

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

May 11, 2010  
12:30-2:00 p.m.  
107 Osborne

### **Members Present:**

Cheryl Addy, Pam Bowers (ex-officio), Jim Burns, Helen Doerpinghaus (ex-officio), Kris Finnigan (ex-officio), Lacy Ford, Kimberly Glenn, Susanne Hicklin, Mary Hjelm, Stuart Hunter, Carolyn Jones, Sheryl Kline, Gene Luna, Michael Matthews (co-chair), David Miller (co-chair), Patrick Nolan (ex-officio), Susan Parlier, Terrie Smith, Rick Stephens, Irma Van Scoy, Virginia Weathers

### **Members Absent:**

Elise Ahyi (ex-officio), Mary Ann Byrnes, Phil Moore (ex-officio), Joseph Rackers, David Tedeschi, Jennifer Vendemia (ex-officio)

**Faculty Content Consultants Present:** Erik Doxtader, Doug Meade, Marja Warehime

Handout materials:

- Carolina Core Proposal: Option A – Proposal to use “overlap courses” to meet the new Speech, Information Literacy, and VESR (Values, Ethics, and Social Responsibility) learning outcomes.
- Comparison of Core Requirements: Option A
- Agenda
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Minutes of the April 13 meeting were approved, with no corrections.

Helen reminded the group that Lacy Ford will be serving as a representative for the College of Arts and Sciences in David’s absence this Fall (sabbatical); Mike Mathews continues as faculty co-chair with Helen as administrative co-chair.

A goal for the committee this summer is to consider and incorporate faculty comments into a proposal for distribution of Carolina Core requirements, to be recommended to Faculty Senate this Fall. Since the last committee meeting, Mike, David and Helen met to consider previous discussions and suggestions and discuss how to proceed for the summer; they realized that much interest and support has been expressed in “overlap” courses. Based on that input, they developed a proposal for “Option A,” described in the handout distributed to the group. Key points in the Option A proposal:

- New Carolina Core has nine learning outcomes, an increase of two learning outcomes from current general education requirements
- New outcomes are information literacy (IL) and values, ethics and social responsibility (VESR)
- Additionally, the communication learning outcome now includes a Speech (S) component
- “Overlap courses” could help achieve the new learning outcomes without significantly increasing credit hour requirements
  - o An overlap course would address one of these three new learning outcomes, as well as one other Carolina Core learning outcome; a student could achieve two learning outcomes in one course
- Alternatively, new Carolina Core (CC) courses could also be developed to address only one CC learning outcome, including IL, VESR, and S
- Current general education core requires 31-37 hours (variance depending on foreign language competency); with Option A, 28-43 credit hours would be required (variance depending on foreign language coursework and use of overlay courses)

Helen acknowledged that the proposal does not address all concerns expressed to date, but provides a basis for discussion.

Comments from committee members about Option A:

- Like it because it opens things up a bit – creates a space where innovation can be rewarded, but in a somewhat contained way
- CC committee would create criteria to define “what it takes” for a course to have this designation
- VESR and Speech faculty have continued a discussion about how this might work, and indicate support for the idea
- Provides opportunity to show how disciplines relate to each other; may add an “application” element to a course
- Could the integrative course in the major meet Carolina Core requirements?
  - o As originally conceptualized, the integrative course in the major is intended to expand on any one, or more, of the nine learning outcomes
  - o Integrative course would require a higher level of mastery than that intended for foundational core courses; integrative courses could build on these core learning outcomes
- Could these three new learning outcomes be adequately addressed in another course, outside the CC (such as a course in the major)?
  - o A guiding principle of the CC is that a CC course is transferable across majors and across the system
  - o CC courses should be foundational, taken early in the career, so that knowledge and skills can be used throughout the curriculum
  - o Some faculty are adamant that disciplines not offer their own version of core courses
  - o CC philosophy establishes a distinction between foundational, intermediate, and advanced courses and achievement of learning; if core courses were pulled into the major, the line becomes blurred
- The conversation among faculty in speech and philosophy about an overlap course for S/VESR indicates faculty agreement that, at the foundational level, there is intrinsic connection between the two, with substantial overlap between learning outcomes. A course focusing on civic engagement, ethical theory, and public speaking would not be just combining things – these topics are very much overlapped in content
  - o Notion of ethical engagement, new to the CC, links speech and philosophy
- Proposal may be interpreted to mean that some learning outcomes can be taught by anyone, others can't
- Information literacy is a skill best mastered in connection with content area
- Lacy asked the group if there was general agreement that the idea of course overlap should be pursued. Many agreed that it should be pursued; no disagreement was voiced.
- Any department could propose a CC course – overlapping the three learning outcomes with other CC outcomes, or just focusing on one CC learning outcome. However, the course will have to meet criteria established by the CC committee that will include, in some form
  - o transferability (across majors, across the system)
  - o prerequisites (limits on number of prerequisite courses)
  - o enrollment restrictions (open to all students)
- Faculty want CC to be a meaningful experience, not something to “get out of the way”
- Training of instructors for overlap courses could be an issue
- There will always be an issue of quality control
  - o Assessment of student learning will help guide the future development of CC courses and faculty training for these courses
- CC designation must be on a course basis, not on a course section basis
- Regional campus representatives indicated they perceive no problems unique to their campuses
- It's a step toward interdisciplinarity
- All system courses are approved in Columbia

- Arts and Sciences has overlap courses now; what are the issues?
  - o 9 hours can be satisfied with overlap courses; not tied to learning outcomes
  - o Requirements vary by major so hand-audits (graduation checks) are required
- Business requires 9 hours that are international in scope; certain courses have been approved for this designation. Student's completion of this requirement is audited by computer.

David summarized the discussion regarding overlap courses as follows:

- There is consensus that overlap courses should be pursued.
- Only Carolina Core courses should be overlapped, and there may be some CC course combinations that won't work.

Regional campuses should be involved in discussions about new courses, changes in procedures, etc.

Summer meeting dates listed on the agenda were approved.

The meeting was adjourned at 2:00 p.m. The next meeting is Tuesday, May 25, at 12:30-2:00 p.m., 107 Osborne.