundamental to an understanding of literature in English.) Students are strongly encouraged to take all of these survey courses as early in the major as possible, and they must complete at least one before taking more specialized courses at the 300/400 level, most of which involve research. To ensure historical breadth, students must take at least two 300/400-level courses in pre-1800 literature and three 300/400-level courses in post-1800 literature; students are encouraged to take BENG 453 (Development of the English Language) in their junior or senior year.

History Major (B.A.): [viii] Upon enrolling in the History program, students are encouraged to work beyond survey courses to more specialized topics in upper-division courses (BHIS 300-499).

Each of these courses is meant to stand alone, and includes historiography, research, writing, and critical reading components. During their Junior or Senior years and after significant coursework within the discipline, all History majors are required to pass BHIS 300. BHIS 300 includes the development and completion of a significant student-designed written work according to the standards of the discipline.

Hospitality Management Major (B.S.): [\[ix\]](#) The hospitality and tourism industry is considered an interconnected discipline that bridges both the social and professional sciences. Therefore, the course sequencing of the program requirements for the Hospitality Management Major is organized to provide the learner content comprised of:

- A strong liberal arts core,
- A general business background,
- Hospitality and tourism industry specific content.

Learners are first exposed to the rigor of the USC Beaufort general education curriculum that enhances and challenges their understanding of the traditional sciences and social structures. Concurrently and at the lower levels, students learn the basic business principles that are at the core of all business related disciplines. Finally, the industry specific content complements the general education and business courses by applying the content of those curricula to the nuances, characteristics, and challenges of the hospitality management discipline. As a result of seamlessly connecting and sequencing the content for this applied discipline, graduates of the major will be prepared to serve in leadership and management positions in various segments of the hospitality and tourism industry.

Human Services Major (B.S.): [\[x\]](#) The Human Services Program expands course offerings in the liberal arts. This degree program has emerged internationally as a response to rising skill demands across the employment sector in a global economy. It prepares students at the baccalaureate level for professional service in the art and science of caring for individuals, families and other groups, and communities. The program draws heavily from the disciplines of sociology and psychology and is guided by the principles of the national Council on Standards for Human Services Education (CSHSE). Students develop the art of an asset-based approach to work and master the theories and concepts of the behavioral sciences in a series of internships.

Courses for the program have been sequenced to comply with the standards for the CSHSE accrediting body. Students are introduced to the social sciences and human services in their first two years of study. These courses are followed by advanced courses in the human services that include human services interventions, human services evaluation, and human services leadership and professional ethics. In addition students must complete one course in statistical methods and one in research methods, as well as ten upper level courses in the social sciences (sociology and psychology). In the last year and a half of their studies, students must take three internships requiring 120 field placement hours per internship, which are offered in a hierarchical fashion, with the third placement a capstone course. Over two hundred employers in the county participate as site supervisors for interns. Coursework in the major is designed to prepare students for analytical scrutiny of what they do in practice. It is also constructed to articulate with six two-year programs in the state of South Carolina to facilitate students' seamless transition into advanced study in the human services. In spring 2007 the Human Services Program revised its curriculum for more effective course sequencing. The new curriculum was approved by the Courses and Curricula Committee and the Faculty Senate and was implemented in the fall of 2007.

Liberal Studies Major (B.A.): [xi] Liberal Studies is an interdisciplinary program based on the goals and supporting curriculum proposed by the student and developed in conjunction with a faculty advisor. The proposal is then approved by a faculty committee. Hence program coherence in sequencing, complexity and linkage is established internally, by the requirements that ensure a directed program of study. First, students consult with their faculty advisor before they complete 45 hours of coursework. Second, after completing 45 hours of coursework students are then required to complete an application. The program of study must have interdisciplinary potential. Third, the major (36 hours) requires upper-division coursework in two or more subject areas. The required minor (18 hours) requires upper-division coursework in a single area of concentration for the minor.

Nursing Major (B.S.N.): [xii] The USC Beaufort Department of Nursing has established and sequenced its curriculum based on "*The Essentials of Baccalaureate Education for Professional Nursing Practice*" (1998), as set forth by the American Association of Colleges of Nursing, and its curriculum sequencing has been thoroughly reviewed and approved by the South Carolina Board of Nursing.

In addition to other general education requirements, all "pre-nursing" students must complete Anthropology 552 (BANT 552) "The Social Construction of Health," prior to entering into the upper division major. The Anthropology course is intended to provide the foundation for cultural competence development.

The USC Beaufort nursing curriculum is organized beginning with basic skills and moving from simple to complex while integrating threads from the conceptual framework. Health assessment is placed in the curriculum to build on knowledge from biophysical pathology. It is also placed concurrently with Adult Health so that students can immediately practice and apply newly learned skills in the clinical setting. The other practice areas - children's health, women's health and mental health - are placed ahead of community health in order to provide the necessary foundation for practice in a community setting. In the initial curriculum plan, gerontology was offered as a basic course prior to adult health. However after consultation with other nursing colleagues, gerontology was placed concurrently with community health. There were several reasons for this change. First, is a belief that students need to understand and experience "normal" adults before they can grasp the changes that come with aging. Second, is the fact that students often need to acquire an appreciation of what it means to care for the elderly and their special needs - his appreciation is more likely to be attained with time, practice, and experience. And finally, by offering gerontology concurrently with community health, students will have an opportunity to experience the care coordination that is required when patients move from the acute and/or chronic setting to the home environment. The Department recognizes that the gerontology objectives will need to be revised to reflect the change in placement within the curriculum.

Lastly, leadership is offered in the final semester of the senior year to build on all knowledge and skills acquired to that point. It will have a clinical component focusing solely on leadership principles and the meaning of effective leadership. Adult Health II, also offered in the final semester of the senior year, is intended to be a capstone experience with both didactic and clinical components. Students will have an opportunity to practice with acutely ill patients manifesting major system failures supported by a clinical preceptor.

