

CR 2.7.3 - General Education

The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that is (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Compliance Finding: In Compliance

Narrative:

The University of South Carolina Beaufort (USC Beaufort) General Education Purpose Statement [i] clearly delineates the rationale of our general education program. General education requirements at USC Beaufort are designed to provide students with a strong foundation for upper-division coursework and with “the sort of broad, well-rounded education that will enable them to succeed in graduate school and the workplace and more fully understand their place in the world and get the most out of life.” To develop this breadth of knowledge, our 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.” The philosophy which guides our program is articulated in twelve clearly stated general education outcomes [ii], four of which have been designated by the faculty as areas of core competency. The philosophy and curriculum for the general education component of USC Beaufort’s associate degrees resembles that for its baccalaureate degrees in all respects, except that it does not require foreign languages and, for the A.S., it demands extra credits in numerical and analytical reasoning. [iii]

USC Beaufort’s general education requirements -- between 38 and 46 hours for associate degrees, and between 38 and 49 hours for baccalaureate degrees -- constitute a substantial component of each undergraduate degree: between 63% and 77% for associate degrees, and between 32% and 41% for baccalaureate degrees. All associate and baccalaureate students take coursework in, among other areas, each of the areas required by SACS: humanities, fine arts, social/behavioral sciences, natural sciences, and mathematics. The Director of General Education, the Courses and Curricula Committee, the Faculty Senate, and the Executive Vice Chancellor for Academic Affairs have approved (and periodically review and revise [iv]) the twelve general education outcomes appropriate and sufficient to our mission; these same bodies and administrators have designed (and continue to periodically review and revise) the general education curriculum to ensure that it, and each of the courses which can satisfy its requirements, meets the goals outlined in our declared outcomes. The Director of General Education annually reviews learning objectives for all key general education courses [v], and the curriculum requirements and course prerequisites ensure that

general education courses are general and “do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.”

Table 1 General Education Requirements for Baccalaureate Degrees

GENERAL EDUCATION REQUIREMENTS FOR B.A. & B.S.		
English	BENG 101 with a grade of C or higher	3
	BENG 101L with a grade of C or higher ¹	0-1
	BENG 102 with a grade of C or higher	3
Numerical & Analytical Reasoning	BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.	6-7
Speech	BSPC 140 or BSPC 230	3
Liberal Arts	Liberal Arts Electives (humanities & social/behavioral sciences) ²	6
	BHIS 101, 102, 111, 112, 115, or 116	3
	Fine Arts ³	3
	Social/Behavioral Sciences ⁴	3
Natural Sciences	Two Natural Science courses with laboratories ⁵	8
Foreign Language	Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.	0-6
Non-Western Studies	A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. ⁶	0-3
Notes	¹ Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam. Students who transfer into USC Beaufort with credit for first-semester freshman composition are exempt from the BENG 101L requirement. ² Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. ³ Courses from: BARH, BATS, BMUS, or BTHE. ⁴ Courses from: BANT, BECO, BGEO, BGST, BLIN, BPOL, BPSY, BSOC and BSST. ⁵ Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY. ⁶ The following courses have been approved for this requirement:	

	BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315, and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.
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The Director of General Education works with the Office of Institutional Effectiveness & Research (IER), the Institutional Effectiveness Council (IE Council), and the faculty to assess and evaluate assessment of student performance and institutional effectiveness for each of our general education outcomes. A general education assessment plan [\[vi\]](#), approved by the faculty, guides general education assessment, and general education assessment reports are shared with the entire faculty. Performance goals for student outcomes reflect both absolute measures (e.g., 80% of rising juniors will demonstrate writing competence by a score of 3 or higher on the ACT CAAP Writing Essay Test) and, where appropriate, by comparative measures (e.g., Median scores for rising juniors on the ACT CAAP Writing Essay Test will be in the 50th percentile or higher for rising juniors at four-year colleges nationally). To ensure that our classes and students are meeting college standards, USC Beaufort’s general education process employs ACT CAAP modules for (1) writing, (2) critical reading/thinking, and (3) scientific reasoning. For mathematics and foreign language, USC Beaufort employs USC system-wide placement tests. The general education assessment plan buttresses these assessment tools with course-embedded assessments and student and alumni surveys.

Table 2 General Education Requirements for Associates Degrees

USC BEAUFORT ASSOCIATES DEGREES			
I. GENERAL EDUCATION REQUIREMENTS		A.A.	A.S.
English	BENG 101 with a grade of C or higher	3	3
	BENG 101L with a grade of C or higher ¹	0-1	0-1
	BENG 102 with a grade of C or higher	3	3
Numerical & Analytical Reasoning	BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science, accounting, or psychological statistics. (Accounting and psychological statistics for A.S. students only).	6-7	9-10
Speech	BSPC 140 or BSPC 230	3	3
Liberal Arts	Liberal Arts Electives (humanities & social/behavioral sciences) ²	6	6
	BHIS 101, 102, 111, 112, 115, or 116	3	3
	Fine Arts ³	3	3
	Social/Behavioral Sciences ⁴	3	3
Natural	Two Natural Science courses with laboratories ⁵	8	8

Sciences			
Non-Western Studies	A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. ⁶	0-3	0-3
II. ELECTIVES		22-17	19-14
TOTAL HOURS		60	60
<i>Students must maintain a cumulative grade point average of 2.0, and 15 semester hours must be earned at a University of South Carolina campus.</i>			
Notes	¹ Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam. Students who transfer into USC Beaufort with credit for first-semester freshman composition are exempt from the BENG 101L requirement. ² Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. ³ Courses from: BARH, BATS, BMUS, or BTHE. ⁴ Courses from: BANT, BECO, BGEO, BGST, BLIN, BPOL, BPSY, BSOC and BSST. ⁵ Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY. ⁶ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315, and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.		

Students receive general education transfer credit by course equivalency. The only exceptions are as follows: (1) “Students who transfer into USC Beaufort with credit for first-semester freshman composition are exempt from the BENG 101L requirement”; (2) for USC Beaufort’s non-Western studies requirement, “Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.” (See notes 1 and 6 to GE curriculum above.)

Supporting Documentation

- [i General Education Purpose Statement](#)
- [ii General Education Outcomes](#)
- [iii General Education Curriculum Associate Degree](#)
- [iv General Education Faculty Review](#)
- [iv General Education Annual Review](#)
- [vi General Education Assessment Plan](#)