



FR 4.2 | Program Curriculum

The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

Compliance Finding: IN COMPLIANCE

Narrative:

Curriculum is Directly Related and Appropriate to the Purpose and Goals of the Institution and Degrees Awarded

Evaluation of the University of South Carolina Beaufort (USCB) curriculum shows that it is directly related and appropriate to the purpose and mission and goals of the institution as well as to certificates and degrees awarded. The USCB Mission Statement outlines the University's purpose and role in higher education relative to teaching, research, and service.

The University of South Carolina Beaufort (USCB) responds to regional needs, draws upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its mission of teaching, research, and service. USCB is a senior baccalaureate campus (1,400 to 3,000 students) of the state's largest public university. It offers degree programs in the arts, humanities, professions, and social and natural sciences delivered through on-site instruction and distance education, along with an active program of co-curricular activities and athletics. It serves a racially and culturally diverse student body, including military personnel, veterans and their dependents, and draws students from the South Carolina Lowcountry, from around the country, and from around the world. USCB enriches the quality of life for area residents of all ages through its academic programs, continuing education, artistic and cultural offerings, community outreach, collaborations with regional initiatives, and life-long learning opportunities.

USCB has developed five goals and nine objectives geared toward achieving this mission:

Relationship Between USCB Goals and Objectives	
USCB Strategic Goals	USCB Strategic Objectives
1. Teaching/Learning	
USCB will improve the quality of education by expanding its curriculum and stressing disciplinary knowledge and academic skill development characterized by critical inquiry, depth of understanding, accountability, and a commitment to diversity. The University will emphasize research, scholarship, and creative achievement as integral to effective teaching in all academic areas and will promote quality teaching and scholarship by providing appropriate faculty-development support.	<ul style="list-style-type: none"> I. Strengthen and expand academic offerings. V. Provide an environment conducive to teaching and learning.
2. Research Scholarship and Creative Activity	
Recognizing the intrinsic value of research, scholarship, and creativity and their importance to the region and to engaged teaching, the University will foster research, scholarship, and creative activity by recruiting, retaining, and supporting faculty members who are or will become nationally and internationally recognized as highly productive contributors to their fields. The University will assist faculty to identify and compete for extramural funding to support research and creative activities.	<ul style="list-style-type: none"> IV. Support scholarship and the pedagogy of the faculty.
3. Service Excellence	
USCB will be actively engaged at all levels in making all of our services student-centered, customer-focused, and excellence driven. Our campus and community relationships will be sustained by adherence to our core service values – integrity, collaboration, innovation, responsiveness, accountability, and excellence. Our academic programs will respond to regional needs and promote a high overall quality of life. University members will exhibit good citizenship by using professional and personal expertise to improve our communities. On our campuses, every person and system will be dedicated to fulfilling the academic aspirations of those students who choose to be members of this learning community.	<ul style="list-style-type: none"> II. Strengthen and expand student support services. III. Expand and diversify student population. V. Provide an environment conducive to teaching and learning. IX. Improve service excellence university-wide
4. Quality of Life in the University Community	
USCB will attract the most deserving and promising students at every level, regardless of background and economic circumstance. The University will integrate strong academic programs with cultural and co-curricular experiences to foster a sense of community and quality of life that nurtures the whole person.	<ul style="list-style-type: none"> II. Strengthen and expand student support services. VI. Build the University’s reputation and strengthen its base of support. VIII. Maintain access and affordability.
5. Recognition, Visibility and Community Involvement	
USCB will strive to complement and grow the region’s strengths by continuing to develop the University’s facilities, programs, activities, and community involvement. The University will increase its visibility by highlighting the accomplishments of students, faculty, and staff. Where possible, USCB will attain appropriate accreditations. It will provide Lowcountry citizens with educational opportunities for lifelong learning and cultural enrichment, and develop and maintain partnerships with other entities to better serve the educational needs of the geographic region.	<ul style="list-style-type: none"> VI. Build the University’s reputation and strengthen its base of support. VII. Develop appropriate partnerships that support the University’s mission.

Curriculum is Developed by Faculty and Approved by Appropriate Governing Bodies

To ensure that all curricula are directly related to and appropriate for the purpose and goals of the institution and the certificates and degrees awarded, each educational program for which academic credit is awarded is first approved by the faculty and then the administration. After the

necessary institutional approvals have been granted, the South Carolina Commission on Higher Education (SCCHE) receives the program proposal.

As stated in the [South Carolina Code of Laws Section 59-103-35](#), "No new program may be undertaken by any public institution of higher education without the approval of the commission." According to the [Guidelines for New Academic Programs](#), the SCCHE's role in program approval is to "take a statewide viewpoint (and, in some cases, a regional or national viewpoint)" to determine the:

- Objectives of the proposed program;
- Statewide need for the program;
- Program compatibility with the mission, role, and scope of the institution;
- Program cost;
- Existence of personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality, or the existence of a plan for such essentials; and
- Appropriateness of the program and consistency with best practices in higher education.

The process for academic program development is the same regardless of mode of delivery. Following the SCCHE guidelines, academic program proposals at USCB follow a two-step process: a program planning summary, followed by a full program proposal. The steps in the curriculum development and approval process are listed below.

