

# Carolina Core Review and Revision Committee (CCRRC) Final Report

The Carolina Core Review and Revision Committee, consisting of 21-elected members from across the university representing a variety of disciplines, were charged in February 2023 with:

“The CCRRC will conduct an external review of standards and best practices drawing on (but not be limited to) accrediting body requirements, peer/peer aspirant institution information, research literature on best practices for general education. The CCRRC will also conduct an internal review of needs and issues, drawing on (but not limited to) Carolina Core Assessment reports, advising practices and challenges, student body demographics and needs now and expected over the next ten years, workplace and societal needs now and expected over the next ten years, and reported issues with the Carolina Core with respect to student experience. This data/review stage will include engagement with various stakeholders across the university.”

A list of committee members and their working group assignment is provided below. This report provides reports from [Group A](#) (external review) and [Group B](#) (internal review), [recommendations for regular review of the Core](#), as well as an [Appendix](#) for the Group B report.

## Committee Membership

Fname	Lname	Department	Role	Role Type	Repre	Working Group
Allen	Miller	Lang, Lit, And Cultures	Member	elected	CAS	A External
Bob	Mullen	Civil And Env Engineering	Member	elected	CEC	A External
David	Stodden	Dept Of Physical Education	Member	elected	COE	A External
Julie	Hubbert	School Of Music	Member	elected	SOM	A External
Kara	Montgomery	Undergraduate Student Services	Member	elected	ASPH	A External
Mark	Minett	English	Member	elected	CAS	A External
Rachel	Onello	College Of Nursing	Member	elected	CON	A External
Trena	Houp	Distributed Learning Supp Ser	ex officio	appointed		A External
Andrea	Henderson	Sociology	Member	elected	CAS	B Internal
Chris	Williams	Chemical Engineering	Member	elected	CEC	B Internal
David	Hudgens	International Business	Member	elected	DMSB	B Internal
Elise	Lewis	School Of Information Science	Member	elected	CIC	B Internal
Haylee	Mercado	College Of Hrsm - Spte	ex officio	appointed	HRSM	B Internal
Jenn	Tilford	University Advising Center	Member	elected	UAC	B Internal
Leslie	Lovelace	Chemistry & Biochemistry	Member	elected	CAS	B Internal
Daniel	Speiser	Biological Sciences	Member	elected	CAS	B Internal
John	Peek	Palmetto College	Member	elected	PC	A External
Kathy	Snediker	Research and Instruction Librarian	ex officio	appointed	Librarian	B Internal
Lana	Cook	Col Of Social Work	Member	elected	CSW	B Internal
Mark	Maltarich	Management	Member	elected	DMSB	A External
Sandra	Kelly	Office Of The Provost	ex officio	appointed	Provo	A external

# Group A (External Review) Report

## The Charge of the External Review Committee – Group A

Consistent with the charge of the committee, Group A convened four times between March and May 2023 to consider ways peer institutions and their respective core curriculum requirements are presented with respect to standards and best practices for general education. Twelve institutions' sites were reviewed as listed with their embedded links included further below. Group A's discussions were limited in scope with four meetings to discuss our observations prior to the end of the spring semester. The following report for Group A was generated in May 2023. Minor revisions were made in October and November 2023.

## Group A Report:

The motto of the University of South Carolina, adopted in 1803, is "Learning humanizes character and does not allow it to be cruel." The Latin read "Emollit Mores Nec Sinit Esse Feros". "In choosing a 2000-year-old phrase from the Latin poet Ovid, the founders of the University sought to root the institution in timeless values. Today, while our world is no longer that of 1803, let alone ancient Rome, the University of South Carolina still sees its mission as not only to train the leaders and professionals of tomorrow but also citizens who will have good lives and contribute to their communities.

One of the primary ways we meet the challenge issued by the motto is through the Carolina Core. The Core seeks to ensure that every student has the basic skills necessary to pursue a fulfilling career, participate responsibly in a democratic society, function well in a diverse global community, and develop a rich and meaningful life.

The Core represents a set of learning outcomes that provide the basis for sound citizenship, critical thought, and communication. They incarnate a centuries-long dialogue on central questions of our existence: what is nature; what is beauty; what is truth; what is justice? They prepare our students to enter a world of diversity in all its forms, and to succeed through the ability to analyze data, to synthesize complex and changing flows of information, to communicate effectively, and to reflect on the shifting challenges of a global society.

The Carolina Core is grounded in the steadfast values of the University. From Ovid to Artificial Intelligence, Carolina graduates are not only knowledgeable but able to think and reason for themselves, to exercise creativity and imagination, and to empathize with others.

## SACSCOC Requirements and Other External Constraints

The University of South Carolina is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For accreditation (see page 21 of the [2018 Principals of Accreditation](#)), USC must require the successful completion of a general education component at the undergraduate level that:

(a) is based on a coherent rationale.

(b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.

(c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/ behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

There are numerous accreditation agencies for academic undergraduate programs and some of their accreditation requirements may be met by general education requirements.

USC is also required by South Carolina law to ensure that all undergraduates complete a course that covers the founding documents as described in detail in the [REACH Act](#).

### Common Themes in Core Curricula

The Carolina Core seeks to ensure that every student has the basic skills necessary to have a fulfilling career, participate responsibly in a democratic society, function well in a diverse global community, and develop a rich and meaningful life. In a large research university such as USC, it is effective to offer a flexible core that utilizes the expertise from the faculty (See Relihan). Nonetheless, we all agree on the need for students to possess certain basic skills and core knowledge to have successful careers and a good life. These are represented in the core curriculum of every university we examined. The Carolina Core, with a clearly articulated rationale could deliver these. Here are some common themes we identified in reviewing other institutions.

1. Students need to be able to think and communicate clearly: this is both a professional and a life skill. This should include how to gather information and use it to make effective arguments. Traditionally this fell under the discipline of rhetoric. In the Carolina Core we call this **Effective, Engaged and Persuasive Communication**.
2. Students need to be able to analyze arguments and solve problems in rigorous, step-by-step manner. This is a skill necessary for professional life, but also for informed participation in civic life. These skills are traditionally cultivated in logic and mathematics. In the Carolina Core we call this, **Analytical Reasoning and Problem Solving**.
3. Students need to understand scientific reasoning and understand basic scientific concepts. While these skills have professional value, in a world of technological innovation, pandemics, and climate catastrophe, no one can participate in a democratic society without this knowledge. In the Carolina Core we call this, **Scientific Literacy**.

4. The world is a global community. Different languages encode diverse cultural assumptions and teach diverse ways to understand the world. A monolingual person is not equipped to function in this global world. In the Carolina Core we call this. **Global Citizenship and Multicultural Understanding: Foreign Language.**
5. Any understanding of politics, culture, or identity is historical. Whether we ask what democracy is, what it is a nation, or who we are, we are also asking how we got here. It is not possible to make good choices about the future without an understanding of the past. In the Carolina Core, we call this **Historical Thinking.**
6. While those questions all have a historical dimension, they all can equally be described and analyzed through rigorous statistical and qualitative means in the present. To function effectively, in the contemporary world students must be able to use these principles to explore cultural identities and analyze political and environmental issues. In the Carolina Core, we call this **Social Science.**
7. While scientific forms of reasoning focus on replicable results, the process of making meaning in one's own life requires imagination and forms of individual experience. The development of creativity and imagination is not simply a personal good but allows students to develop new ways of seeing the world and innovative approaches to traditional problems. In the Carolina Core, we call the development of these skills, **Aesthetic and Interpretive Understanding.**
8. Sound citizenship and a good life require the cultivation of an ethic of responsiveness to others and of responsibility to the community. The goal of ethical reflection since Aristotle has been cultivating virtues and pursuing happiness. In the Carolina Core, we call these perennial concerns **Values, Ethics and Social Responsibility.**

The following twelve peer institutions were reviewed by members of Group A.

Each link provides access to the site for these universities as qualified below.

**General Education at Universities accredited by SACSCOC unless otherwise noted reviewed in Spring 2023 by the CRRRC**

- [Auburn University](#)
- [Georgia State University](#)
- [University of Georgia](#)
- [University of Missouri \(Accredited by Higher Learning Commission, New core as of 2019-2020\)](#)
- [University of Tennessee](#)
- [University of Florida](#)
- [University of North Carolina Chapel Hill](#)
- [University of Virginia](#)
- [Arizona State University \(Accredited by the Higher Learning Commission of North Central Association of Schools and colleges\)](#)
- [University of California Riverside \(Accredited by Western Association of Schools and Colleges, see page 67 of Bulletin\)](#)
- [Ohio State University \(accredited by Higher Learning Commission\)](#)
- [Michigan State University \(accredited by the Higher Learning Commission\)](#)

Those in attendance at the next three Group A meetings, discussed and concluded the following.

- While each university has a specific format for presenting their core curriculum on their respective public sites, there are many common features consistent with the mission and philosophy of the Carolina Core.
- There was consensus among the group that each institution's site describing the philosophy of its core presents both strengths and weaknesses with respect to clearly identifying the purpose and utility of these general education requirements.
- It is recommended that subsequent committees charged with revising its content and format should focus on the "messaging" and "packaging" of these general requirements with respect to its philosophy and how it impacts student success.
- The messaging should keep various stakeholders, particularly students and their families, in terms of shaping the "packaging" of the core so they can more easily see the utility and relevance of the curriculum.
- Subsequent committees addressing these revisions should also consider innovative ways to convey these unique features and the significance of the Core's philosophy through orientation activities and academic advising channels.

A subsequent review of how peer aspirant institutions administer and review their general education curriculum was undertaken in Fall 2023 by members of Group B, and the results are presented in Table 1. This follows extensive internal review in the report that follows.

# Group B (Internal Review) Report

## Introduction: The Charge of the Internal Review Committee

At the initial meeting of the Carolina Core Review and Revision Committee, the internal review sub-committee (Group B) was charged with reviewing the current status of the Carolina Core, with a particular focus on “auditing” how the Core was deployed across units and identifying key “pain points,” or issues that will likely need to be addressed to better serve USC’s goals in relation to general education. Group B, then, working within the resource and time constraints proposed by Faculty Senate leadership and USC administration, sought to gather and review resources that might allow us to develop answers to four key questions:

- How are Carolina Core courses prescribed by programs and colleges and what are the associated issues?
- What are the impacts of the Carolina Core on transfer students and time to degree?
- How, and how effectively, are the educational outcomes of the Carolina Core assessed?
- What are stakeholder (students, faculty, advising, staff) perspectives on the requirements, purposes, strengths, and challenges of the Carolina Core?

In pursuing each of these four questions, the members of Group B sought to identify both potential strengths and weaknesses with the current Carolina Core and its administration. The sub-committee largely made use of existing documents provided by the University Advising Center; the Office of Institutional Research Assessment, and Analytics; and the Faculty Senate’s Instructional Development Committee, although Group B also developed and deployed a new survey instrument for gathering stakeholder perspectives. The report identifies potential strengths and weaknesses in relation to each question area, and a summary of “key takeaways” is provided at the end of each section.

Throughout the report, we consider the Core not just as a set of general education requirements (that is, Core components, associated learning outcomes, and Core courses) but as a system consisting of multiple technologies and levels of administration, as well as instruction and review.

The appendix provides documents informing and supplementing discussion around each question below, as well as an audit of Core courses and INT (integrative courses) offered throughout the University.

## Question 1: How are Carolina Core requirements prescribed by programs and colleges and what are associated issues?

### Summary

To determine how Carolina Core requirements are prescribed by programs and colleges, members of the sub-committee undertook a review of undergraduate curricular requirements by major. The results are available in the Appendix as “Undergraduate Curricular Requirements by Major.” Key findings include:

- Each component of the Carolina Core is prescribed by at least one major.
- Math and Science courses are most frequently prescribed. 63% of current undergraduate programs at USC have at least one prescribed ARP course, and 34% of have at least one prescribed SCI course.
- Only 17 majors (18%) have no prescribed Carolina Core courses for any component.
- 77 majors (82%) of majors have at least 1 prescribed Carolina Core course.
- Many majors prescribe more than one Carolina Core course.

The sub-committee also investigated the extent to which programs’ prescription of Carolina Core requirements may have been motivated by program accreditation requirements. The results are provided in the Appendix as “2023 Accreditation Requirements in the Carolina Core.” We found that, out of 94 programs:

- 37 programs have additional accreditation requirements.
- 20 of the above 37 programs (21%) prescribe Core classes in order to fulfill accreditation requirements.

### Potential Strengths of the Core in regard to college- or unit-prescribed courses

- Prescribing Core courses that would otherwise be low-level major requirements outside of the major (sometimes framed as major pre-requisites) theoretically provides an efficient pathway through the major and reduces the total credit hour requirement for the major pathway. This may be particularly useful for majors with substantial accreditation requirements and high credit hour requirements within the major.
- Prescribing Core courses relevant to a major integrates the aims of the Core with students’ major interests and potential career pathways, possibly making the Core seem more meaningful to some students.

### Potential Issues

- Prescribing Core courses as part of major pathways can limit students’ ability to explore subjects beyond those most relevant to their major.
- To take advantage of efficiencies created by prescribed Core courses, students must both identify their major very early on in their college career and avoid switching majors and/or colleges (see Question 2). Otherwise, what seems to have been designed as efficiencies become perceived burdens on students, who may then need



to take additional Core courses to satisfy these prescriptions. Transfer students seem to be particularly likely to be impacted here. For example, there are ten majors that have prescribed Carolina Core components for which there are no SC Technical College course transfer equivalent so the requirements cannot be met with transfer courses. [Note: [H 4060](#) currently in progress would require institutions to exempt students who have completed an AA degree or an AS degree from meeting any additional institutional required general education requirements, stating these students “will have satisfied the public four-year institution's general education requirements.”; there is another committee, Equitable Transfer, that is looking into and trying to address these transfer issues and monitoring legislation and whose members are participating in the Commission on Higher Education’s Transfer Leadership Council.]

- In practice, some “off-the-bulletin” exceptions to prescribed courses are unofficially permitted by programs in order to assist students, but these may not be communicated to University advisors and the Degree Works team for programming.
- Prescribing Core courses may be exploited as a strategy to “capture” student credit hours within a college or program rather than as a means to achieve efficient movement towards graduation.
- Prescribing Core courses as part of a specific major may risk obscuring the value of the more general learning outcomes of a given Core component.

### Key Takeaways

*Prescribing Core courses as part of major pathways is a widespread practice and has both potential benefits and downsides for time to graduation, advising, and students’ ability to tailor a path through the Core that matches their interests and needs. It likely complicates some transfer student pathways and may distort student and instructor understanding of the purpose of Core courses. This is an issue that may deserve sustained consideration.*

## Question 2: What are the impacts of the Carolina Core on transfer students and time to degree?

### Summary

The Carolina Core’s effects on time to degree, particularly for students who transfer into the University of South Carolina and for those who change major programs and/or colleges, was marked in the committee charge as a point of particular concern. The sub-committee was tasked with developing information around this subject that might inform future action.

First, the sub-committee was able to identify some evidence that some transfer students did experience extended time to degree compared to non-transfer students. According to data provided by the Office of Institutional Research, Assessment, and Analytics, or OIRAA (see Time To Degree in Appendix), in 2018 the average time to degree for Columbia fulltime transfers with 60-75 credits was 4.074 years, which was longer than those that came directly from high school to USC or transferred within their first year of higher education. It is not clear whether or

not this effect is related to the Carolina Core or whether or not the University is an outlier in this respect amongst peer institutions. Nevertheless, it is possible that prescribed courses may produce some delays for transfer students. See the discussion of this issue in relation to Question 1. Moreover, the use of 2-for-1 overlay-eligible Core requirements seems to be a fairly novel feature of the University's approach to general education meaning that, while creating potential efficiencies for non-transfer students, they likely effectively serve as standalone requirements for transfer students in relation to course equivalencies.

There is evidence from the Advising Center of examples of inconsistent practice in advising transfer students around Core issues. For example, advisors do not universally interpret and apply the standalone requirement and overlay requirement. In addition, different advisors/colleges give credit for classes that may be outside the intent of the core component (see 2022 Carolina Core Issues in the Appendix).

Even so, the University has put in place processes for evaluating transfer credits and assigning transfer equivalents meant to ease any excess burdens on transfer students. These include consulting with regional "feeder" institutions, including Midlands Technical College and other SC Technical Colleges, as well as providing a website that offers transfer credit guidelines, transfer equivalency tables sortable by course, institution, and other factors, as well as an undergraduate course evaluation request form. In Fall 2022, the Registrar's Office and Advising Center presented the Assistant and Associate Deans Council (AADC) a proposal to clarify the Carolina Core transfer equivalency process, and it was approved effective for first time transfers for Fall 2023. The changes to the Carolina Core section will clarify how transfer courses not directly equated to Carolina Courses may qualify to meet Carolina Core requirements through evaluation from course subject matter experts. The change now brings transparency to the evaluation process and ensures a standard approach across colleges and improves the way Carolina Core requirements are fulfilled in Degree Works.

By consulting the OIRAA time to degree data we were able to determine that average time to degree for first time, fulltime Freshman, transfer students with 24-36 credits, and transfer students with 60-75 credits has declined or remained approximately the same since the implementation of the Carolina Core:

- Average time to degree for USC-Columbia first time, fulltime Freshman was 3.653 years in 2018, compared to 3.955 in 2012 when the core was first implemented.
- Average time to degree for USC-Columbia full-time transfers with 24-36 credits was 3.796 years in 2018 compared to 4.339 in 2012 when the core was first implemented.
- Average time to degree for USC-Columbia full-time transfers with 60-75 credits was 4.074 years in 2018 compared to 4.109 in 2012 when the core was first implemented.

