

Minutes of the Carolina Core (General Education) Committee Meeting

April 12, 2011

12:30-2:00 p.m.

Thomas Cooper Library

Members Present:

Cheryl Addy, Pam Bowers (ex officio), Mary Ann Byrnes, Kenneth Campbell, Helen Doeringhaus (Administrative Co-Chair), Kris Finnigan (ex officio), Kimberly Glenn, Mary L. Hjelm, Stuart Hunter, Carolyn Jones, Sheryl Kline, Gene Luna, Mike Matthews (Faculty Co-Chair), Allen Miller, Phil Moore (ex-officio), Susan Parlier, Rick Stephens, Irma Van Scoy, Teresa Smith, Jerry Wallulis (ex-officio), Virginia Weathers

Members Absent:

Elise Ahyi (ex-officio), Jim Burns, Susanne Hicklin (ex officio), Patrick Nolan (ex-officio), Joseph Rackers, Jennifer Vendemia (ex-officio)

Faculty Content Consultants Present:

Erik Doxtader, Don Edwards, Christy Friend, Sam Hastings, Doug Meade, Rich Showman, Chris Tollefsen

Handout materials:

- Agenda
- March 15, 2011 minutes – draft
- Specialty Teams roster – as of April 1, 2011

Helen facilitated introductions of committee members and specialty team members. She said committees are at various stages of meeting and drafting materials to use in their work of reviewing course proposals for Carolina Core designation.

Minutes of the March 15 meeting were approved with no corrections.

Mike announced dates for two Faculty Forums – April 20, and April 25. Content will be the same at both – Proposing a Carolina Core Course. The primary purpose of the forums is to be sure that faculty are well informed about how the CC course proposal and approval process will work. Mike will provide information about preparing course proposals, briefly describe the approval process, answer questions, and hear recommendations from the faculty. Mike showed a few PowerPoint slides as he described key points he will discuss:

- Course proposals can be submitted in August, 2011
- CC will be implemented in August, 2012
- Handouts for Forum participants will include
 - o Core components
 - o Learning outcomes
 - o One contextual statement (as example)
 - o Description of concept of overlay courses
- Review process will flow as follows:
 - o requesting department will work with their academic program liaison and their college curriculum office to draft the proposal;
 - o college will submit course proposal to Faculty Senate
 - o Faculty Senate's Curricula and Courses committee will refer course proposal (electronically) to CC committee for review of CC designation only
 - o CC committee will refer proposal to appropriate specialty team
- CC Specialty Teams
 - o Teams of 3-4 faculty, nominated by deans and colleagues, comprising disciplinary experts and representatives from other colleges/schools

- Will review CC components of course proposal documents
 - Will recommend approval/no approval of proposed CC designation to Faculty Senate
- If Specialty Team reaches consensus on approval or denial of CC designation, full CC committee will not review proposal
- If Specialty Team is unable to reach consensus on approval or denial, the full CC committee will review the proposal
- Course proposal materials will provide
 - Clear articulation of learning outcomes (CC and other)
 - Justification – including a clear description of student assignments that provide opportunities for students to learn content and practice skills related to expected learning outcomes, and that will provide student work products that demonstrate the level of students’ achievement of the learning outcomes
 - Course syllabus (“archetypal”) that includes:
 - Discipline-specific learning outcome(s) for alignment with CC learning outcome(s)
 - Topical outline of content, perhaps by week
 - Time allocation
- Course may have learning outcomes beyond CC learning outcomes
- Course may propose less than 100% time allocation and topical content to CC topics
- Majority of time, content, and student activities should be on Core topics
- For guidance on learning outcomes, faculty will be referred to Contextual Statements for each Carolina Core area www.sc.edu/generaleducation/
- CTE website has many examples of well-stated learning outcomes
- Learning outcomes for CC designated courses must be consistent term-to-term and across all course sections (including regional and Columbia campuses)
- Will describe concept of overlay course – also will be described on a handout
 - Overlay course must fully meet both CC learning outcomes
- Specialty teams are training to review course proposals
- CC committee is developing resource materials for specialty teams and for faculty preparing course proposals
- On-line course proposal system is being prepared, and is expected to be ‘live’ by August
- Existing courses will not be “grandfathered” in; all must be submitted to request designation as CC course
- CC committee is eager to provide a full slate of courses!

The following points were discussed in response to Mike’s presentation:

- Process for specialty team to obtain additional information – if needed - from course proposal authors needs to be further refined
- Carolina Core has three “layers;” from broad to specific, they are: Core components (7), learning outcomes (10), and elements of each learning outcome (3-4 per learning outcome – found in the contextual statement for each learning outcome). We need to clarify language when referring to these pieces.
- Submitting course proposals electronically to Faculty Senate is a change that is expected to be implemented by August
- Faculty Senate will not address the CC designation portion of a course proposal; they will continue to focus on the aspects of course approval that have previously been their purview
- It would be helpful to include a visual representation of the overlay course concept in the Forum presentation
- CC specialty committee should not care about grading system, other than to assure that basis of grading includes appropriate focus on CC learning outcomes
- Somehow need to note that a course is expected to be the same on every campus
 - College approval process should assure that regional campuses have been contributors to the discussion and development of the proposal

- Might be useful to emphasize CC committee's initial focus on foundational level courses, to be followed later by more attention to integrative courses

Helen will clarify language on prerequisites and lower/upper division course number parameters.

Kris plans to provide training for Academic Program Liaisons, so that they can assist faculty with proposal process.

Helen said that after courses are implemented, specialty teams will need to be able to look at student work products from courses to see if students are learning what we expect them to learn.

The meeting adjourned at 2:00 p.m.

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

Submitted by Pam Bowers.