

Approved Minutes of the Carolina Core (General Education) Committee Meeting

February 8, 2011

12:30-2:00 p.m.

Hollings Special Collections Library
Thomas Cooper Library

Members Present:

Cheryl Addy, Pam Bowers (ex officio), Jim Burns, Mary Ann Byrnes, Helen Doeringhaus (Administrative Co-Chair), Kris Finnigan (ex officio), Kimberly Glenn, Mary L. Hjelm, Carolyn Jones, Sheryl Kline, Gene Luna, Mike Matthews (Faculty Co-Chair), Allen Miller, Joseph Rackers, Rick Stephens, Irma Van Scoy, Jennifer Vendemia, Jerry Wallulis, Virginia Weathers

Members Absent:

Elise Ahyi (ex-officio), Susanne Hicklin (ex officio), Stuart Hunter, Phil Moore (ex-officio), Patrick Nolan (ex-officio), Susan Parlier, Teresa Smith

Faculty Content Consultants Present:

Alexander Beecroft, Erik Doxtader, Christy Friend, Andrew Graciano, Sam Hastings, Ken Kelly, Doug Meade, Chris Tollefsen

Faculty Content Consultants Absent: Rich Showman

Handout materials:

- Agenda
- January 25, 2011 minutes - draft
- List of Carolina Core committee members and content consultants
- Proposed language change to a Contextual Statement (as suggested by Psychology faculty)
- Specialty Teams preliminary roster
- Carolina Core Course Approval (2-7-11 draft)
- **USCConnect Learning Outcomes and Assessment**

Minutes of the January 25 meeting were approved with no changes.

Mike introduced new Faculty Content Consultants Christy Friend, Associate Professor of English Language and Literature, and Chris Tollefsen, Professor of Philosophy, who is filling in during Jerry Hackett's sabbatical this semester.

Mike has requested time on the Faculty Senate agenda on March 2 to provide an update on the Carolina Core. He noted that two Faculty Forums will be offered in late Spring. The Forums will provide guidance to faculty on how to write a proposal for a CC designated course and will provide an opportunity for faculty to provide input into the course approval process. The CC committee will begin accepting course proposals soon after the Forums.

Irma provided a handout and a PowerPoint presentation on the Quality Enhancement Plan (QEP) proposal recently submitted to the Southern Association of Colleges and Schools (SACS) as part of the institution's reaffirmation of accreditation process. The project, USC Connect, grew out of the general education revision process and is intended to transform the undergraduate educational experience for students. The proposal will be the focus of the SACS on-site visit in late March. SACS will provide feedback on the proposal during this visit. The proposal is available on the Provost's website at <http://www.sc.edu/provost/qep/>

Mike discussed the handout that documents proposed change to the Contextual Statement regarding the CC learning outcome, *"Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues."* Mike said the changes were suggested by the Psychology faculty's undergraduate curriculum committee, to better represent modern psychology and the content of the Psychology 101 course. Since general agreement with the revised statement was indicated and no opposition was expressed, the changes will be made to the contextual statements.

Helen reminded that the specialty teams will use the context statements to review courses for CC designation, and to plan and conduct assessment of student achievement of the CC learning outcomes.

At the last meeting faculty members of the committee were asked to indicate their preferences for specialty team assignments; Helen used that information to make the assignments as noted on the Specialty Teams handout. She will identify a new coordinator for the historical thinking team; Lacy Ford will not be able to serve on that team. Helen and Mike will meet with the specialty teams next week; the teams will begin their work in the Spring semester, and will begin reviewing course requests in the Fall.

- It was suggested that the teams may want to "practice" on some existing general education courses, to think through how this might work in the Fall, since there will be a large number of courses to review once the process gets underway
- Each specialty team is set up to include faculty from those disciplines most closely aligned with the learning outcomes; however, each team will also need to consider the needs of the "client" programs and students served by the course

Kris discussed the Carolina Core Course Approval handout; this draft included revisions suggested at the last CC meeting. An electronic version of this form will be used to collect information for the specialty teams to consider as they determine which courses are appropriate for CC designations.

Discussion about how current general education courses will be reviewed for CC designation led to the following points of clarification:

- There is currently not a "list" of courses that are approved for general education credit across the university; each college identifies a general education distribution requirement
- All courses – even those currently taken for general education credit – will be reviewed before CC designation is granted
- Some "work-horse" courses – those that are currently taken by large numbers of students for general education, may be reviewed first so that students will have access to the courses they need during the enrollment period
- All courses reviewed by the CC process will also be reviewed by the Faculty Senate Committee on Curricula and Courses
- All CC courses should be open to all students; the 'priority' statement may suggest to some that this will not be the case and this will be monitored by the CC committee
- Committee members are asked to send comments and suggestions to Kris for drafting a CC course syllabus component template; she will distribute a draft for the committee's consideration.

Mike will discuss the course approval process with the Faculty Senate Committee on Curricula and Courses.

Helen asked for any general questions or discussion, leading to the following points of clarification:

- The new CC will be effective for students matriculating in Fall 2012; at that time advisors will have to advise continuing students following existing general education practices and new freshmen under the new CC requirements.
- DARS audit will be based on a student's matriculation date
- Communication with advisors will be essential and is not easily done within the current advising structure, so planning and improvement will be helpful before implementation of the CC

- Departments, not individual faculty, will be the focus of efforts to develop new CC courses
 - o Learning outcomes must be common across all sections of a course, and there must be a common assessment 'object' such as a project, paper or exam

The meeting adjourned at 2:00 p.m.

The next Carolina Core meeting will be March 15, at 12:30 in Room 204 of the Thomas Cooper Library.

Submitted by Pam Bowers.