These are, of course, correlations rather than direct evidence of causality. More information is needed to establish and contextualize time to degree for transfer students, relative to non-

transfer students and to norms at peer and peer-aspirant institutions. There is a real need to develop more robust analysis around the relevant size and exact nature of any effects the Core may have on time to degree for transfers, particularly relative to non-transfer students. Currently, most information is largely anecdotal rather than comprehensive and systematic.

### Potential Strengths

- The steps taken by the Registrar’s Office and the Advising Center, as well as the Office of the Provost’s resources for transfer students represent a proactive stance towards improving time to degree for transfer students.
- There is no evidence that the current Core increases time to degree, relative to the previous approach to general education.

### Potential Issues

- Transfer students may face “fall-through,” where credits count only as general electives as a result of program-prescribed Core courses (see “Potential Issues” for Question 1).
- Overlays may not create more efficient pathways for later transfer students and may complicate advising.
- Degree Works struggles to provide accurate guidance to advisors and transfer students.
- Advisors with a limited number of advisees and little departmental support may struggle to master some of the above complexities around advising transfer students in relation to the Core.
- Advisors do not universally interpret and apply the standalone requirement and overlay requirement. In addition, different advisors/colleges give credit for classes that may be outside the intent of the core component.

### Key Takeaways

*The extent of any impact of the current Carolina Core on transfer students is hard to know with certainty. As with prescribed Core courses, the “overlay” designation holds potential upsides and poses potential risks to time-to-degree for transfer students. It seems, though, that advisors throughout the University are committed to managing those risks, and that substantial work is being done to establish administrative solutions to ease transfers around Core requirements.*

## Question 3: How, and how effectively are the educational outcomes of the Carolina Core assessed?

### Summary

As described on the [Office of the Provost’s Carolina Core Assessment](#) website, [The Carolina Core Assessment process, conducted by the Office of Institutional Research, Assessment, and Analytics \(OIRAA\)](#), consists of ten steps:

1. The Vice Provost and Dean of Undergraduate Studies alerts Department Chairs of the need to assess all Core courses in the department the following semester one month prior to the end of the current semester.

2. Chairs ask Core instructors of record in the department to identify an assignment addressing one or more student achievements of the Core learning outcome.
3. Referring to the appropriate Core assessment rubric, Core instructors determine the method by which they will submit details including the name and type of assignment, assignment instructions and grading scale, student achievements addressed by the assignment, and submission method.
4. One month prior to the start of the semester, Core instructors receive a “Carolina Core Assignment Information Form” to complete.
5. At the end of the semester, OIRAA collects and organizes all submitted assignments and selects a representative sample for evaluation.
6. Volunteer faculty and instructors of record of Core courses are asked to assess the sample of assignments using the Core assessment rubric.
7. OIRAA compiles the assessment results and provides a report including the results and a summary and forwards to Chairs and Deans for faculty discussion and recommendations for improving the Core and Core courses. OIRAA also shares the report with the Carolina Core Approval Committee (CCAC) and various Faculty Senate committees for discussion.
8. Recommended changes from departmental discussions are forwarded to the CCAC for review.
9. The CCAC reviews the assessment results, determines the degree to which the student achievements and learning outcomes have been met, and the recommendations from departments. They may propose appropriate changes to learning outcomes.
10. All actions proposed by the CCAC go to the Faculty Senate Courses and Curriculum Committee and, if approved, then to the Faculty Senate.

This process was designed as part of OIRAA’s response to the findings presented in their Fall 2019 report, Faculty Sentiment toward Carolina Core and Its Assessment: A Synthesis (included here in the Appendix). This document distills the results of a series of meetings convened by OIRAA in collaboration with the Office of the Provost and the Center for Teaching Excellence (CTE), in which USC Columbia and Palmetto College faculty were brought together to discuss the Core and its assessment. Faculty were given access to a website that contained summaries, rubrics, and complete reports of the assessment results collected for all ten areas of the Carolina Core since 2013. The Synthesis identified key strengths and weaknesses of the Core and its assessment in general, and of each specific Core component. Discussion of component-specific issues can be found in the appendix to the Synthesis, and OIRAA has begun to develop and propose changes to the assessment rubrics for Core components. After the 2019 Core assessment and in light of the Synthesis results, OIRAA paused Core assessment for five years in order to revise its approach. The bulk of the items inventoried of strengths below are largely the result of new policies and procedures implemented by OIRAA.

### Potential Strengths

- Regular assessment theoretically provides a tool with which to identify ways to improve instructional effectiveness.

- Most faculty were able to provide specific examples of how they have improved their teaching of Core courses, though most changes were made irrespective of Core assessment results.
- Assessment is standardized around learning outcomes associated with each Core component, providing a means for uniform assessment regardless of discipline and major.
- Rating of assessment artifacts (assignments) now happens at the discipline-level, rather than by an assessment team pulled from faculty across the University, which improves understanding of the specific assignments used for assessment.
- OIRAA is creating a new Carolina Core dashboard of results so that departments can see their assessment results by course.
- Faculty are now given advanced notice of assessment (see step 1 above) so that they can be prepared for assessment.
- The “Carolina Core Assignment Information Form” makes faculty aware of the Core learning outcomes in advance of the start of the semester.
- Response to assessment now happens at the department and discipline level rather than only at the University level. This allows for more relevant feedback and better promotes improvements to Core courses. It has also improved participation in terms of faculty submitting assignments for assessment.
- New sampling and rating methodologies have been designed and implemented in collaboration with the Department of Statistics, ensuring the selection of samples for assessment are representative of enrollment, and that the approach to ratings is statistically rigorous.
- The Provost’s office has allocated some money to pay assessors from each department and discipline over the summer. Some units, including the College of Education and Palmetto College include rating as a specific service activity for tenure and promotion.
- Raters will soon be able to provide qualitative comments to supplement quantitative rubrics.
- It is now easier for faculty to submit assignments and to participate in assessment.
- Money has been allocated for a new assessment system.
- While the Core experienced so many changes to its assessment methods over the five years prior to the 2019 Synthesis that results could not be compared, the current approach will be consistent until Fall 2024, at which point OIRAA will check-in with faculty to consult on possible changes.

### Potential Issues

- Faculty blame a lack of institutional support and commitment to assessment for the dearth of faculty buy-in and participation in the assessment process and requested more institutional support to engage in assessment.
- While not an issue with the assessment process per se, faculty emphasized that the major challenge with improving teaching in the Core is relying on inexperienced graduate teaching assistants serving as instructors in the majority of the Core

courses, though some departments shared approaches to better direct and coordinate their teaching activities. Low TA salaries and incentives for graduate students to invest in teaching were seen as barriers to progress.

- Faculty sentiment towards standardization of assessment was mixed. Some want more guidance on the assessment process, and some want increased standardization of assignments for assessment across courses. Other faculty were less interested in further guidance and standardization.
- Some faculty would prefer to rate their own assignments, while others don't feel faculty should rate their own assignments.
- There is a need to find an assessment system that is flexible enough to support different types of assignments and that faculty feel comfortable using.
- The Core experienced so many changes to its assessment methods over the five years prior to the 2019 Synthesis that results could not be compared, but the current approach will be consistent until Fall 2024 before checking in with faculty to consult on possible changes.
- Current rubrics allow for only quantitative ratings.
- Results were not collected with consideration given to course modality (online vs. hybrid vs. in-class instruction methods).
- The process for changing assessment rubrics involves limited stakeholder feedback. Minor changes happen through the Provost's Carolina Core Approval committee, but the committee has only a single member for each Core component, limiting disciplinary representation.

### Key Takeaways

*OIRAA has done significant work to address the issues raised in the 2019 Synthesis of Faculty Sentiment. It seems likely that greater institutional support for assessment is needed, including support for developing a faculty-driven process for considering changes to assessment rubrics, which provide crucial substance to the Core components' learning outcomes. In general, it seems as though it takes significant work to orient instructors of Core courses to the learning outcomes of the Core component, which may suggest Core learning outcomes are secondary to course topic in the course design and therefore underserves its purpose.*

Question 4: What are the stakeholder perspectives on the Carolina Core requirements, their purposes, their value, and any challenges?

### Student Summary

The sub-committee decided that developing a student-oriented survey would be impractical and onerous given the time and resource constraints on the committee's work. Therefore, instead of a new survey, we reviewed the best available information, the [results from student surveys conducted by the University Advising Center \(UAC\)](#).

The UAC Close-of Appointment Survey, in which responses were gathered from Fall 2021 to Spring 2023, found that:

- More than 95% of students agreed (29.02%) or strongly agreed (66.31%) that they could identify the requirements of the Carolina Core.
- The 2019 UAC Biannual Census Survey found that:
- 82% of students agree that “My advisor and I discuss the purpose and requirements of the Carolina Core.”
- The 2021 UAC Biannual Census Survey found that:
- From 2014 to 2017 to 2019 to 2021 there has been a steady increase in the percentage of students who agree or strongly agree that their academic advisor explains the purpose and requirements of the Carolina Core, from 55%, to 75%, to 82%, to 85%.
- In 2021, 90% of students with a UAC academic advisor said their academic advisor provided them with information about the Carolina Core. Around 80% of students with a non-UAC advisor reported they had been provided with information about the Carolina Core.

Though it seems likely there is insufficient evidence to recommend action, the implications of these results are interesting and deserve further exploration. These implications include:

- By and large, students perceive themselves as having developed a firm grasp of the requirements of the Carolina Core, presumably as a result of the advising a process.
  - More research is needed to determine whether this self-perception is accurate and whether, by “requirements,” they are referring to courses that fulfill Core requirements, the requirement labels, and/or the learning outcomes associated with each requirement.
- The increase in the percentage of students who report having been advised on the purpose and requirements of the Core since 2014 suggests improvement around this area.
  - More research is needed to determine any causal factors in this improvement, such as an initiative by academic advising, as well as to determine whether students understand the purposes and requirements of the Core, and to what extent and in what sense (see above).
- UAC academic advisors seem to provide students more consistently with information about the Core than non-UAC advisors.
  - More research is needed to determine the reasons for this difference (for instance, has UAC made clearly explaining the Core a point of emphasis), as well as to describe the range of roles constituting non-UAC advisors. Moreover, it is not clear how to reconcile the numbers here (90% of UAC advisors informing their advisees) with the more than 95% of students who agree or strongly agree that they can identify the requirements of the Core.

Emmie Thompson, the President of Student Government, was invited to speak with the CCRRC co-chairs and the Faculty Senate Chair. Thompson provided the following statement summarizing "Student Government's concerns and ideas regarding the Carolina Core":

Our primary concern is that Carolina Core needs to better reflect the skills students need to succeed in the workforce, be contributing citizens, and live a quality life after graduation. General education requirements should help students acquire the basic skills they need for post-grad success. The main concepts we would like to see integrated into the core (without adding extra hours) include personal finance/financial literacy, physical and mental wellbeing, preparing students for how to get a job and supplying them with communication/interpersonal skills that are currently lacking in our generation's workforce. We are also concerned about the redundancy and complication of the Carolina Core in addition to the program requirements of each college. For example, Journalism students take a lab science with Carolina Core and then are also required to take a non-lab science as a part of the college requirement. This causes great frustration for students when they are taking multiple courses in a subject irrelevant to their likely career path. The student sentiment is that we would much prefer to take courses that will help them with life skills after college rather than a multitude of courses that do not interest them.

[It should be noted that this account inadvertently misstates the requirements for SJMC students, who must take a social science and a social or behavioral science as part of their college requirements. It is the Scientific Literacy component of the Core that requires one lab and one non-lab science.] Thompson also expressed her belief that students are not familiar with the learning outcomes associated with each Core component and instead view the Core as topics-based. Student Government is currently conducting a survey around student sentiment in relation to the Core, but its results are not yet available.

#### Potential Strengths

- UAC advisors seem to be doing an effective job of informing students about the purposes and requirements of the Core.

#### Potential Issues

- Non-UAC advisors may be less effective at informing their students about the Carolina Core. As stated above, though, more information would be useful for understanding the causes and implications of the roughly 10% difference between the two groups.
- According to Student Government leadership, students are not familiar with the learning outcomes associated with each Core component and do not understand that the design of the Core is learning outcome-based.
- According to Student Government leadership, students may be circumspect about the relevance and need for College- and program-level general education



requirements, typically of Core courses, on top of University-wide Core requirements.

### Faculty, Advisors, Staff, and Others Summary

The sub-committee lacked the time and resources to conduct a comprehensive and systematic review of non-student stakeholder perspectives on the requirements, purposes, strengths, and challenges of the Carolina Core. Even so, the members of the sub-committee worked to devise a survey instrument that was deployed to 151 members of the University community (see the Survey Email List in the Appendix) who play key roles in administering the Core. That list also includes the members of the CCRRC. During its roughly two weeks of deployment the survey received 76 responses from faculty, staff, and advisors, as well as university community members who serve in a variety of other roles.

The survey asked respondents for their perspective around:

- Their understanding of the purposes, components, and learning outcomes of the Carolina Core.
- The importance of potential challenges to the implementation of the Carolina Core.
- How well current features of the Carolina Core are working.
- The importance of current components of the Carolina Core.
- The importance of knowledge, skills, and abilities identified by members of the CCRRC.

The survey also asked two open-ended questions soliciting challenges with the Core not identified in the survey and the knowledge, skills, or abilities that might be important to the Core other than those directly asked about.

Results of the survey are as follows, with figures placed in the Appendix:

### Understanding the Purpose, Components and Learning Outcomes of the Carolina Core

Figure A reports results for all respondents on their agreement with the statement that they “understood the purpose of the Carolina Core.” 71% of respondents expressed strong agreement that they “understood the purpose of the Carolina Core.” While there was some variation across stakeholders – i.e., 67% of advisors vs. 83% of respondents who identified as “staff”, the majority of stakeholders expressed strong agreement with this sentiment. Additionally, respondents were asked to consider the following about the function of the Carolina Core: (a) provides common core of knowledge, skills, and academic experience; (b) offers students a broad exposure to liberal arts and science; and (c) students can thrive as well-educated citizens in the 21st century; (d) prepares [students] to be active citizens in the world; and (e) offers a clear articulation of its requirements and purposes. Overall, the majority of respondents either agreed or strongly agreed with these statements. For example, 79% of respondents agreed or strongly agreed that the Core provides students with a “common set of knowledge, skills, and academic experiences.” The exception to this general trend is that only

41% of respondents expressed agreement or strong agreement with the statement that the Core “offers a clear articulation of its requirements and purpose.” Moreover, advisors were less likely to agree that the Core “offers a clear articulation of its requirements and purposes.” See Figures B1-B3.

Respondents were also asked about the importance of the current ten components of the Carolina Core as well as how well current features of the Carolina Core are working, including flexibility of coursework, collaboration between faculty and staff in implementation, and the Core aligning with the educational goals of the University. Turning first to the results on importance of current components of the Carolina Core, respondents overwhelmingly supported the current components of the Carolina Core. The majority of respondents – ranging from 61% to 93% – reported that the current ten components of the Carolina Core were either important or very important for students. This sentiment was consistent across stakeholders (data available upon request). See Figure C.

Figure D1 displays results for responses on how well current features of the Carolina Core are working. Looking only at the “excellent” category: only 17% of all respondents found that the “curriculum is flexible enough to allow students to choose from a variety of courses,” only 3% of respondents strongly endorsed that “faculty and staff collaborate and support one another in implementing the Carolina Core curriculum” and only 6% state that the “implementation of the learning outcomes helps students understand what they are expected to achieve in each course.” There also appears to be important variation by stakeholders: a lower percentage of faculty (Figure D2) and advisors (Figure D3) are likely to rate the current features of the Carolina Core as excellent.

Respondents were asked how important a series of challenges were to the implementation of the Carolina Core. The list of challenges was the result of Working Group B’s consultation of existing documentation and issues raised during the work of the committee. Results are presented in Figure E. The results include that almost 40% of respondents report that “lack of student understanding of the requirements of the Carolina Core” to be a “very important” challenge to the Core. Additionally, 32% of respondents reported “inconsistent application among USC colleges” and “challenges in changing majors due to prescribed Core courses” as a “very important” challenge to the Core. There appears to be little variation by stakeholder on what are the current challenges facing the Carolina Core (Figures F1-F2).