Program Planning Summary

- Origination and approval by discipline faculty
- Approval by Department Chair
- Review and endorsement by the Courses and Curricula Committee
- Review and endorsement by the Faculty Senate
- Approval by Administration
- Approval by SCCHE Advisory Committee on Academic Programs (ACAP)

Full Program Proposal

- Approval by USC system President
- Approval to USC Board of Trustees
- Approval by SCCHE
- Approval by SACSCOC

The [tracking document](#) for the Bachelor of Science in Health Promotion degree program is provided to demonstrate the program approval process. Minutes of the [Courses and Curricula Committee \(09-21-2012\)](#) and [Faculty Senate \(09-29-2012 p 4-5\)](#) demonstrate that the Courses and Curricula Committee and Faculty Senate endorsed the degree.

All academic degrees are developed by faculty who are experts in their fields of study to ensure that curriculum is consistent with the best practices in higher education and best practices in the

given field. USCB provides degrees that are consistent with the aims of a liberal arts education: a solid grounding in general education, with major degree concentrations of study drawn from the sciences, social sciences, humanities, and the fine arts. The general education curriculum has been designed by faculty to provide students exposure to each of these disciplines, ensuring a well-rounded education appropriate to the liberal arts. The University has always been committed to “responding to regional needs”, and the degrees offered are appropriate to that commitment. Degrees in English, History, Spanish, Biology, Psychology, Sociology, Communication Studies, Computational Science, Studio Art, and Liberal Studies prepare students for advanced study or the workforce, while the degrees of Hospitality Management, Business Administration, Early Childhood Education, Elementary Education, Human Services, Nursing (BSN and RN to BSN) and Health Promotion (beginning Fall 2014), provide professional degrees to meet the needs of regional employers.

For example, the Hospitality Management program provides a comprehensive curriculum that focuses on preparing students for managerial positions in the hospitality industry. Given that Hilton Head Island is a major tourist destination, the BS in Hospitality Management is a perfect match between USCB and regional needs. Hospitality majors come from as near as Beaufort, Ridgeland and Savannah and from as far as Hong Kong, Paris and Sierra Leone. They learn both in classes and in hands on internships with the world-class resorts and restaurants of Hilton Head Island.

Similarly, the Early Childhood Education and Elementary Education degrees have been designed specifically as resources for the region. Recruiting and retaining teachers is a constant challenge, aggravated in part by an 18% turnover rate of teachers, some of whom are members of a constantly relocating military force. In addition to the turnover problems of the region, the Beaufort County School District has experienced a 3.1% increase in students over the past five years, and has engaged in an ambitious building program, further increasing the need for teachers. Teacher shortages in area schools are expected to continue over the next decade due to retirements and lack of competitive success in attracting graduates to work in rural school districts. USCB has developed these Education degree programs to address this shortage. Additionally, USCB has implemented the very successful *Call Me Mister* program, which focuses on attracting minority males into elementary education.

Programs in the Department of Nursing and Health Professions also serve the needs of the region. In July 2002, the U.S. Department of Health and Human Services, Bureau of Health Professions published a workforce analysis report on the “Projected Supply, Demand, and Shortages of Registered Nurses: 2000 – 2020.” Findings from this report have been widely circulated, calling the public's attention to a projected 29% national shortfall in the RN supply by the year 2020. In South Carolina, the RN shortage in 2020 is projected to reach 17.8%. In neighboring Georgia, this figure is a staggering 40 percent. Sources reporting the shortage say the statistics are subject to many variables. For example, the Census Bureau predicts that by 2025, 40% of the country's population will be living in the South. Most of this moving population will be baby boomers approaching their 60's and 70's, and the southern states will thus have a proportionately greater increase in the demand for health care. This growth is already visible in

Bluffton, with a population that is expected to triple in the near future. Additionally, with the Affordable Care Act, signed into law on March 23, 2010, health care will significantly expand the role and function of community health centers. All of these factors are reflected in a rapidly growing need for nurses, and the USCB BSN and RN-BSN degree programs address this need.

In the spring of 2014, USCB launched a new BS degree in Health Promotion to respond to the growing need to replace a system that cares for the sick to one based on holistic and preventative health care. The advantage of this type of health care system is that it promotes well-being by developing strategies to improve and maintain health. Health Promotion graduates are needed in Beaufort County because the county's population has increased dramatically (40% from 1990 to 2000 and 39.5% from 2000 to 2010). While many of the retirees relocating to Beaufort are affluent, much of Beaufort County and the other three counties in the USCB service area (Jasper, Colleton, and Hampton) are among the poorest in South Carolina. Health awareness and promotion is essential to helping low income families seeking to avoid medical dependency.

In support of the USCB Mission to serve military personnel and their dependents, USCB provides the associate degree program specifically for active duty military and their families who are affiliated with the regional military installations: the Marine Corps Air Station, the Marine Corps Recruiting Depot, and the Naval Hospital.

Supporting Documents

1. [South Carolina Code of Laws Section 59-103-35](#)
2. [SCCHE Guidelines for New Academic Programs](#)
3. [Bachelor of Science in Health Promotion tracking document](#)
4. [Minutes of the Courses and Curricula Committee \(09-21-2012\)](#)
5. [Minutes of the Faculty Senate \(09-29-2012 p 4-5\)](#)