

FR 4.2 – Program Curriculum

The institution maintains a curriculum that is directly related and appropriate to its purpose and goals and to diplomas, certificates, or degrees awarded.

Compliance Finding: In Compliance

Narrative:

The University of South Carolina Beaufort (USC Beaufort) curriculum evaluation shows that the curriculum is directly related and appropriate to the purpose and mission and goals of the institution as well as to diplomas, certificates, or degrees awarded. The mission statement [i] outlines USC Beaufort's purpose and role in higher education relative to teaching and learning, research, and public service, stating:

The University of South Carolina Beaufort, a small (1,000 to 3,000 students/fall headcount enrollment) senior campus of the state's largest public university, brings the University of South Carolina's statewide mission of teaching, research, scholarship, and public service to the rapidly growing Lowcountry of South Carolina. USCB offers baccalaureate degrees that respond to regional needs, draw upon regional strengths, and prepare graduates to participate successfully in communities here and around the globe.

USC Beaufort has always been committed to responding to regional needs. The University provides degrees that are consistent with a liberal arts education: English, History, Spanish, Biology, Psychology, and Liberal Studies (with a concentration in Security Studies) to prepare students for the workforce or advanced study, and provides much needed professional degrees in the fields of Hospitality Management, Business Administration, Early Childhood Education, Human Services, and Nursing to meet the needs of regional employers.

The Hospitality Management program at USC Beaufort 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 USC Beaufort 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 in classes and in internships with world-class resorts and restaurants.

Two other recent examples of responding to regional needs are the Security Studies Concentration in the Liberal Studies degree [ii] and the nursing degree [iii]. The Security Studies concentration is designed to capitalize on the surging demand for homeland security professionals in the country following September 11, 2001, and Hurricane Katrina. With its growing population and successful resort industry, the area served by USC Beaufort represents a cutting edge of demographic transformation in the southeast, attracting thousands of foreign tourists as well as an increasing number of new permanent residents. Meeting the homeland security needs created by these trends will only become more pressing for state and local officials in the future. At the same time, the ports of Charleston and Savannah - the second and third largest on the east coast and both within an hour's drive of Beaufort - are arguably among the country's highest homeland security priorities. Market-driven security interests will become increasingly more pressing and consequential in the future. At the same time, there are great

security-based concerns for business executives and companies across South Carolina where the state is linked to concerns in Europe and Asia as part of the general process of economic globalization. Direct foreign investment by global firms has been a major state priority, and it is replete with security issues.

In July 2002, the U.S. Department of Health and Human Services, Health Resources and Services Administration, 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 statistics say the latter are subject to many variables. For example, the Census Bureau predicts 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 next five years.

Finally, the USC Beaufort 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. All of the requirements for each degree, minor, or concentrations are outlined in the Bulletin. General education courses provide the foundation for majors and degree programs.

To ensure that all curricula are directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates and degrees awarded, each educational program for which academic credit is awarded is approved by the faculty and the administration. Following the South Carolina Commission on Higher Education (SCCHE) Guidelines, the academic program proposal at USC Beaufort consists of a two-step process: a program planning summary and a full program proposal. Planning summaries and full program proposals (as well as substantive content changes in a program of study) are developed as follows:

- Origination and approval by discipline faculty
- Approval of Department Chair
- Review and approval by the Courses and Curricula Committee of the Faculty Senate [\[iv\]](#)
- Review and approval by the Faculty Senate
- Review and approval by the Executive Vice Chancellor for Academic Affairs
- Review and approval by the Chancellor
- Review and approval by the President
- Review and approval by the Board of Trustees [\[v\]](#)
- Review and approval by the SCCHE

After the necessary institutional approvals have been granted, SCCHE receives the program proposal. As stated in the [South Carolina Code of Laws Section 59-103-35 \[vi\]](#), "No new program may be undertaken by any public institution of higher education without the approval of the commission." According to the CHE Guidelines for New Academic Program Approval, 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
- State-wide need for the program
- Programs' compatibility with the mission, role, and scope of the institution
- Program cost
- Existence of necessary personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality, or the existence of a plan for such essentials

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

- Origination and approval by discipline faculty
- Approval of Department Chair
- Review and approval by the Courses and Curricula Committee of the Faculty Senate [\[vii\]](#)
- Review and approval by the Faculty Senate
- Review and approval by the Executive Vice Chancellor for Academic Affairs

Supporting Documentation

- [i USC Beaufort Mission Statement](#)
- [ii Security Studies Concentration Approval](#)
- [iii Nursing Program Approval](#)
- [iv USC Beaufort Faculty Manual -- Courses and Curricula Committee](#)
- [v Board of Trustees](#)
- [vi South Carolina Code of Laws Section 59-103-35](#)
- [vii USC Beaufort Faculty Manual -- Courses and Curricula Committee](#)