Other challenges identified in an open-ended question asking respondents to comment on important challenges to the Core not specified in the survey include administrative oversight and burden as well as a lack of course options for students. For example, one respondent stated: *“Certain course areas/subjects that are not Carolina Core approved (though they seemingly fit the learning objectives) because of lack of desire for the unit to jump through administrative hoops to get approved. An example being that no ECON courses are GSS approved. Also, a lack of options in various Carolina Core areas, such as ARP. Less math inclined students have very few options for ARP courses, for example.”* While another respondent

stated: *“Learning outcomes were devised top down, which is problematic and makes them confusing. They need to be devised bottom up, by the people who do the teaching.”*

#### Thinking Ahead: Core knowledge, skills, and abilities

The CCRRC committee also thought it prudent to investigate how important certain knowledge, skills, and abilities were to any iteration of the Carolina Core. As a result of this discussion the committee created a list of 10 competencies, including critical thinking, creativity, and appreciation for diversity. The survey asked respondents to report how important these competencies should be to a Carolina Core. These results are presented in Figure G. Briefly, results suggest that overwhelmingly respondents believe that “critical thinking”, “communication” and “problem-solving” are very important skills needed in the Carolina Core, ranging from 89%, 73%, and 70% respectively. Respondents also rated other knowledge, skills, and abilities – including reflexivity, appreciation for diversity, and understanding causality – as “very important”. Surprisingly, only 27% of respondents reported AI literacy as “very important.” It is also important to note that the top three knowledge, skills, and abilities – critical thinking, communication, and problem solving – were consistent across stakeholders, except for advisors who also rated appreciation for diversity and financial literacy as very important. Results are presented in Figures H1-H2.

#### Potential Strengths

- Large majorities of key stakeholders see the current Carolina Core components as important or very important for students.
- Key stakeholders, including (as discussed above) students, report (strong) agreement that they understood the purpose of the Carolina Core. UAC advisors have a salient role in communicating and informing students about the purposes and requirements of the Core.

#### Potential Issues

- While current Core outcomes are supported by key stakeholders, there are concerns about curriculum flexibility as well as gaps in efforts to build collaboration and support between faculty and staff in implementing the Core curriculum.
- Key stakeholders' express concerns that students do not understand the purpose or function of the Carolina Core as well as inconsistent application of the Core across the University, which may delay student success and create administrative burdens.

#### Key Takeaways

*In relation to students, it seems as though UAC does a particularly effective job of advising students around the Core requirements. At the same time, it is not clear that students understand the Core requirements in relation to the specific learning outcomes associated with each component rather than as a set number of course slots, each of which must be filled by one or more of a list of classes. Anecdotal evidence from Student Government suggests students have little to no familiarity with the Carolina Core learning outcomes or the purpose and value of general education.*

*This concern was shared by key stakeholders in the survey of faculty, advisors, and staff.* Other key concerns included gaps in collaboration and communication between faculty and staff in the Core's implementation, curriculum inflexibility, and inconsistency in approving courses as meeting Core requirements. At the same time, a large majority of key stakeholders view the current Core components as important or very important for students.

# CCRRC Recommendations for Regular Review of the Carolina Core

The CCRRC was also tasked to consider “how to create a regularly occurring review process for the Carolina Core as a university-wide program.” To date the University of South Carolina has a Carolina Core Approval Committee housed in the Office of the Provost. The charge of the committee, per the [website](#), is:

“The Carolina Core is the general education core that all undergraduate students must take. The review process for foundational Carolina Core courses is critically important to ensure that the proposed course meets specific learning outcomes and student achievements and is at the appropriate level (100 and 200 level) for students in their early undergraduate years. The proposed course should also be able to be assessed using the syllabus rubrics provided. It is important that the proposed Carolina Core courses be reviewed by faculty with an appreciation of the role of the Core and the particular learning outcomes. The faculty reviewers should also evaluate whether the proposing academic unit is appropriate to offer the course and indicate potential conflicts with other course offerings to the Courses and Curriculum Committee. Finally, the reviewers of the Carolina Core should also review assessment results on the Core and propose any changes to learning outcomes that might be appropriate.

All actions of the Carolina Core Approval Committee go to the Faculty Senate Courses and Curriculum Committee and if approved, then to the Faculty Senate.”

The Carolina Core Approval Committee consists of the following membership:

“The Vice-Provost and Dean of Undergraduate Studies (as chair); 1 faculty member representing each area of the Carolina Core from the USC Columbia Campus, 1 faculty member to represent all of the Palmetto College campuses, selected by the Office of the Provost and serving for 3-year terms; and, as non-voting members, the currently serving chair of the Courses and Curriculum Committee or designee; Director of Institutional Effectiveness or designee, the University Registrar or designee; and the Director of University Advising or designee. Registrar and Advising representatives should typically be different from those serving on the Courses and Curriculum Committee.”

## History of the Carolina Core Approval Committee

Based on minutes posted on the Provost’s website, the committee met once a month throughout the academic year prior to 2017. Based on these minutes, key goals of the committee include:

1. Establishing common messaging to all constituencies to make sure interpretations are common to all students and advisors, for example regarding the question of whether overlays are required.
2. Training academic advisors.

Such goals were consistent with the overall charge of the Committee and were also in alignment with similar committees from peer aspirant institutions. Since 2017, though, it is unclear whether the committee has been meeting regularly; minutes from only one meeting during each academic year have been posted from 2018-2022.

We believe the primary responsibilities of this committee in recent years (since the COVID-pandemic) has consisted primarily of reviewing and approving new Carolina Core courses and changes to existing Core courses. This committee does not work in conjunction with the Curriculum Committee in the Senate but as a separate body.

## Peer Aspirant Institutions Analysis

To help situate the charge and organizational structure of a regularly standing Carolina Core review committee, we explored whether peer aspirant institutions have similar standing “General Education” committees, and if so, what their specific charge(s) and configuration are. The summary of the findings from peer aspirant institutions can be found in Table 1 below. Please note that the information on each general education committee should be considered in light of the specific mission and organization of the institution.

Briefly, we offer the following summary of key features consistently found across general education committees from across peer aspirant institutions:

1. All examined institutions have a regular standing committee charged with advising, reviewing, and making recommendations about the institutions’ General Education requirements. This committee is usually separate from a committee that approves academic undergraduate curriculum; however, at times, this may also be part of the committee’s responsibilities.
2. A key feature of the General Education committees is that they consist of a transdisciplinary group of stakeholders invested in undergraduate education at the institution and include student representation, as well as representation from academic deans, Honors Colleges, and Libraries.
3. General Education committees are primarily housed in Faculty Senate/Governance bodies and work collaboratively with the office of the Provost.
4. General Education committees meet regularly, at least once a month or more, to fulfill their duties.
5. General Education Committees hold a planning meeting at the start of the academic year in consultation with the Provost to set an agenda for undergraduate general education. At

times these efforts are supported by other offices around campus to help facilitate the committee's work.

## Recommendation

Based on these findings from peer aspirant institutions, as well as the history of the Carolina Core Approval Committee, we recommend renaming the Carolina Core Approval Committee to the Committee on the Carolina Core, housing it as one of the committees overseen by the Faculty Senate, and augmenting its current charge to also include:

1. An expanded membership including student representation as well as other key stakeholders (Libraries, Honors College, etc.).
2. Ex officio membership and support from relevant offices – e.g., Registrar, Advising, OIRAA, and Admissions (including the undergraduate transfer team).
3. At least one meeting with the Office of the Provost at the start of the academic year to collaborate on setting the year's agenda.
4. Working with relevant offices to coordinate reviews of individual Core component's assessment results and making and reviewing proposals for updating Core components (suggested two per year), including associated learning outcomes, assessment rubrics, syllabus rubrics, and existing courses.
5. Developing language and processes for effectively communicating the value of general education, the Carolina Core components, and their associated learning outcomes to instructors, students, and stakeholders.
6. Addressing ongoing and/or emerging issues and concerns related to the Carolina Core and its administration.
7. Identifying areas for innovation and improvement in the Carolina Core
8. Considering any proposed revisions to the Carolina Core and/or innovations in the University's approach to general education for presentation to the Faculty Senate.
9. Writing an annual report of the committee's work to be delivered to the Provost and Faculty Senate.

Possible first steps may be to examine the CCRRC final report for insights on potential strengths and issues in relation to key aspects of the Carolina Core.

Table 1: Information on General Education Committees from Peer Aspirant Institutions

Institutions	Official Committee Title	Housed In	Committee Configuration	Committee Charge	Supported by/Works in Tangent With:	Link to Information
UNC-Chapel Hill	General Education Oversight Committee	Faculty Governance (supported by Administrative Boards of the College of Arts and Sciences)	Five members of the voting faculty elected by the faculty; one faculty member appointed by the dean of the College of Arts and Sciences; the chair of the Educational Policy Committee (EPC) or that committee chair's designee from among the EPC membership, two undergraduate students appointed by UNC Student Government, and ex officio members from Undergraduate Education. Two year terms.	Oversees assessment of the undergraduate core curriculum (IDEAS in Action), examines results, and proposes curricular changes. New and continuing courses will be reviewed and approved for the curriculum by the GEOC with support from the Office of Undergraduate Curricula.	Office of Institutional Research and Assessment will gather and provide appropriate data as needed	<a href="https://facultygov.unc.edu/committees/elected-committees/general-education-oversight-committee/">https://facultygov.unc.edu/committees/elected-committees/general-education-oversight-committee/</a>
University of Iowa	Academic Values	Faculty Senate	The Committee shall consist of at least five faculty members to be appointed and renewed by the Faculty Senate President in consultation with the other Faculty Senate Officers. Given the nature of its charge, the committee membership should ideally include expertise in law and higher education. If feasible, the immediate Faculty Senate Past President shall serve on this committee. The members shall serve one-year renewable terms.	To develop expertise, through study and through consultation with informed organizations, regarding the principles, history, and current events related to core academic values in higher education, including academic freedom, free speech, tenure, and shared governance. To counsel and advise Faculty Senate officers, Senate committees, and potentially other university constituencies, with regard to proposed policies, curricula, programs, events, and other issues impacting or related to core academic values. To provide timely input to Faculty Senate officers, Senate committees, and potentially other university constituencies, regarding events on campus and reactions thereto, that could have a detrimental effect on core academic values.		<a href="https://faculty-senate.uiowa.edu/committees">https://faculty-senate.uiowa.edu/committees</a>
University of Maryland	Educational Affairs Committee	Faculty Senate	The committee consists of an appointed presiding officer; ten faculty members, of whom at least two must be tenured/tenure-track faculty and at least two must be professional track faculty; two staff members; two undergraduate students and one graduate student; the President or a representative of the Student Government Association; the President or a representative of the Graduate Student Government; the Associate Dean for General Education; a representative of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies; and the following persons or a representative of each: the Senior Vice President and Provost, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Vice President of Information Technology and CIO.	The Educational Affairs Committee reviews and crafts policies and procedures to strengthen the educational system of the campus. The committee achieves its goal by carefully considering the ideas, recommendations, and plans for educational innovations from members of the campus community. The Educational Affairs Committee closely examines the conditions in the different colleges, schools, and other academic units in order to propose measures to increase the effectiveness of available resources for the campus in all of its academic endeavors. It is also charged with broad oversight of the General Education Program at the University. The committee reviews issues concerning the General Education program requirements, vision, learning outcomes, and balance of courses, and makes recommendations to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. The committee receives an annual report on the status of the program from the Associate Provost for Academic Affairs and Dean for Undergraduate Studies		<a href="https://www.senate.umd.edu/committee/EducationalAffairs">https://www.senate.umd.edu/committee/EducationalAffairs</a>
University of Utah	Undergraduate Council		The Council (30 person committee) consists of one elected faculty representative from each academic college offering undergraduate degrees and making a significant contribution to undergraduate education across the campus (see policy), one elected representative from the University Libraries, one elected representative from the "Honors College interdisciplinary program," and an appointed representative of other interdisciplinary programs, and three undergraduate students each representing a different college and recommended by ASUU, two of which shall come from the Student Senate. Ex-officio non-voting members shall come from: Enrollment Management (Student Affairs), the Academic Outreach and Continuing Education, Academic Advising Center (formerly known as University College), the Graduate School, University Professor(s), and administrators in Undergraduate Studies; other ex officio non-voting members may be added as deemed necessary by the Associate Academic Vice President for Undergraduate Studies. The Associate Academic Vice President for Undergraduate Studies or a person so designated by that office shall chair the Council. Elected members of the Undergraduate Council shall serve for three-year terms. The Council shall report directly to the office of the Senior Vice President for Academic Affairs through the Associate Vice President for Academic Affairs and Dean of Undergraduate and the academic policies and procedures recommended by the Council shall be subject to approval through the regular governance process including the Academic Senate.	The Undergraduate Council, working closely with colleges, departments, and programs, is responsible for many of the policies that shape the education of students. It is responsible for coordinating and encouraging the development of undergraduate studies across the University and overseeing all university-wide undergraduate requirements. It is charged with maintaining a program of general education and other graduation requirements in cooperation with the academic departments and colleges. The Council reviews and evaluates proposals for new certificates, degrees, and undergraduate programs not located in or associated with graduate programs. Additionally, the Undergraduate Council collaborates with the Graduate Council in reviewing undergraduate programs based in departments that award graduate degrees.	Associate Academic Vice President for Undergraduate Studies	<a href="https://regulations.utah.edu/academic/s/6-001.php#III.C">https://regulations.utah.edu/academic/s/6-001.php#III.C</a>
University of Virginia	Undergraduate Policy Committee	Senate	The committee is comprised of representatives from the undergraduate schools and central administrative offices, including all major schools/colleges.	The Undergraduate Policy Committee serves in an advisory capacity to the provost's office to study, formulate, and recommend policies and procedures concerning matters affecting the undergraduate student academic environment.	Executive vice president and provost	<a href="https://provost.virginia.edu/quick-guide/university-committees/undergraduate-policy-committee">https://provost.virginia.edu/quick-guide/university-committees/undergraduate-policy-committee</a>



# Appendix Contents

## Introduction

- Audit of Carolina Core Courses by Department
- University of South Carolina Integrative Courses

## Question 1

- Undergraduate Curricular Requirements by Major
- 2023 Accreditation Requirements in the Carolina Core

## Question 2

- OIRAA Time to Degree Data
- 2022 Carolina Core Issues

## Question 3

- Faculty Sentiment toward Carolina Core and Its Assessment: A Synthesis

## Question 4

- University Advising Center Survey Results
- Survey Email List
- Figures Related to “Q4 Stakeholder Perspectives on the Carolina Core Requirements” Survey Results

Office of Institutional Research, Assessment, and Analytics

# Audit of Carolina Core Courses by Department

Columbia Campus

## Introduction

The Carolina Core is comprised of ten core components, each of which have approved courses that students may take to satisfy the requirement. Although some degree programs require students to take specific core classes, others allow greater flexibility in allowing a student to choose how to fulfill a specific core requirement. This report provides an audit of all currently approved core courses, sorted both by subject and by component, that students at the University of South Carolina Columbia campus can take to meet their general education requirements.

### Methods

Each year, the university publishes an academic bulletin that is available electronically via the institution's website. This bulletin includes information on the Carolina Core courses available within that school year. The Carolina Core section provides an interactive table for foundational courses that can be filtered by the course, course title, core component (learning outcome), college, overlay eligibility, and effective term. For this report, the table was sorted by core component to show all available courses available within each core component. Each course was entered into an excel spreadsheet under the appropriate core component, where it was further analyzed by breaking down the number of courses that had the same prefix for every component. Course prefixes were interpreted by cross referencing the "Course Descriptions" page within the academic bulletin, which listed both the prefix and the department/subject.

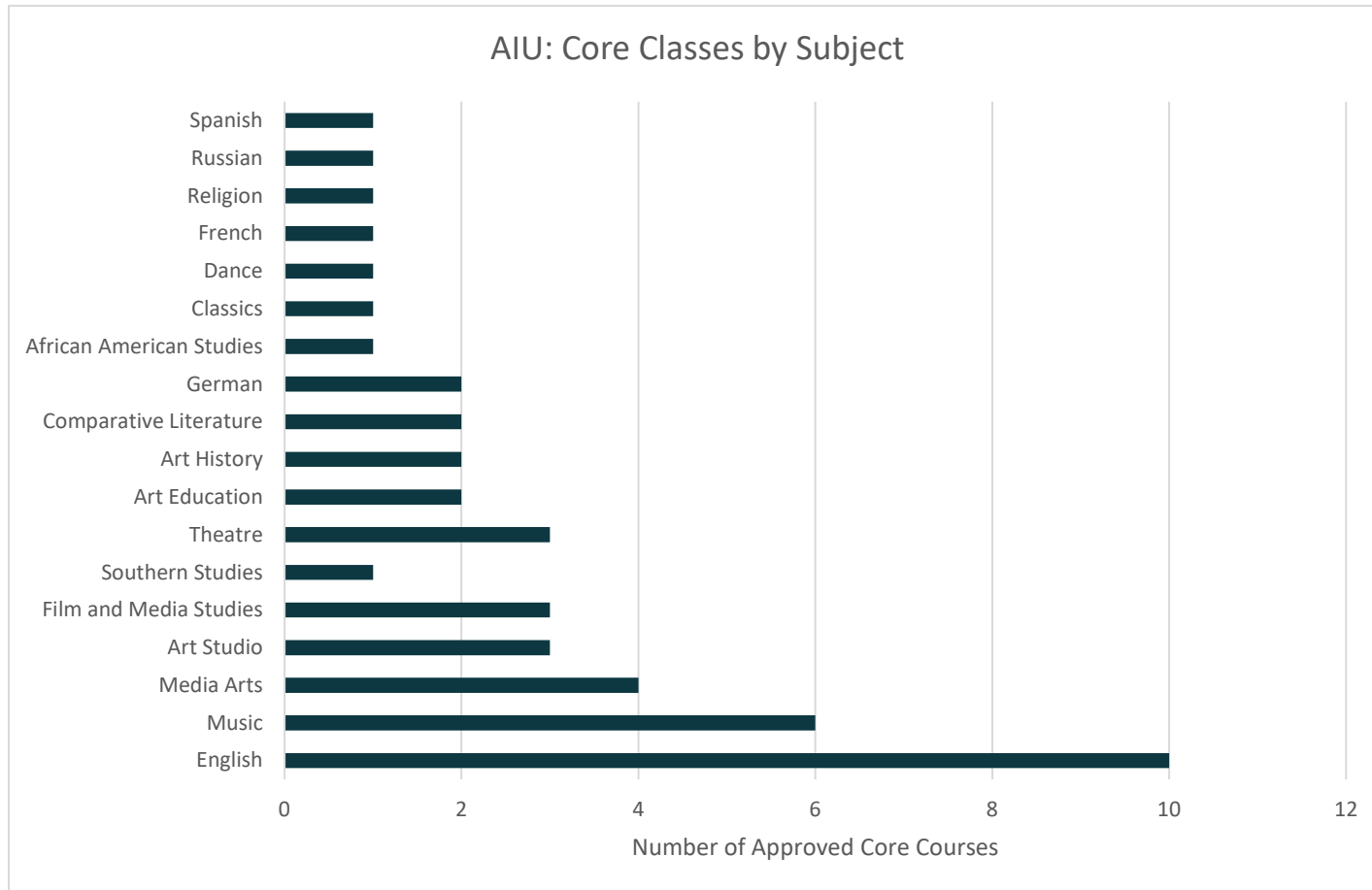
After creating this initial spreadsheet, the list of core courses sorted by subject was generated by cross referencing the excel spreadsheet of approved courses to identify all included subjects and departments. Next, each course was entered under its appropriate department/subject and presented by the core component it fulfilled. It is important to note that each department/subject had varying amounts of both courses and components that it covered. For example, social work only had one component included (GSS) and one course approved for that component whereas African American Studies had three core components (AIU, VSR, and GSS) and six courses total comprising those components.

