

Minutes of the Carolina Core (General Education) Committee Meeting

May 10, 2011  
12:30-2:00 p.m.  
Thomas Cooper Library

**Members Present:**

Cheryl Addy, Pam Bowers (ex officio), Mary Ann Byrnes, Kenneth Campbell, Helen Doerpinghaus (Administrative Co-Chair), Kris Finnigan (ex officio), Kimberly Glenn, Janet Hudson, Carolyn Jones, Mike Matthews (Faculty Co-Chair), Allen Miller, Phil Moore (ex-officio), Susan Parlier, Joseph Rackers, Rick Stephens, Irma Van Scoy, Jerry Wallulis (ex-officio), Virginia Weathers

**Members Absent:**

Elise Ahyi (ex-officio), Jim Burns, Mary L. Hjelm, Susanne Hicklin (ex officio), Stuart Hunter, Sheryl Kline, Gene Luna, Patrick Nolan (ex-officio), Teresa Smith, Jennifer Vendemia (ex-officio)

**Faculty Content Consultants Present:**

Alexander Beecroft, Don Edwards, Andrew Graciano, Ken Kelly, George Khushf, Camelia Knapp, Doug Meade, Rich Showman, Chris Tollefsen

**Handout materials:**

- Agenda
- April 12, 2011 minutes – draft
- Specialty Teams roster – as of May 4, 2011
- Carolina Core Rubrics
  - o Global Citizenship and Multicultural Understanding (LO - historical thinking)
  - o Global Citizenship and Multicultural Understanding (LO - social sciences)
  - o Effective, Engaged and Persuasive Communication (Speech)
  - o Effective, Engaged and Persuasive Communication (Writing)
  - o Analytical Reasoning and Problem Solving
  - o Values, Ethics and Social Responsibility
  - o Information Literacy

Mike facilitated introductions of committee members and specialty team members. Camelia Knapp is the new chair for the Scientific Literacy team.

Minutes of the April 12 meeting were approved with no corrections.

Helen reminded the group that she had sent out the schedule of summer meetings. Specialty team meetings are being called by team chairs; their immediate focus is to develop a rubric or checklist for review of Carolina Core course proposals.

Mike said that questions / comments / suggestions at the recent Faculty Forums included the following:

- Questions / concerns about coordination among Columbia and regional campuses
- Learning outcomes should remain the same over time unless modified by this committee, although faculty may change, and teaching styles may vary
- Departments may have preferred enrollment processes to accommodate their students, but CC courses must be open to all majors
- CC courses can be offered via distance learning

Helen told the Forum groups that CC approved course syllabi will be posted on the CC website.

Special Topics courses and Honors College courses have unique circumstances and will need to be addressed, so that these courses can be considered for CC designation.

Helen led discussions on plans for the summer work of the committee:

- Draft a Call for Proposals for Carolina Core Courses and distribute it as soon as the course approval form is operational; the Call will be sent to Deans on every campus for their distribution to faculty.
- Encourage departments to develop overlay courses. Suggestions about this included:
  - o Post clear descriptions of overlay course parameters on CC website and provide good examples
  - o Professional school representatives may meet to discuss overlay courses; professional school courses could be approved if courses are open to, and appropriate for, all majors
  - o Overlay courses – and all CC courses – require commitment of the department, not just of individual faculty member
- Bulletin descriptions of core requirements in each major will need to be revised for Fall 2012, so not immediate concern, but on the horizon
- At the June or July meeting, will provide a demonstration of the new, online course-approval form
- Continue to revise guidelines for syllabus review (rubric/checklist) for CC approval process – we will work on this, today
  - o In the future, specialty teams will create student learning rubrics for their assigned learning outcome
- Encourage departments to begin planning for integrative course in the major

The group reviewed three rubrics drafted by specialty teams:

- o Effective, Engaged and Persuasive Communication (Speech)
- o Effective, Engaged and Persuasive Communication (Writing)
- o Global Citizenship and Multicultural Understanding (LO - social sciences)

Suggestions for rubrics to guide review of course proposals included the following:

- Rubrics should not be too prescriptive about course content – instead should guide consideration of course content presented in proposal as to appropriateness of content for achieving expected learning outcome
- Course enrollment does matter, especially for courses where students must write extensively or give speeches, but should not be precisely specified. Providing a suggested range of class size, or providing recommendations for class size from professional associations or accrediting agencies is useful.
- Written communication rubric does a nice job of describing how course readings, course content, and course assignments are all important considerations for thinking about how students are expected to achieve the learning outcome.

Helen explained the structure of the Carolina Core: 7 Core Components, 10 associated learning outcomes (2 in Effective, Engaged and Persuasive Communication and 3 in Global Citizenship and Multicultural Understanding) and elements of the learning outcomes described in the contextual statement – or appendix – document. These contextual statements about the elements of the learning outcomes were drafted by earlier work groups to try to further expand on what should happen in Core courses, in order for students to achieve the expected learning outcome. Although they are sometimes labeled as learning outcomes, and are in fact descriptive of what students should know and be able to do, they should be understood as being sub-units of the CC Learning Outcomes.

Based on the discussion today, Helen said she would draft and distribute suggestions for a consistent format for the specialty team rubrics.

The meeting adjourned at 2:05 p.m.

The next Carolina Core meeting will be June 14, at 12:30 in Room 204 of the Thomas Cooper Library.

Submitted by Pam Bowers.