Psychology Major (B.A.): [xiii] The curriculum of the psychology major at USC Beaufort duplicates the psychology major curriculum at USC Columbia. The prerequisite course for all psychology majors is major courses is BPSY 101. Students are then advised to take the research methods sequence which includes Research Methods (BPSY 226), Psychological Statistics (BPSY 227) and

Psychology Laboratory (BPSY 228). Credit for the Psychology Laboratory (an integration of statistics and methods) was increased from 2-credit hours to 3-credit hours. This change was based on the increased requirements for students to perform an original, limited research study. This study, including a hypothesis and a problem statement, requires a formal presentation in a poster session. Psychology majors are required to choose two courses from experimental psychology courses and two human behavior focused courses. In addition, students are required to take 9 hours at the 300-level or above and at least 3 hours of 400-level courses.

Based on a study of standardized outcome measures in psychology (the subject test of the Graduate Record Examination and the Major Field Test in Psychology) and performance data from the first group of USC Beaufort's graduating psychology majors on the Major Field Test, the psychology faculty have proposed a revision of the psychology curriculum which will ensure that every psychology major will master all the core foundational areas of psychology to prepare them for employment in the field of applied psychology as well as for post-graduate study.

Spanish Major (B.A.): [xiv] The Spanish Program ensures that course sequencing demonstrate coherence, increasing complexity and linkages among various program components by: a) requiring prerequisites for certain courses to ensure the proper sequencing, b) scheduling courses in a progressive manner to lead students in lower levels to reach higher levels, c) establishing specific program goals that spread across the Spanish curriculum and link course content with other courses in the discipline, and d) assessing student performance and learning outcomes through final exams and papers for each course.

The Program Content of Associate Degrees

The associate in arts and associate in science degrees complement USC Beaufort's mission by indicating a strong grounding in the liberal arts and often are used by business and the military for hiring and promotion considerations.

This program of study is intended to serve as a foundation for later upper-division studies or to serve students in various careers. It aims to ensure that all graduates of the associate degree programs have a broad, well-rounded education that will enable them to succeed in the university or in the workplace.

USC Beaufort is committed to assessment and continuous improvement of its associate degrees and ensuring that all associate degree graduates meet the following student outcomes:

USC Beaufort aims to ensure that all students who complete the AA/AS program are able to ...[xv]

- formulate a thesis, organize complex ideas, support ideas with appropriate evidence, and render them in coherent, grammatical, and properly punctuated written English.
- read and think carefully, analytically, and critically.
- communicate effectively in spoken English.
- find, evaluate, and appropriately use information.
- effectively use common computer hardware and software.

- perform basic mathematical calculations and interpret data intelligently.
- understand the scientific method and the fundamentals of the physical or life sciences.
- understand and appreciate literature and the fine arts and their place in the culture.
- understand human behavior from the perspective of at least one of the social/behavioral sciences.
- recognize similarities and differences and tolerate, empathize with, and respect those from other cultures, races, economic classes, and genders.

USC Beaufort's Commitment to the Assessment and Continuous Improvement of Program Content

The USC Beaufort community participates in an ongoing process of both internal (Institutional Effectiveness) and external evaluation (Accreditations) to ensure that the content of its programs is coherent, compatible with USC Beaufort's mission, and based upon fields of study appropriate to higher education.

USC Beaufort is seeking or has received external accreditation for several of its academic programs as the institution continues its commitment to excellence and to ensure that USC Beaufort degrees are based on a field of study appropriate to higher education.

The Education Department is seeking accreditation from the National Council for Accreditation of Teacher Education (NCATE). In July of 2007, USC Beaufort received notification from NCATE and the National Association for the Education for Young Children (NAEYC) that the Early Childhood Education program is nationally recognized with conditions through Spring 2009. The program will be listed as nationally recognized on websites and/or other publications of NAEYC. The NCATE accreditation visit will occur in April 2008.

The Nursing program received accreditation from the South Carolina Board of Nursing and is seeking national accreditation from the Commission on Collegiate Nursing Education (CCNE).

In addition, other external accreditations will be pursued:

- Human Services plans to seek accreditation from the Council for Standards for Human Service Education (CSHSE)
- Business will seek accreditation from the Association to Advance Collegiate Schools of Business (AACSB)

The USC Beaufort Institutional Effectiveness process (1) incorporates an annual, systematic review of institutional mission, goals, and outcomes; (2) results in continuing improvement in institutional quality; and (3) demonstrates the institution is effectively accomplishing its mission.

Supporting Documentation

- [i USC Beaufort Mission](#)
- [ii Courses and Curricula Program Review](#)

- [iii USC Beaufort Bulletin General Education Requirements](#)
- [iv USC Beaufort Bulletin Business Administration Major B. S.](#)
- [v USC Beaufort Bulletin Biology Major B. S](#)
- [vi USC Beaufort Bulletin Education Major B.A.](#)
- [vii USC Beaufort Bulletin English Major B.A.](#)
- [viii USC Beaufort Bulletin History Major B.A.](#)
- [ix USC Beaufort Bulletin Hospitality Management Major B. S.](#)
- [x USC Beaufort Bulletin Human Services Major B.S.](#)
- [xi USC Beaufort Bulletin Liberal Studies Major B.A.](#)
- [xii USC Beaufort Bulletin Nursing Major B.S.N.](#)
- [xiii USC Beaufort Bulletin Psychology Major B.A.](#)
- [xiv USC Beaufort Bulletin Spanish Major B.A.](#)
- [xv USC Beaufort Bulletin Associate Degrees](#)