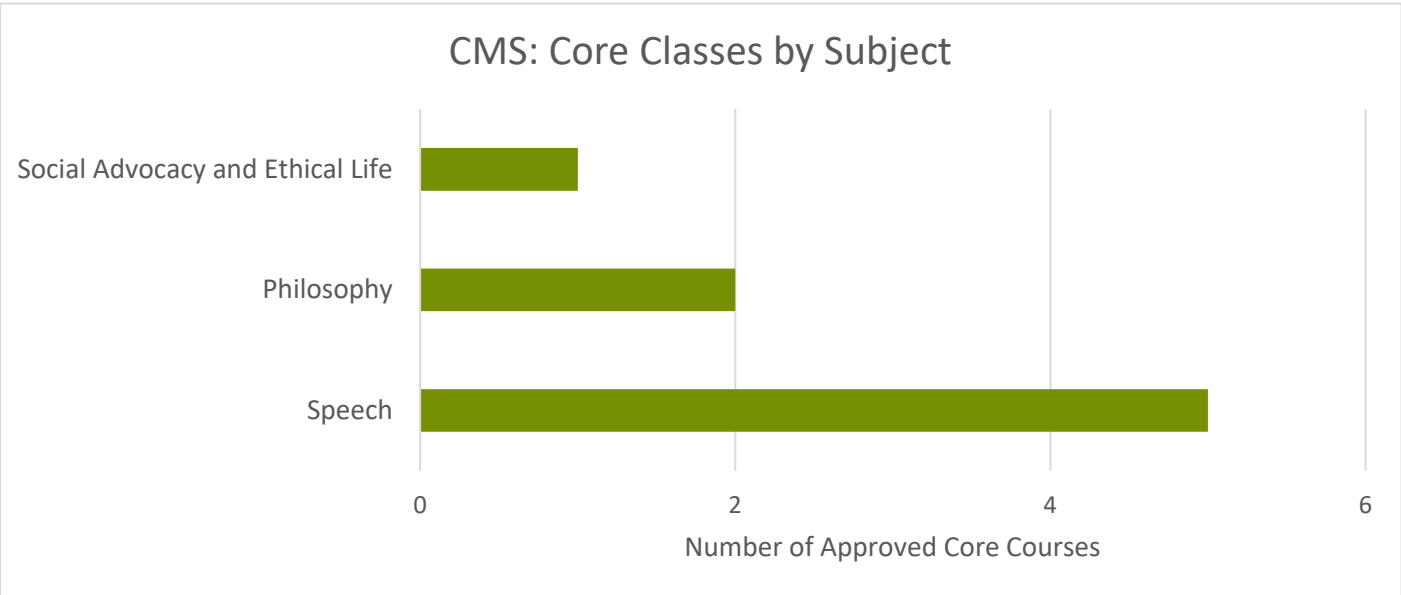
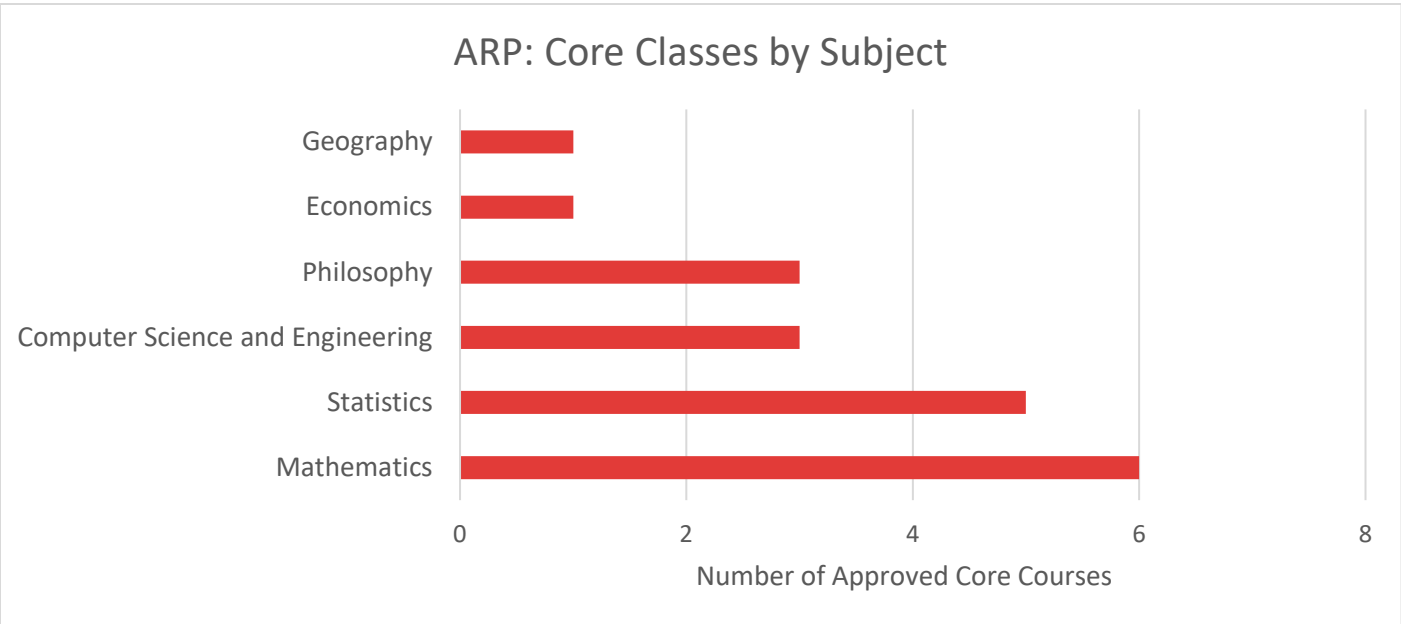
A separate tab within the excel spreadsheet was then used to create basic tables that were comprised of the core component name, the departments and subjects included within that component, and the number of courses that each department or subject had approved for that specific component. These were generated by cross-referencing the core component subject list that had the number of courses specified for each subject and component. From these tables, bar graphs were created to visually represent the breakdown of subject areas and courses approved for each core component.

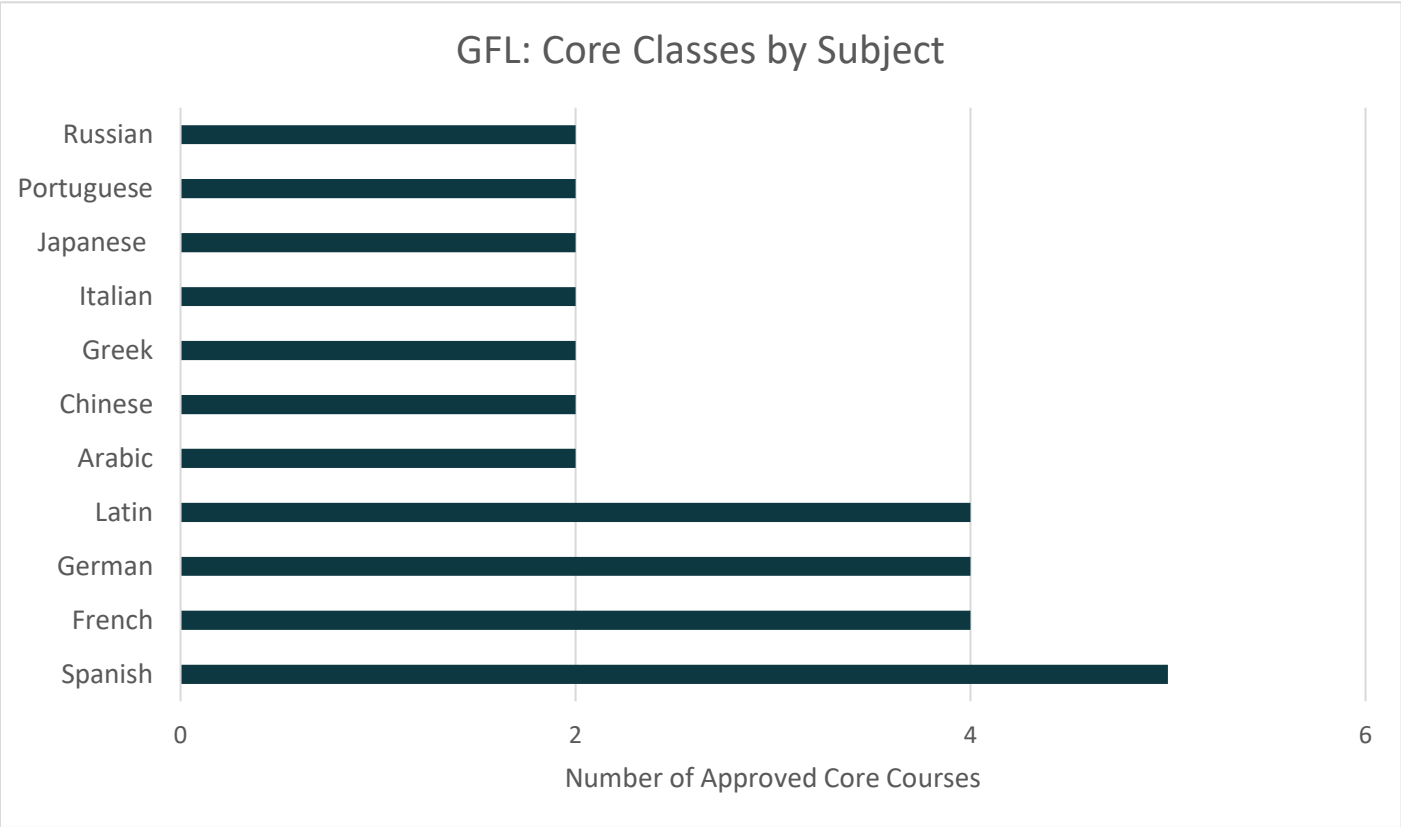
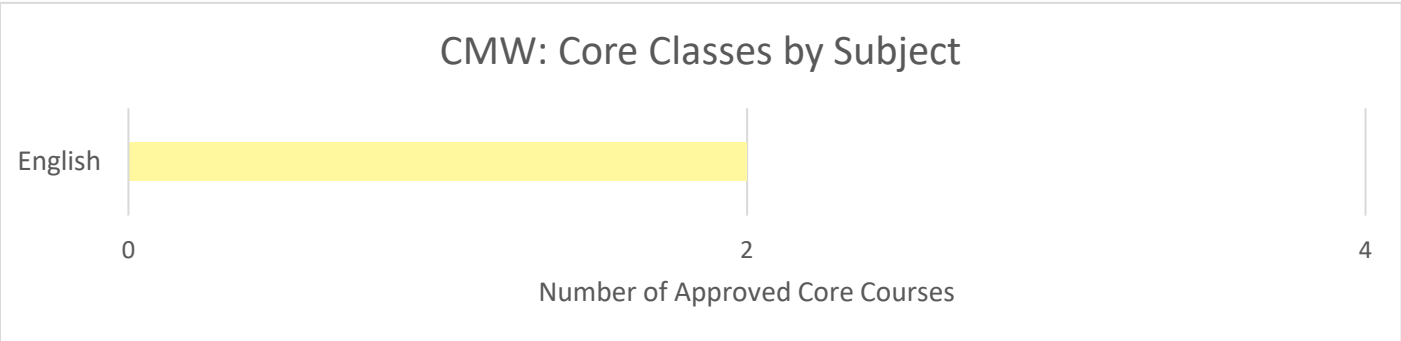
### Summary

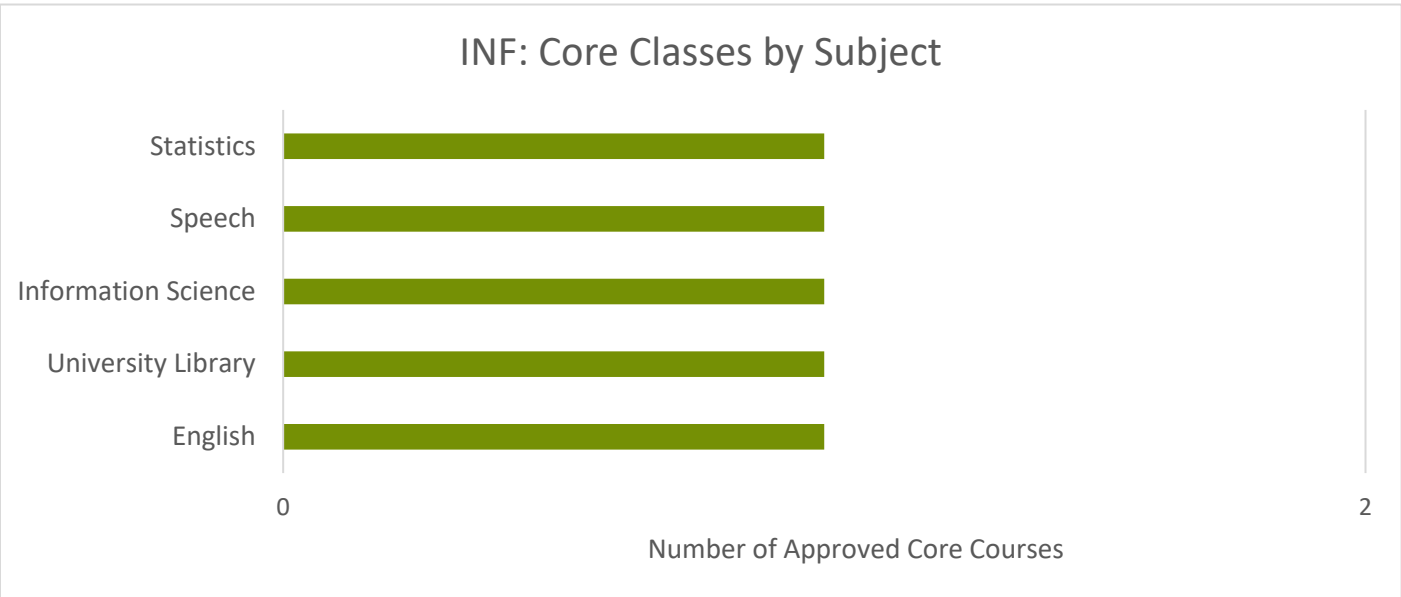
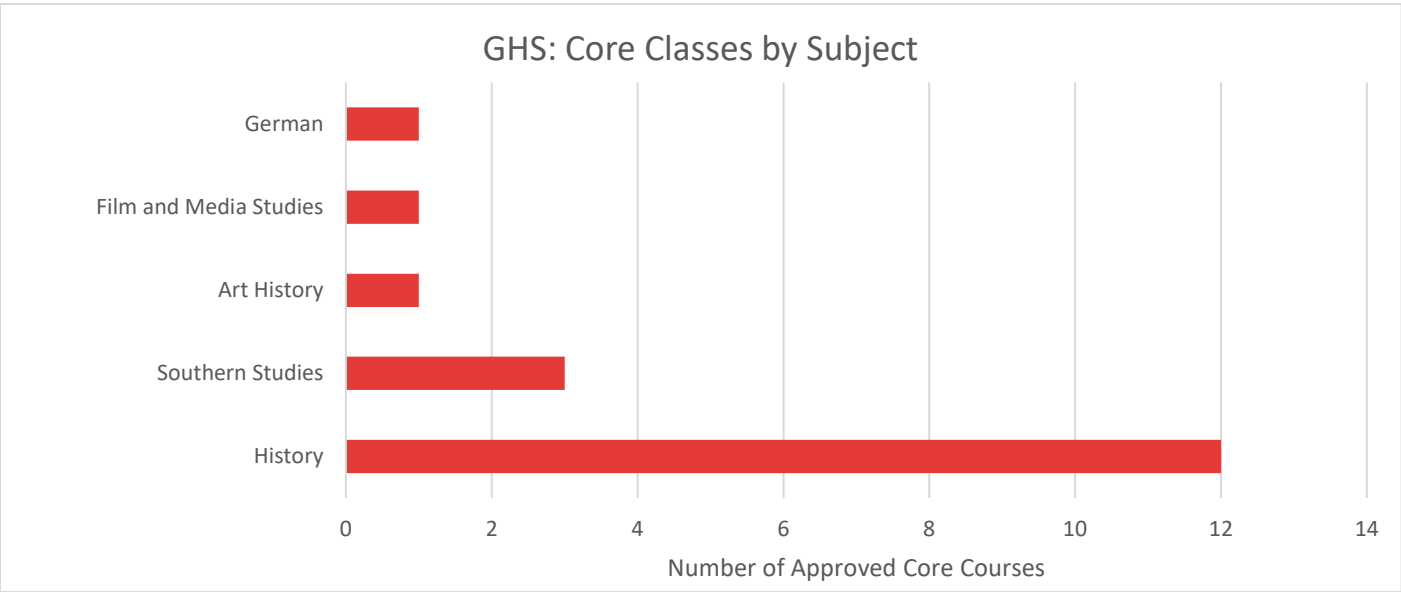
This audit demonstrates a wide range of standardization for the core components. Notably, CMW (Communication, written) is comprised of one subject, English, and two courses, which means that to fulfill the core component of CMW, virtually every student will take these two courses. In contrast, AIU (Aesthetic and Interpretive Understanding) is comprised of eighteen subjects and 44 courses, which provides a broad range of opportunities for students to fulfill the requirement.

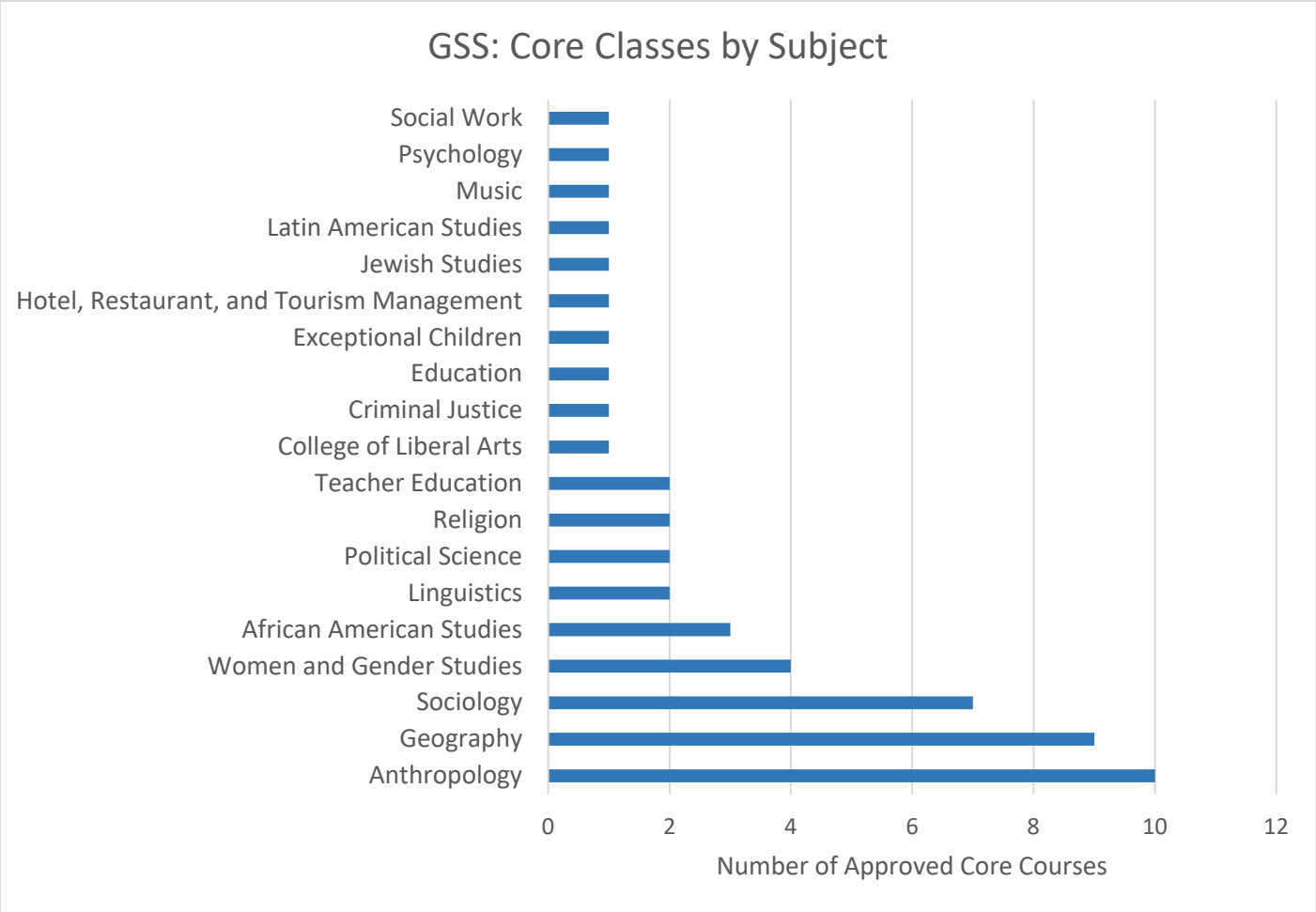
## Charts: Core Components by Subject 2021-2022



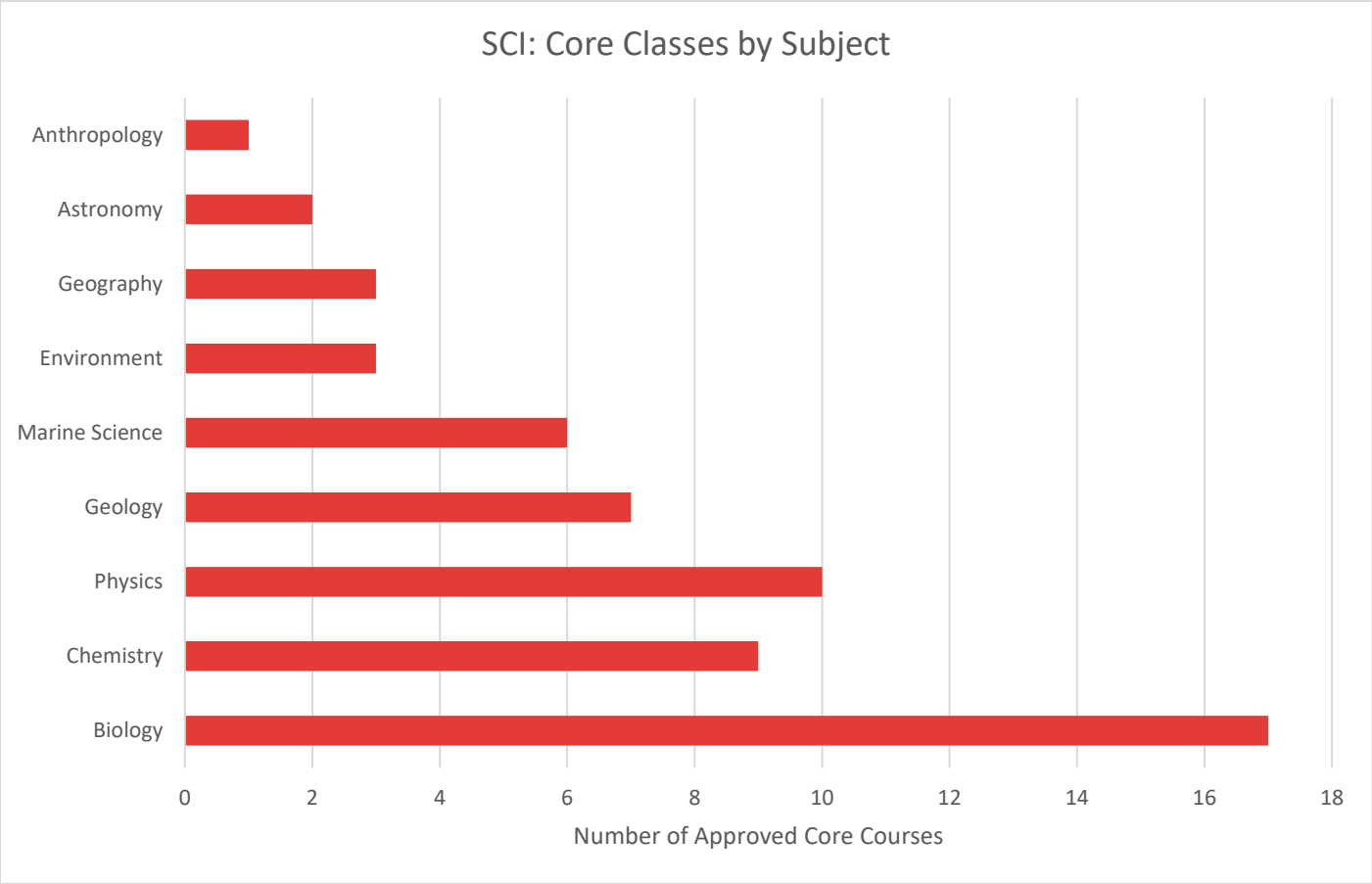












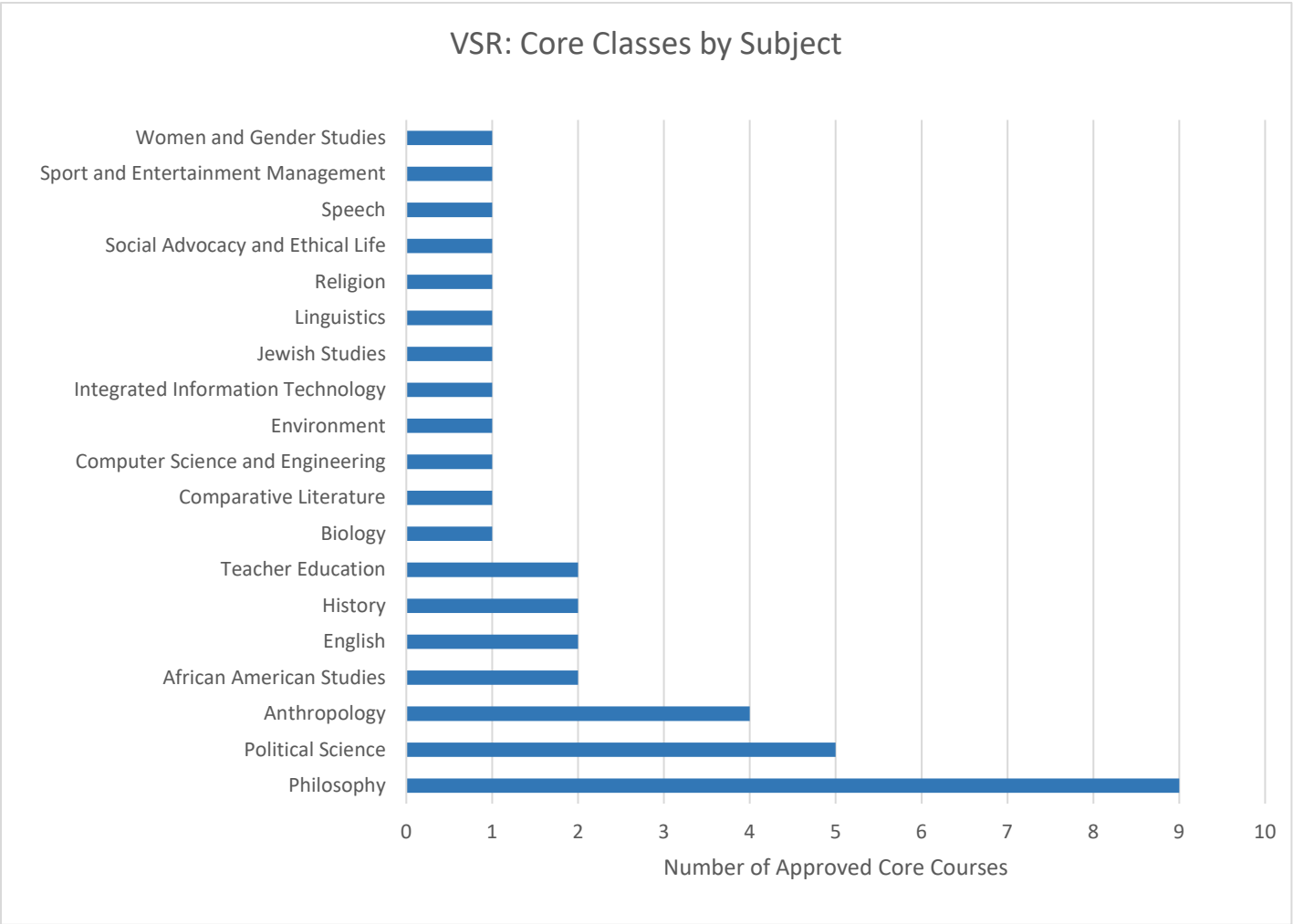


Table: Approved Core Courses, Categorized by Component

CMW	ARP	SCI	GFL	GSS	GHS	AIU	CMS	INF	VSR
ENGL 101	CSCE 101	ANTH 161	ARAB 121	AFAM 201	ARTH 107	AFAM 202	PHIL 213	ENGL 102	AFAM 200
ENGL 102	CSCE 102	ASTR 101	ARAB 122	AFAM 218	FAMS 300	ARTE 101	PHIL 325	ISCI 202	AFAM 218
	CSCE 145	ASTR 201	CHIN 121	AFAM 355	GERM 280	ARTE 260	SAEL 200	LIBR 101	ANTH 212
	ECON 436	BIOL 101	CHIN 122	ANTH 101	HIST 101	ARTH 105	SPCH 140	SPCH 145	ANTH 216
	GEOG 105	BIOL 101L	FREN 109	ANTH 102	HIST 102	ARTH 106	SPCH 145	STAT 112	ANTH 244
	MATH 122	BIOL 102	FREN 110	ANTH 204	HIST 103	ARTS 103	SPCH 213		ANTH 280
	MATH 141	BIOL 102L	FREN 121	ANTH 210	HIST 104	ARTS 104	SPCH 230		BIOL 208
	MATH 142	BIOL 110	FREN 122	ANTH 211	HIST 105	ARTS 210	SPCH 260		CPLT 150
	MATH 170	BIOL 120	GERM 109	ANTH 212	HIST 106	CLAS 220			CSCE 390
	MATH 172	BIOL 120L	GERM 110	ANTH 213	HIST 108	CPLT 150			EDTE 202
	MATH 174	BIOL 202	GERM 121	ANTH 244	HIST 109	CPLT 270			EDTE 218
	PHIL 111	BIOL 206	GERM 122	ANTH 273	HIST 110	DANC 101			ENGL 200
	PHIL 114	BIOL 208	GREK 121	ANTH 280	HIST 111	ENGL 200			ENGL 280
	PHIL 115	BIOL 220	GREK 122	COLA 298	HIST 112	ENGL 270			ENVR 322
	STAT 110	BIOL 243	ITAL 121	CRJU 101	HIST 214	ENGL 280			HIST 108
	STAT 112	BIOL 243L	ITAL 122	EDEX 205	SOST 201	ENGL 282			HIST 110
	STAT 201	BIOL 244	JAPA 121	EDTE 202	SOST 202	ENGL 283			ITEC 101
	STAT 205	BIOL 244L	JAPA 122	EDTE 218	SOST 302	ENGL 284			JSTU 218
	STAT 206	BIOL 270	LATN 109	EDUC 360		ENGL 285			LING 240
		BIOL 270L	LATN 110	GEOG 103		ENGL 286			PHIL 103
		CHEM 101	LATN 121	GEOG 121		ENGL 287			PHIL 211
		CHEM 102	LATN 122	GEOG 210		ENGL 288			PHIL 213
		CHEM 105	PORT 121	GEOG 221		FAMS 110			PHIL 320
		CHEM 107	PORT 122	GEOG 223		FAMS 180			PHIL 321
		CHEM 111	RUSS 121	GEOG 224		FAMS 240			PHIL 322
		CHEM 111L	RUSS 122	GEOG 225		FREN 290			PHIL 324
		CHEM 112	SPAN 109	GEOG 226		GERM 270			PHIL 325

CMW	ARP	SCI	GFL	GSS	GHS	AIU	CMS	INF	VSR
		CHEM 112L	SPAN 110	GEOG 228		GERM 290			PHIL 335
		CHEM 141	SPAN 111	HRTM 280		MART 101			POLI 201
		ENVR 101	SPAN 121	JSTU 218		MART 110			POLI 240
		ENVR 101L	SPAN 122	LASP 331		MART 201			POLI 302
		ENVR 200		LING 101		MART 210			POLI 303
		GEOG 104		LING 273		MUSC 110			POLI 304
		GEOG 201		MUSC 210		MUSC 113			RELG 205
		GEOG 202		POLI 101		MUSC 114			SAEL 200
		GEOLOG 101		POLI 201		MUSC 115			SPCH 213
		GEOLOG 103		PSYC 101		MUSC 140			SPT 385
		GEOLOG 110		RELG 101		MUSC 310			WGST 112
		GEOLOG 205		RELG 338		RELG 270			
		GEOLOG 215		SOCY 101		RUSS 280			
		GEOLOG 215L		SOCY 301		SOST 101			
		GEOLOG 230		SOCY 307		SPAN 220			
		MSCI 101		SOCY 309		THEA 170			
		MSCI 102		SOCY 310		THEA 181			
		MSCI 210		SOCY 340		THEA 200			
		MSCI 210L		SOCY 355					
		MSCI 215		SOWK 222					
		MSCI 215L		WGST 112					
		PHYS 101		WGST 113					
		PHYS 101L		WGST 210					
		PHYS 201		WGST 300					
		PHYS 201L							
		PHYS 202							
		PHYS 202L							
		PHYS 211							
		PHYS 211L							
		PHYS 212							

CMW	ARP	SCI	GFL	GSS	GHS	AIU	CMS	INF	VSR
		PHYS 212L							
<b>Total: 2</b>	<b>Total: 19</b>	<b>Total: 58</b>	<b>Total: 31</b>	<b>Total: 51</b>	<b>Total: 18</b>	<b>Total: 45</b>	<b>Total: 8</b>	<b>Total: 5</b>	<b>Total: 38</b>

## List: Core Courses Categorized by Department/Subject

### African American Studies

AIU: 1 course

- AFAM 202

VSR: 2 courses

- AFAM 200
- AFAM 218

GSS: 3 courses

- AFAM 201
- AFAM 218
- AFAM 355

### Anthropology

SCI: 1 course

- ANTH 161

GSS: 10 courses

- ANTH 101
- ANTH 102
- ANTH 204
- ANTH 210
- ANTH 211
- ANTH 212

- ANTH 213
- ANTH 244
- ANTH 273
- ANTH 280

VSR: 4 courses

- ANTH 212
- ANTH 216
- ANTH 244
- ANTH 280

Arabic

GFL: 2 courses

- ARAB 121
- ARAB 122

Art Education

AIU: 2 courses

- ARTE 101
- ARTE 260

Art History

AIU: 2 Courses

- ARTH 105
- ARTH 106

GHS: 1 course

- ARTH 107

## Art Studio

AIU: 3 Courses

- ARTS 103
- ARTS 104
- ARTS 210

## Astronomy

SCI: 2 Courses

- ASTR 101
- ASTR 201

## Biology

SCI: 17 courses

- BIOL 101
- BIOL 101L
- BIOL 102
- BIOL 102L
- BIOL 110
- BIOL 120
- BIOL 120L
- BIOL 202
- BIOL 206
- BIOL 208
- BIOL 220
- BIOL 243
- BIOL 243L
- BIOL 244
- BIOL 244L
- BIOL 270

- BIOL 270L

VSR: 1 course

- BIOL 208

## Chemistry

SCI: 9 courses

- CHEM 101
- CHEM 102
- CHEM 105
- CHEM 107
- CHEM 111
- CHEM 111L
- CHEM 112
- CHEM 112L
- CHEM 141

## Chinese

GFL: 2 Courses

- CHIN 121
- CHIN 122

## Classics

AIU: 1 course

- CLAS 220

## Comparative Literature

AIU: 2 courses

- CPLT 150
- CPLT 270

Prepared by Jennifer Lude, OIRAA, Fall 2021

Last Updated: July 2023 by Alexis McCoy



VSR: 1 course

- CPLT 150

Computer Science and Engineering

ARP: 3 courses

- CSCE 101
- CSCE 102
- CSCE 145

VSR: 1 course

- CSCE 390

College of Liberal Arts

GSS: 1 course

- COLA 298

Criminal Justice

GSS: 1 course

- CRJU 101

Dance

AIU: 1 course

- DANC 101

Economics

ARP: 1 Course

- ECON 436

## Education

GSS: 1 course

- EDUC 360

## English

CMW: 2 courses

- ENG 101
- ENG 102

AIU: 10 courses

- ENGL 200
- ENGL 270
- ENGL 280
- ENGL 282
- ENGL 283
- ENGL 284
- ENGL 285
- ENGL 286
- ENGL 287
- ENGL 288

INF: 1 course

- ENGL 102

VSR: 2 courses

- ENGL 200
- ENGL 280

## Environment

SCI: 3 Courses

Prepared by Jennifer Lude, OIRAA, Fall 2021

Last Updated: July 2023 by Alexis McCoy

- ENVR 101
- ENVR 101L
- ENVR 200

VSR: 1 course

- ENVR 322

Exceptional Children

GSS: 1 course

- EDEX 205

Film and Media Studies

AIU: 3 courses

- FAMS 110
- FAMS 180
- FAMS 240

GHS: 1 course

- FAMS 300

French

AIU: 1 course

- FREN 290

GFL: 4 Courses

- FREN 109
- FREN 110
- FREN 121
- FREN 122

## Geography

ARP: 1 Course

- GEOG 105

GSS: 9 courses

- GEOG 103
- GEOG 121
- GEOG 210
- GEOG 221
- GEOG 223
- GEOG 224
- GEOG 225
- GEOG 226
- GEOG 228

SCI: 3 courses

- GEOG 104
- GEOG 201
- GEOG 202

## Geology

SCI: 7 Courses

- GEOL 101
- GEOL 103
- GEOL 110
- GEOL 205
- GEOL 215
- GEOL 215L
- GEOL 230

## German

GFL: 4 Courses

- GERM 109
- GERM 110
- GERM 121
- GERM 122

GHS: 1 Course

- GERM 280

AIU: 2 courses

- GERM 270
- GERM 290

## Greek

GFL: 2 courses

- GREK 121
- GREK 122

## History

GHS: 12 courses

- HIST 101
- HIST 102
- HIST 103
- HIST 104
- HIST 105
- HIST 106
- HIST 108
- HIST 109

- HIST 110
- HIST 111
- HIST 112
- HIST 214

VSR: 2 courses

- HIST 108
- HIST 110

Hotel, Restaurant, and Tourism Management

GSS: 1 course

- HRTM 280

Information Science

INF: 1 course

- ISCI 202

Integrated Information Technology

VSR: 1 course

- ITEC 101

Italian

GFL: 2 courses

- ITAL 121
- ITAL 122

Japanese

GFL: 2 Courses

- JAPA 121
- JAPA 122

Prepared by Jennifer Lude, OIRAA, Fall 2021

Last Updated: July 2023 by Alexis McCoy

## Jewish Studies

VSR: 1 course

- JSTU 218

GSS: 1 course

- JSTU 218

## Latin

GFL: 4 courses

- LATN 109
- LATN 110
- LATN 121
- LATN 122

## Latin American Studies

GSS: 1 course

- LASP 331

## Linguistics

GSS: 2 courses

- LING 101
- LING 273

VSR: 1 course

- LING 240

## Marine Science

SCI: 6 Courses

- MSCI 101

- MSCI 102
- MSCI 210
- MSCI 210L
- MSCI 215
- MSCI 215L

## Mathematics

ARP: 6 Courses

- MATH 122
- MATH 141
- MATH 142
- MATH 170
- MATH 172
- MATH 174

## Media Arts

AIU: 4 courses

- MART 101
- MART 110
- MART 201
- MART 210

## Music

AIU: 6 courses

- MUSC 110
- MUSC 113
- MUSC 114
- MUSC 115
- MUSC 140
- MUSC 310



GSS: 1 course

- MUSC 210

Philosophy

ARP: 3 Courses

- PHIL 111
- PHIL 114
- PHIL 115

CMS: 2 courses

- PHIL 213
- PHIL 325

VSR: 9 courses

- PHIL 103
- PHIL 211
- PHIL 213
- PHIL 320
- PHIL 321
- PHIL 322
- PHIL 324
- PHIL 325
- PHIL 335

Physics

SCI: 10 Courses

- PHYS 101
- PHYS 101L
- PHYS 201

- PHYS 201L
- PHYS 202
- PHYS 202L
- PHYS 211
- PHYS 211L
- PHYS 212
- PHYS 212L

#### Political Science

GSS: 2 Courses

- POLI 101
- POLI 201

VSR: 5 courses

- POLI 201
- POLI 240
- POLI 302
- POLI 303
- POLI 304

#### Portuguese

GFL: 2 courses

- PORT 121
- PORT 122

#### Religion

AIU: 1 course

- RELG 270

GSS: 2 courses

- RELG 101
- RELG 338

VSR: 1 course

- RELG 205

Psychology

GSS: 1 course

- PSYC 101

VSR: 1 course

- POLI 304

Russian

AIU: 1 Course

- RUSS 280

GFL: 2 courses

- RUSS 121
- RUSS 122

Social Advocacy and Ethical Life

AIU: 1 course

- SOST 101

CMS: 1 course

- SAEL 200

VSR: 1 course

- SAEL 200

Prepared by Jennifer Lude, OIRAA, Fall 2021

Last Updated: July 2023 by Alexis McCoy

## Social Work

GSS: 1 course

- SOWK 222

## Sociology

GSS: 7 courses

- SOCY 101
- SOCY 301
- SOCY 307
- SOCY 309
- SOCY 310
- SOCY 340
- SOCY 355

## Southern Studies

GHS: 3 courses

- SOST 201
- SOST 202
- SOST 302

## Spanish

AIU: 1 course

- SPAN 220

GFL: 5 courses

- SPAN 109
- SPAN 110
- SPAN 111
- SPAN 121

- SPAN 122

## Speech

CMS: 5 courses

- SPCH 140
- SPCH 145
- SPCH 213
- SPCH 230
- SPCH 260

INF: 1 course

- SPCH 145

VSR: 1 course

- SPCH 213

## Sport and Entertainment Management

VSR: 1 course

- SPTE 385

## Statistics

ARP: 5 Courses

- STAT 110
- STAT 112
- STAT 201
- STAT 205
- STAT 206

INF: 1 course

- STAT 112

## Teacher Education

GSS: 2 courses

- EDTE 202
- EDTE 218

VSR: 2 courses

- EDTE 202
- EDTE 218

## Theatre

AIU: 3 Courses

- THEA 170
- THEA 181
- THEA 200

## University Libraries

INF: 1 course

- LIBR 101

## Women and Gender Studies

GSS: 4 courses

- WGST 112
- WGST 113
- WGST 210
- WGST 300

VSR: 1 course

- WGST 112

# University of South Carolina Integrative Courses

JENNIFER LUDE

OFFICE OF INSTITUTIONAL RESEARCH, ASSESSMENT, AND ANALYTICS

# Contents

Introduction .....	2
Integrative Courses by Program - All.....	3
Integrative Courses - Charts .....	14
Degree Programs with Mandatory Integrative Courses.....	15
Mandatory Integrative Courses .....	17
Degree Programs with Elective Integrative Courses .....	19
Degree Programs with No Specific Integrative Courses Listed .....	20
References .....	21



## Introduction

Integrative courses are upper division courses that include one or more learning outcomes from the Carolina Core. In order for a major course to be designated as an integrative course, a proposal is submitted that outlines the specific core components that the course addresses. Approved courses are listed in the academic bulletin each year.

In addition to the approved integrative courses published in the bulletin, each academic program submits a major map which advises students on required courses for their degree. A program may choose to have a mandatory or elective course. Some major maps do not specify any integrative courses, however, students within these majors may still take an integrative course before graduation.

As general education assessment prepares to transition to the “All in One” method, the Carolina Core assessment process will be integrated into the current assessment process for academic degree programs. In addition to identifying specific core course requirements for each degree program, identifying integrative course requirements for degree programs can provide additional information for general education assessment because these courses address multiple core components. Additionally, it provides a snapshot of student learning in regard to the core at a later point in students’ academic studies as students will have had more opportunities to learn and apply the skills gained in previous core courses.

For the purposes of this assessment, we will focus on those degree programs with mandatory integrative course requirements. By focusing on degree programs with mandatory integrative requirements, we will be able to simplify data collection for degree programs. Available course proposals have provided initial information on the concentration of core components for several courses; the next step in this audit will be to identify which core components comprise the remaining integrative courses.

## Integrative Courses by Program - All Major Maps

<p>Legend  ✓ = program requirement  <b>Blue font</b> = counts as integrative course for multiple programs  CR = College Requirement  MR = Major Requirement  PR = Program Requirement  C = Capstone  SC = Student choice</p>
--

Degree Programs and Courses	Notes
<b>Accounting, B.S.B.A.</b>	
MGT 478 ✓	CR
<b>Advertising, B.A.J.M.C.</b>	
JOUR 517 ✓	MR
<b>Aerospace Engineering, B.S.E.</b>	
AESP 428	MR
<b>African American Studies, B.A.</b>	
AFAM 498 ✓ Seminar	MR *student takes one or other (same course – seminar)
AFAM 499 ✓ Seminar	MR *student takes one or other (same course – seminar)
<b>Anthropology, B.A.</b>	
None listed	
<b>Art Education, B.F.A.</b>	
ARTE 565 Seminar ✓	PR
ARTE 571 Teaching ✓	PR
<b>Art History, B.A.</b>	
ARTH 501 ✓	MR
<b>Art Studio, B.A.</b>	****Integrative course depends on concentration*****
ARTS 310	General SC
ARTS 311 Intermediate Painting II	Painting Concentration; General SC
ARTS 315 Printmaking I	Printmaking Concentration; General SC
ARTS 316 Printmaking II	Printmaking Concentration; General SC

ARTS 320	General SC
ARTS 321	General SC
ARTS 325	General SC
ARTS 326	General SC
ARTS 330 Drawing I	Drawing Concentration; General SC
ARTS 331 Drawing II	Drawing Concentration; General SC
ARTS 360 BW Photography	Photography Concentration; General SC
ARTS 361 Digital Photography	Photography Concentration; General SC
ARTS 448 Graphic Design Portfolio	Graphic Design Concentration
ARTS 510 Painting I	Painting Concentration
ARTS 516 Printmaking Capstone	Printmaking Concentration; C
ARTS 520 Ceramics	Ceramics Concentration
ARTS 525 Three dimensional studies	Sculpture Concentration
ARTS 530 Drawing Capstone	Drawing Concentration
ARTS 560 Photography Portfolio	Photography Concentration
ARTS 561 Photography Exhibition	Photography Concentration
<b>Art Studio, B.F.A.</b>	***integrative course depends on concentration***
ARTS 311 Intermediate Painting II	Painting Concentration
ARTS 315 Printmaking I	Printmaking Concentration
ARTS 316 Printmaking II	Printmaking Concentration
ARTS 330 Drawing I	Drawing Concentration
ARTS 331 Drawing II	Drawing Concentration
ARTS 360 BW Photography	Photography Concentration
ARTS 361 Digital Photography	Photography Concentration
ARTS 448 Graphic Design Portfolio	Graphic Design Concentration
ARTS 510 Painting I	Painting Concentration
ARTS 516 Capstone Printmaking	Printmaking Concentration; C
ARTS 520 Ceramics	Ceramics Concentration
ARTS 525 Three Dimensional Studies	Sculpture Concentration
ARTS 530 Drawing Capstone	Drawing Concentration; C
ARTS 560 Photography Portfolio	Photography Concentration
ARTS 561 Photography Exhibition	Photography Concentration

<b>Biochemistry and Molecular Biology, B.S.</b>	
CHEM 541L✓	MR
<b>Biological Sciences, B.S.</b>	
BIOL 301 ✓	MR
BIOL 302✓	MR
BIOL 303✓	MR
<b>Biomedical Engineering, B.S.</b>	
BMEN 427✓	MR
<b>Broadcast Journalism, B.A.J.M.C.</b>	
JOUR 586 Capstone✓	MR; C
<b>Business Economics, B.S.B.A.</b>	
MGMT 478✓	PR
<b>Cardiovascular Technology, B.S.</b>	
None listed	
<b>Chemical Engineering, B.S.E.</b>	
ECHE 466✓	MR
<b>Chemistry, B.S.</b>	
CHEM 541L✓	MR
CHEM 542L✓	MR
<b>Chemistry, B.S.C.</b>	
CHEM 541L✓	MR
CHEM 542L✓	MR
<b>Civil Engineering, B.S.E.</b>	
ECIV 470✓	MR
<b>Computer Engineering, B.S.E.</b>	
CSCE 490 Capstone✓	MR; C
<b>Computer Information Systems, B.S.</b>	
CSCE 490 Capstone✓	MR; C
<b>Computer Science, B.S.C.S.</b>	
CSCE 490 Capstone ✓	MR; C
<b>Criminology &amp; Criminal Justice, B.A.</b>	**Students select 2 courses from the following.**
CRJU 426	SC
CRJU 430	SC
CRJU 551	SC

CRJU 554	SC
CRJU 558	SC
CRJU 563	SC
CRJU 575	SC
CRJU 577	SC
CRJU 591	SC
WGST 554	Cross-listed
<b>Cyber Intelligence, B.S.</b>	
None listed	
<b>Dance, B.A.</b>	**Depends on concentration; all students take DANC 360***
DANC 360✓	Performance and Choreography Concentration; Dance Education Concentration
DANC 478	Dance Education Concentration
DANC 479 Teaching Internship	Dance Education Concentration
DANC 490 Capstone	Performance and Choreography Concentration; C
<b>Early Childhood Education, B.A.</b>	
EDEC 591 Seminar ✓	MR
<b>Economics, B.A.</b>	
ECON 436✓	MR
<b>Economics, B.S.</b>	
ECON 436✓	MR
<b>Electrical Engineering, B.S.E.</b>	
ELCT 403 Capstone✓	MR; C
<b>Elementary Education, B.A.</b>	
EDEL 491 Seminar✓	MR
<b>English, B.A.</b>	
None Listed	
<b>Environmental Science, B.S.</b>	
ENVR 201 ✓	PR
ENVR 202✓	PR
<b>Environmental Studies, B.A.</b>	
ENVR 201✓	MR
ENVR 202✓	MR

<b>Exercise Science, B.S.</b>	
EXSC 444 Practicum ✓	MR
<b>Film and Media Studies, B.A.</b>	**Students select one of the following ***
FAMS 510	SC
FAMS 511	SC
FAMS 566	SC
FAMS 598	SC
<b>Finance, B.S.B.A.</b>	
MGMT 478✓	CR
<b>Geography, B.A.</b>	
GEOG 495 Seminar ✓	MR
<b>Geography, B.S.</b>	
GEOG 495 Seminar ✓	MR
<b>Geological Sciences, B.S.</b>	
GEOL 500 ✓	MR
<b>Global Studies, B.A.</b>	**students select 1 of the following***
ANTH 355	SC
ANTH 581	SC
ENGL 437	SC
ENGL 455	SC
HRTM 482	SC
LING 440	SC
POLI 315	SC
POLI 370	SC
POLI 374	SC
<b>History, B.A.</b>	***Student selects 1 of the following: 497, 498, 499; HIST 300 required for all***
HIST 300✓	MR
HIST 497 Seminar	SC
HIST 498 Seminar	SC
HIST 499 Thesis	SC
<b>Hospitality Management, B.S.</b>	
HRTM 490✓	

<b>Information Science, B.S.</b>	(cross-listed)
SLIS 420 ✓	MR
JOUR 491 ✓	MR (cross-listed)
<b>Integrated Information Technology, B.S.</b>	
ITEC 564 Capstone ✓	MR; C
<b>Interdisciplinary Studies B.A.I.S. (A &amp; S)</b>	
None listed	
<b>Interdisciplinary Studies B.S.I.S. (A &amp; S)</b>	
None listed	
<b>Interdisciplinary Studies, BarSc.</b>	
SCHC 499 Thesis ✓	CR
<b>International Business, B.S.B.A.</b>	
MGMT 478 ✓	CR
<b>International Studies, B.A.</b>	
POLI 315 ✓	MR
POLI 316 ✓	MR
<b>Journalism, B.A.J.M.C.</b>	
JOUR 587 Capstone ✓	MR; C
<b>Languages, Literatures, and Cultures, B.A.</b>	**integrative course depends on concentration**
CLAS 586	Classics Teacher Concentration; Classics Concentration
CPLT 300	Comparative Literature Concentration
CPLT 499	Comparative Literature Concentration
FREN 309	French Teacher Concentration; French Concentration
FREN 310	French Teacher Concentration; French Concentration
FREN 311	French Teacher Concentration; French Concentration
GERM 420	German Teacher Concentration; German Concentration; SC
GERM 430	German Teacher Concentration; German Concentration; SC
GERM 440	German Teacher Concentration; German Concentration; SC
GERM 450	German Teacher Concentration; German Concentration; SC

GERM 460	German Teacher Concentration; German Concentration; SC
RUSS 319	Russian Concentration; SC
RUSS 320	Russian Concentration; SC
SPAN 312	Spanish Teacher Concentration; Spanish Concentration
<b>Liberal Studies, B.A.</b>	
PALM 493✓	MR
<b>Management, B.S.B.A.</b>	
MGMT 478✓	CR
<b>Marine Science, B.S.</b>	
MSCI 311✓	MR
MSCI 313✓	MR
MSCI 314 ✓	MR
<b>Marketing, B.S.B.A.</b>	
MGMT 487 ✓	CR
<b>Mass Communications, B.A.J.M.C.</b>	
JOUR 515 Capstone ✓	MR; C
<b>Mathematics, B.S.</b>	
MATH 554✓	MR
<b>Mechanical Engineering, B.S.E.</b>	
EMCH 427✓	MR
<b>Media Arts, B.A.</b>	**students select nine credits from the following**
MART 521A	SC
MART 521B	SC
MART 521C	SC
MART 521D	SC
MART 571A	SC
MART 571B	SC
MART 571C	SC
MART 571D	SC
MART 571E	SC
MART 581A	SC
MART 581B	SC
MART 581C	SC



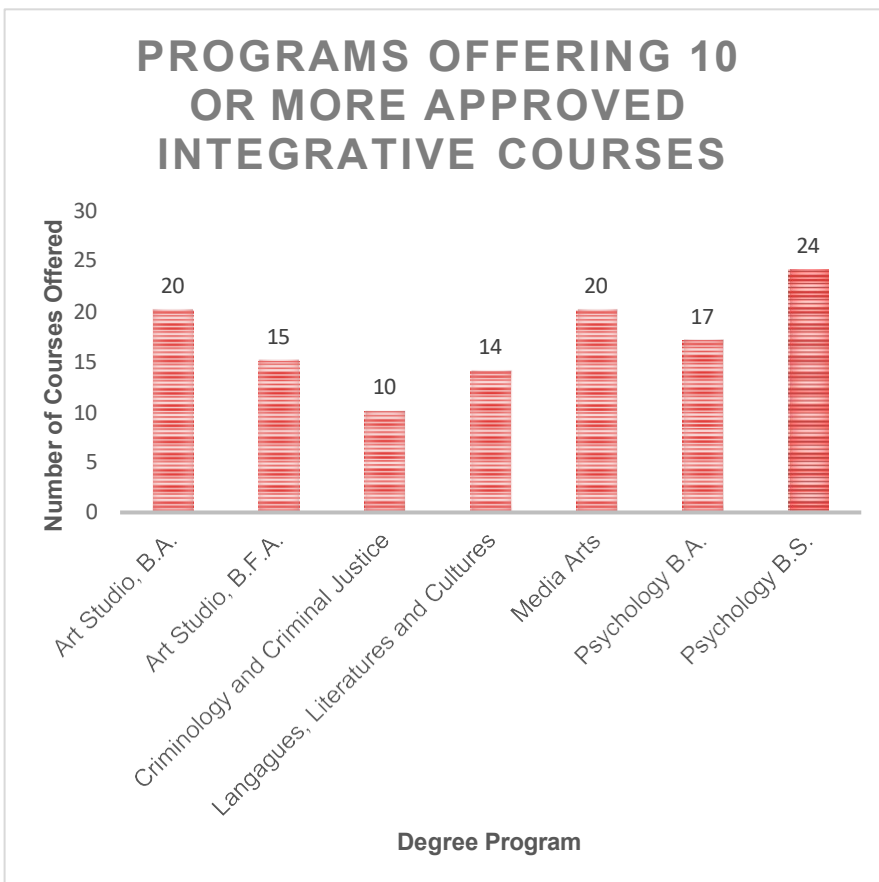
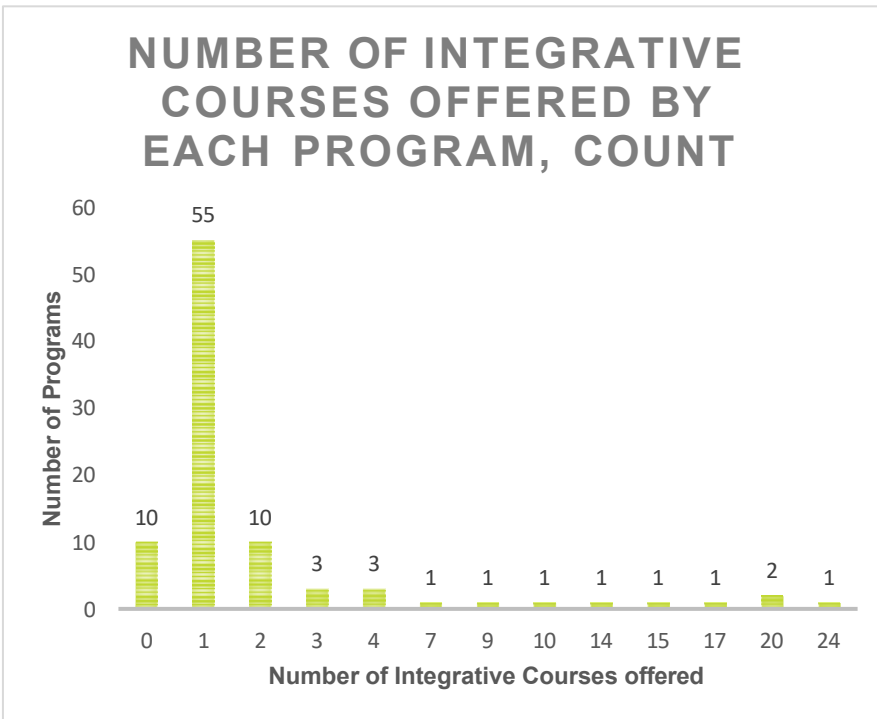
MART 581D	SC
MART 581E	SC
MART 590	SC
MART 591	SC
MART 592	SC
MART 593	SC
MART 594	SC
MART 598	SC
<b>Middle Level Education, B.A.</b>	SC
EDML 599✓	MR
<b>Middle Level Education, B.S.</b>	
EDML 599 Internship ✓	MR
<b>Music, B.A.</b>	
MUSC 354	MR
MUSC 455✓	MR
<b>Music, B.M.</b>	
MUSC 354	MR
MUSC 455✓	MR
<b>Music Industry Studies, B.S.</b>	
MUSC 498✓	MR
<b>Nursing, Generic, B.S.N.</b>	
NURS 400✓	MR
<b>Nursing – B.S.N. Completion</b>	
NURS 400✓	MR
<b>Operations Supply Chain, B.S.B.A.</b>	
MGMT 478✓	CR
<b>Organizational Leadership (Regional Campuses) B.A.</b>	
PALM 493✓	CR
<b>Pharmaceutical Sciences, B.S.</b>	
None listed	
<b>Philosophy, B.A.</b>	
PHIL 490 Seminar ✓	MR
<b>Physical Education, B.S.P.E.</b>	
PEDU 446✓	MR

<b>Physics, B.S.</b>	***Student selects one of the following ✓***
PHYS 509	SC
PHYS 510	SC
PHYS 511	SC
PHYS 512	SC
PHYS 514	SC
PHYS 521	SC
PHYS 541	MR
PHYS 542	SC
<b>Psychology, B.A.</b>	**students take a variety of self-selected courses from the following**
ANTH 373 cross-listed	SC
LING 300 cross-listed	SC
PSYC 400	SC
PSYC 410	SC
PSYC 420	SC
PSYC 430	SC
PSYC 440	SC
PSYC 450	SC
PSYC 455	SC
PSYC 460	SC
PSYC 465	SC
PSYC 470	SC
PSYC 480	SC
PSYC 487	SC
PSYC 503	SC
PSYC 507	SC
PSYC 510	SC
<b>Psychology, B.S.</b>	**students take a variety of self-selected courses from the following**
ANTH 373 cross-listed	SC
LING 300 cross-listed	SC
PSYC 400	SC

PSYC 410	SC
PSYC 420	SC
PSYC 430	SC
PSYC 440	SC
PSYC 450	SC
PSYC 455	SC
PSYC 460	SC
PSYC 465	SC
PSYC 470	SC
PSYC 480	SC
PSYC 487	SC
PSYC 503	SC
PSYC 507	SC
PSYC 510	SC
PSYC 570	SC
PSYC 571	SC
PSYC 572	SC
PSYC 574	SC
PSYC 575	SC
PSYC 598	SC
PSYC 599	SC
<b>Public Health, B.A.</b>	
PUBH 498 Capstone ✓	MR
<b>Public Health, B.S.</b>	
PUBH 498 Capstone ✓	MR
<b>Public Relations, B.A.J.M.C.</b>	
JOUR 531 ✓	MR
JOUR 533 ✓	MR
<b>Real Estate, B.S.B.A.</b>	
MGMT 478✓	CR
<b>Religious Studies, B.A.</b>	
RELG 488✓	MR
<b>Retailing, B.S.</b>	
RETL 495✓ Internship	MR
<b>Risk Management and Insurance, B.S.B.A.</b>	

MGMT 478✓	CR
<b>Social Work, B.S.W.</b>	
None listed	
<b>Sociology, B.A.</b>	
SOCY 561 Research✓	MR
<b>Sociology, B.S.</b>	
SOCY 561 Research✓	MR
<b>Sport and Entertainment Management, B.S.</b>	
None listed	
<b>Statistics, B.S.</b>	
STAT 513✓	MR
STAT 520	SC
STAT 535	SC
<b>Theatre, B.A.</b>	1 of the following is required✓
THEA 490 Capstone	SC
THEA 578 Play Direction I	SC
<b>Tourism Management, B.S.</b>	
HRTM 482✓	MR
<b>Visual Communications, B.A.J.M.C.</b>	
JOUR 446✓	MR
JOUR 447✓	MR
JOUR 560✓ Capstone	MR; C
<b>Women's and Gender Studies, B.A.</b>	
WGST 499 Practicum ✓	MR

## Integrative Courses - Charts



## Degree Programs with Mandatory Integrative Courses

Degree Program	Course(s)
<b>Accounting, B.S.B.A.</b>	MGT 478
<b>Advertising, B.A.J.M.C.</b>	JOUR 517
<b>African American Studies, B.A.</b>	AFAM 498, AFAM 499
<b>Art Education, B.F.A.</b>	ARTE 571, ARTE 565
<b>Art History, B.A.</b>	ARTH 501
<b>Biochemistry and Molecular Biology, B.S.</b>	CHEM 541L
<b>Biological Sciences, B.S.</b>	BIOL 301, BIOL 302, BIOL 303
<b>Biomedical Engineering, B.S.</b>	BMEN 427
<b>Broadcast Journalism, B.A.J.M.C.</b>	JOUR 586
<b>Business Economics, B.S.B.A.</b>	MGMT 478
<b>Chemical Engineering, B.S.E.</b>	ECHE 466
<b>Chemistry, B.S.</b>	CHEM 541L, CHEM 542L
<b>Chemistry, B.S.C.</b>	CHEM 541L, CHEM 542L
<b>Civil Engineering, B.S.E.</b>	ECIV 470
<b>Computer Engineering, B.S.E.</b>	CSCE 490
<b>Computer Information Systems, B.S.</b>	CSCE 490
<b>Computer Science, B.S.C.S.</b>	CSCE 490
<b>Dance, B.A.</b>	DANC 360
<b>Early Childhood Education, B.A.</b>	EDEC 591
<b>Economics, B.A.</b>	ECON 436
<b>Economics, B.S.</b>	ECON 436
<b>Electrical Engineering, B.S.E.</b>	ELCT 403
<b>Elementary Education, B.A.</b>	EDEL 491
<b>Environmental Science, B.S.</b>	ENVR 201, ENVR 202
<b>Environmental Studies, B.A.</b>	ENVR 201, ENVR 202
<b>Exercise Science, B.S.</b>	EXSC 444
<b>Finance, B.S.B.A.</b>	MGT 478
<b>Geography, B.A.</b>	GEOG 495
<b>Geography, B.S.</b>	GEOG 495
<b>Geological Sciences, B.S.</b>	GEOL 500
<b>History, B.A.</b>	HIST 300
<b>Hospitality Management, B.S.</b>	HRTM 490
<b>Information Science, B.S.</b>	SLIS 420
<b>Integrated Information Technology, B.S.</b>	ITEC 564
<b>Interdisciplinary Studies, BarSc.</b>	SCHC 499
<b>International Business, B.S.B.A.</b>	MGMT 478
<b>International Studies, B.A.</b>	POLI 315, POLI 316
<b>Journalism, B.A.J.M.C.</b>	JOUR 587
<b>Liberal Studies, B.A.</b>	PALM 493
<b>Management, B.S.B.A.</b>	MGT 478

<b>Marine Science, B.S.</b>	MSCI 311, MSCI 313, MSCI 314
<b>Marketing, B.S.B.A.</b>	MGMT 478
<b>Mass Communications, B.A.J.M.C.</b>	JOUR 515
<b>Mathematics, B.S.</b>	MATH 554
<b>Mechanical Engineering, B.S.E.</b>	EMCH 427
<b>Middle Level Education, B.A.</b>	EDML 599
<b>Middle Level Education, B.S.</b>	EDML 599
<b>Music, B.A.</b>	MUSC 455
<b>Music, B.M.</b>	MUSC 455
<b>Music Industry Studies, B.S.</b>	MUSC 498
<b>Nursing, Generic, B.S.N.</b>	NURS 400
<b>Nursing – B.S.N. Completion</b>	NURS 400
<b>Operations Supply Chain, B.S.B.A.</b>	MGMT 478
<b>Organizational Leadership (Regional Campuses) B.A.</b>	PALM 493
<b>Philosophy, B.A.</b>	PHIL 490
<b>Physical Education, B.S.P.E.</b>	PEDU 446
<b>Public Health, B.A.</b>	PUBH 498
<b>Public Health, B.S.</b>	PUBH 498
<b>Public Relations, B.A.J.M.C.</b>	JOUR 531, JOUR 533
<b>Real Estate, B.S.B.A.</b>	MGT 478
<b>Religious Studies, B.A.</b>	RELG 488
<b>Retailing, B.S.</b>	RETL 495
<b>Risk Management and Insurance, B.S.B.A.</b>	MGMT 478
<b>Sociology, B.A.</b>	SOCY 561
<b>Sociology, B.S.</b>	SOCY 561
<b>Statistics, B.S.</b>	STAT 513
<b>Tourism Management, B.S.</b>	HRTM 482
<b>Visual Communications, B.A.J.M.C.</b>	JOUR 446, JOUR 447, JOUR 560
<b>Women’s and Gender Studies, B.A.</b>	WGST 499

## Mandatory Integrative Course Details

Course	Degree Program(s)	CC(s)
AFAM 498	African American Studies, B.A.	
AFAM 499	African American Studies, B.A.	
ARTE 565	Art Education, B.F.A.	
ARTE 571	Art Education, B.F.A.	
ARTH 501	Art History, B.A.	
BIOL 301	Biological Sciences, B.S.	
BIOL 302	Biological Sciences, B.S.	
BIOL 303	Biological Sciences, B.S.	
BMEN 427	Biomedical Engineering, B.S.	
CHEM 541L	Biochemistry and Molecular Biology, B.S.; Chemistry, B.S. & Chemistry, B.S.C.	
CHEM 542L	Chemistry, B.S. & Chemistry, B.S.C.	
CSCE 490	Computer Engineering, B.S.E., Computer Information Systems, B.S. & Computer Science, B.S.C.S.	
DANC 360	Dance, B.A.	
ECHE 466	Chemical Engineering, B.S.E.	
ECIV 470	Civil Engineering, B.S.E.	
ECON 436	Economics, B.A. & Economics, B.S.	ARP
EDEC 591	Early Childhood Education, B.A.	
EDEL 491	Elementary Education, B.A.	
EDML 599	Middle Level Education, B.A. & Middle Level Education, B.S.	
ELCT 403	Electrical Engineering, B.S.E.	
EMCH 427	Mechanical Engineering, B.S.E.	
ENVR 201	Environmental Science, B.S. & Environmental Studies, B.A.	
ENVR 202	Environmental Science, B.S. & Environmental Studies, B.A.	
EXSC 444	Exercise Science, B.S.	SCI, CMW, CMS, INF, VSR
GEOG 495	Geography, B.A. & Geography, B.S.	
GEOL 500	Geological Sciences, B.S.	
HIST 300	History, B.A.	
HRTM 482	Tourism Management, B.S.	
HRTM 490	Hospitality Management, B.S.	
ITEC 564	Integrated Information Technology, B.S.	
JOUR 446	Visual Communications, B.A.J.M.C.	
JOUR 447	Visual Communications, B.A.J.M.C.	
JOUR 515	Mass Communications, B.A.J.M.C.	CMW, INF, VSR
JOUR 517	Advertising, B.A.J.M.C.	



JOUR 531	Public Relations, B.A.J.M.C.	ARP, CMW, CMS
JOUR 533	Public Relations, B.A.J.M.C.	
JOUR 560	Visual Communications, B.A.J.M.C.	
JOUR 586	Broadcast Journalism, B.A.J.M.C.	
JOUR 587	Journalism, B.A.J.M.C.	
MATH 554	Mathematics, B.S.	
MGT 478	Accounting, B.S.B.A.; Business Economics, B.S.B.A.; Finance, B.S.B.A.; International Business, B.S.B.A.; Management, B.S.B.A.; Marketing, B.S.B.A.; Operations Supply Chain, B.S.B.A.; Real Estate, B.S.B.A.; Risk Management and Insurance, B.S.B.A.	
MSCI 311	Marine Science, B.S.	
MSCI 313	Marine Science, B.S.	
MSCI 314	Marine Science, B.S.	
MUSC 455	Music, B.A., Music, B.M.	
MUSC 498	Music Industry Studies, B.S.	AIU
NURS 400	Nursing – B.S.N. Completion & Nursing, Generic– B.S.N.	
PALM 493	Organizational Leadership (Regional Campuses) B.A. & Liberal Studies, B.A.	
PEDU 446	Physical Education, B.S.P.E.	
PHIL 490	Philosophy, B.A.	
POLI 315	International Studies, B.A.	
POLI 316	International Studies, B.A.	
PUBH 498	Public Health, B.A. & Public Health, B.S.	
RELG 488	Religious Studies, B.A.	
RETL 495	Retailing, B.S.	
SCHC 499	Interdisciplinary Studies, BarSc.	
SLIS 420	Information Science, B.S.	
SOCY 561	Sociology, B.S. & Sociology, B.A.	GSS
STAT 513	Statistics, B.S.	
WGST 499	Women’s and Gender Studies, B.A.	

## Degree Programs with Elective Integrative Courses

Degree Program
Art Studio, B.A.
Art Studio, B.F.A.
Criminology & Criminal Justice, B.A.
Dance, B.A.
Film and Media Studies, B.A.
Global Studies, B.A.
History, B.A.
Languages, Literatures, and Cultures, B.A.
Media Arts, B.A.
Physics, B.S.
Psychology, B.A.
Psychology, B.S.
Theatre, B.A.

## Degree Programs with No Specific Integrative Courses Listed

<b>Aerospace Engineering, B.S.E.</b>
Anthropology, B.A.
Cardiovascular Technology, B.S.
Cyber Intelligence, B.S.
English, B.A.
Interdisciplinary Studies B.A.I.S. (A & S)
Interdisciplinary Studies B.S.I.S. (A & S)
Pharmaceutical Sciences, B.S.
Social Work, B.S.W.
Sport and Entertainment Management, B.S.

## References

- University of South Carolina. (n.d.-a). *Carolina core courses: Integrative courses*. University of South Carolina. <https://academicbulletins.sc.edu/undergraduate/carolina-core-courses/#integrativecoursestext>
- University of South Carolina. (n.d.-b). *Carolina core requirements*. University of South Carolina. [https://sc.edu/about/offices\\_and\\_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/](https://sc.edu/about/offices_and_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/)
- University of South Carolina. (2021). *Major map repository*. University of South Carolina. [https://sc.edu/about/offices\\_and\\_divisions/advising/advisor\\_toolbox/majormaps.php?search=2021-2022](https://sc.edu/about/offices_and_divisions/advising/advisor_toolbox/majormaps.php?search=2021-2022)

Undergraduate Curricular Requirements By Major

College	Program	Degree Type	CC (Min)	CC (Max)	Prescribed CC-ARP	Prescribed CC-SCI	Prescribed CC-GHS	Prescribed CC-GSS	Prescribed CC-AU	Prescribed CC-CMS	Prescribed CC-NF	Prescribed CC-VSR	College Req (Min)	College Req (Max)	Supporting Courses (Min)	Supporting Courses (Max)	Minor/Cognate (Min)	Minor/Cognate (Max)	Major (Min)	Major (Max)	Second Major (Min)	General Elective (Min)	General Elective (Max)	Total Electives (Min)	Total Electives (Max)	Minor/Cognate Required	Notes
ALL	USC Average (and percent "Yes" for prescribed CC courses)		32	44	63%	34%	10%	23%	7%	15%	2%	11%	13	16	11	13	6	38	41	0	5	21	122	48%			
DMBS	Accounting	BBSA	31	43	Yes	No	No	No	No	No	No	No	40	40	0	9	0	24	33	0	0	0	30	125	No		
CC	Advertising	BALMC	31	44	Yes	No	Yes	No	No	Yes	No	No	18	21	0	0	12	48	48	0	0	11	120	Yes			
CEC	Aerospace Engineering	BSE	34	46	Yes	Yes	No	No	No	No	No	No	0	0	46	46	0	45	45	0	0	0	125	No			
CAS	African American Studies	BA	32	44	No	No	No	No	No	No	No	No	15	18	0	0	12	30	30	0	10	31	120	Yes			
CAS	Anthropology	BA	32	44	No	No	No	No	No	No	No	No	15	18	0	0	12	27	27	0	13	34	120	Yes			
CAS	Art Education	BFA	32	46	No	No	No	No	Yes	No	No	No	0	3	42	42	0	49	49	0	0	0	123	No			
CAS	Art History	BA	32	44	No	No	Yes	No	Yes	No	No	No	15	18	0	0	12	24	24	0	16	37	120	Yes			
CAS	Art Studio BA	BA	32	44	No	No	No	No	No	No	No	No	15	18	0	0	12	39	39	0	1	22	120	Yes			
CAS	Art Studio BFA	BFA	32	44	No	No	No	No	Yes	No	No	No	15	18	0	0	63	63	0	0	10	120	No				
CAS	Biochemistry & Molecular Biology	BS	34	46	Yes	Yes	No	No	No	No	No	No	15	18	3	3	0	63	67	0	0	13	128	No			
CAS	Biological Sciences	BS	32	44	Yes	Yes	No	No	No	No	No	No	15	18	12	12	0	28	28	0	0	33	120	No	0 is the minimum number of electives because		
CEC	Biomedical Engineering	BSE	34	46	Yes	Yes	No	No	No	No	No	No	0	0	48	48	0	48	48	0	0	0	130	No			
CIC	Broadcast Journalism	BALMC	31	44	Yes	No	Yes	No	No	Yes	No	No	18	21	0	0	12	48	48	0	0	11	120	Yes			
DMBS	Business Economics	BSBA	31	43	Yes	No	No	No	No	No	No	No	40	40	0	9	0	21	24	0	6	30	122	No			
CAS	Cardiovascular Technology	BS	32	44	Yes	Yes	No	No	No	No	No	No	12	15	23	23	0	51	51	0	0	10	128	No			
CEC	Chemical Engineering	BSE	34	43	Yes	Yes	No	No	No	Yes	No	Yes	0	0	64	65	0	33	33	0	0	0	131	No			
CAS	Chemistry BS	BS	34	46	Yes	Yes	No	No	No	No	No	No	12	19	11	11	12	27	27	0	0	24	120	Yes			
CAS	Chemistry BS Chem	BSCM	34	46	Yes	Yes	No	No	No	No	No	No	12	19	14	14	12	37	36	0	1	11	120	Yes			
CEC	Civil Engineering	BSE	34	46	Yes	Yes	No	No	No	No	No	No	0	0	65	71	0	25	25	0	0	0	124	No			
CEC	Computer Engineering	BSE	35	44	Yes	Yes	No	No	No	No	No	Yes	0	0	57	57	0	33	33	0	0	0	125	No			
CEC	Computer Information Systems	BS	34	44	Yes	No	No	No	No	No	Yes	0	0	39	39	18	27	36	0	0	2	10	120	Yes	Requires minor in Business Information Management.		
CEC	Computer Science	BSCS	35	44	Yes	Yes	No	No	No	No	Yes	0	0	60	60	0	30	33	0	0	0	0	125	No			
CAS	Criminology & Criminal Justice	BA	32	44	No	No	No	Yes	No	No	No	No	15	18	0	0	12	33	33	0	7	28	120	Yes			
CAS	Cyber Policy and Ethics	BS	32	46	Yes	No	No	No	No	No	No	No	15	18	9	24	0	36	36	0	0	28	120	No			
CAS	Dance	BA	32	44	No	No	No	No	No	No	No	No	15	18	0	4	4	32	70	0	0	0	29	120	No		
CEC	Early Childhood Education	BA	31	43	No	Yes	No	No	No	No	No	No	0	0	15	15	0	70	70	0	0	0	6	122	No		
CAS	Economics BA	BA	32	44	Yes	No	No	No	No	No	No	No	15	18	0	3	12	24	27	0	13	34	120	Yes			
CAS	Economics BS	BS	34	46	Yes	No	No	No	No	No	No	No	15	18	0	3	12	24	27	0	11	32	120	Yes			
CEC	Electrical Engineering	BSE	34	46	Yes	Yes	No	No	No	No	No	No	0	0	66	68	0	27	27	0	0	0	127	No	3 credits of general electives are considered part of		
COE	Elementary Education	BA	31	43	No	Yes	Yes	Yes	No	No	No	No	0	0	24	25	0	62	62	0	0	3	120	No			
CAS	English	BA	32	44	No	No	No	No	No	No	No	No	15	18	0	0	12	30	30	0	0	31	120	Yes			
CAS	Environmental Science BS	BS	34	46	Yes	No	No	Yes	No	No	No	No	15	18	27	27	0	34	36	0	1	11	128	No			
CAS	Environmental Studies BA	BA	32	44	No	No	No	No	Yes	No	No	No	15	18	4	4	0	17	37	0	17	29	120	No			
ASPH	Exercise Science	BS	32	44	Yes	Yes	No	Yes	No	No	No	No	12	15	12	12	24	25	25	0	0	15	120	Yes	Must have both an EXSC cognate and a traditional		
CAS	Film & Media Studies	BA	32	44	No	No	Yes	No	Yes	No	No	No	15	18	0	0	12	27	27	0	13	34	120	Yes			
DMBS	Finance	BBSA	31	43	Yes	No	No	No	No	No	No	No	40	40	0	9	0	21	24	0	6	30	122	No			
CAS	Geography BA	BA	32	44	Yes	Yes	No	Yes	No	No	No	No	15	18	0	0	12	24	24	0	16	37	120	Yes			
CAS	Geography BS	BS	32	44	Yes	Yes	No	Yes	No	No	No	No	15	18	0	0	12	24	25	0	15	37	120	Yes			
CAS	Geological Sciences	BS	32	44	Yes	Yes	No	No	No	No	No	No	15	18	12	12	12	27	43	0	0	22	120	Yes			
CAS	Global Studies	BBSA	31	44	Yes	No	No	No	No	No	No	No	15	18	4	4	0	15	24	0	1	16	120	No			
CAS	History	BA	32	44	No	No	No	No	No	No	No	No	15	18	0	0	12	27	27	0	13	34	120	Yes			
HRSM	Hospitality Management	BS	31	43	Yes	Yes	No	No	No	Yes	No	No	21	21	6	6	0	51	51	0	0	11	120	No			
CIC	Information Science	BS	31	44	Yes	No	No	No	No	Yes	Yes	Yes	0	0	15	15	0	36	36	0	25	38	120	No			
CEC	Integrated Information	BS	34	43	Yes	No	No	No	No	Yes	Yes	Yes	0	0	36	41	0	36	36	0	0	14	120	No			
CAS	Interdisciplinary Studies BAIS	BAIS	32	44	No	No	No	No	No	No	No	No	15	18	0	0	12	36	36	0	4	25	120	Yes	Not accepting majors at this time.		
HC	Interdisciplinary Studies BARSC	BARSC	32	44	No	No	No	No	No	No	No	No	4	45	12	36	0	24	78	0	0	54	126	No			
CAS	Interdisciplinary Studies BBS	BBS	34	46	Yes	No	No	No	No	No	No	No	15	18	0	0	12	36	36	0	2	23	120	Yes			
DMBS	International Business	BBSA	31	44	Yes	No	No	No	No	No	No	No	40	40	0	9	0	21	24	0	6	30	122	No	Requires second major in the School of Business.		
CAS	International Studies	BA	35	44	No	No	No	Yes	No	No	No	Yes	15	18	0	0	12	24	24	0	16	34	120	Yes			
CIC	Journalism	BALMC	31	44	Yes	No	Yes	No	No	Yes	No	No	18	21	0	0	12	48	48	0	0	11	120	Yes			
CAS	Languages, Literatures, and Liberal Studies	BA	32	44	No	No	No	No	No	No	No	No	15	18	0	0	12	24	45	0	0	37	120	Yes	It's not specified in the Bulletin whether a minor would		
DMBS	Management	BBSA	31	43	Yes	No	No	No	No	No	No	No	40	40	0	9	0	21	45	0	0	30	122	No			
CAS	Marine Science	BS	34	46	Yes	Yes	No	No	No	No	No	No	15	18	16	16	0	36	36	0	12	27	128	No			
DMBS	Marketing	BBSA	31	43	Yes	No	No	No	No	No	No	No	40	40	0	9	0	21	24	0	6	30	122	No			
CIC	Mass Communications	BALMC	31	44	Yes	No	Yes	No	No	Yes	No	No	18	21	0	0	12	48	48	0	0	11	120	Yes			
CAS	Mathematics	BS	34	46	Yes	No	No	No	No	No	No	No	15	19	6	6	12	24	24	0	7	29	120	Yes			
CEC	Mechanical Engineering	BSE	34	46	Yes	Yes	No	No	No	No	No	No	0	0	42	42	0	43	43	0	6	6	125	No			
CAS	Media Arts	BA	32	44	No	No	No	No	No	No	No	No	15	18	0	0	12	30	30	0	10	31	120	Yes			
COE	Middle Level Education BA	BA	31	43	No	No	No	No	No	No	No	No	0	0	3	3	0	85	90	0	0	3	122	No			
COE	Middle Level Education BS	BS	31	43	Yes	No</																					

## 2023 Accreditation Requirements in the Carolina Core

College	Program(s)	Accreditation Agency	Carolina Core Component(s)	Required course(s)
CAS	1. Art Education, BFA	NASAD CAEP		None
CAS	2. Art History, BA	NASAD	AIU, GHS	ARTH 105, ARTH 106, <i>or</i> ARTH 107 (one of three options)
CAS	3. Art Studio, BA	NASAD		None
CAS	4. Art Studio, BFA	NASAD	AIU	ARTH 106
CAS	5. Chemistry, BSC	ACS		None
CAS	6. Dance, BA	NASD		None
CAS	7. Languages, Literatures, & Cultures, BA	CAEP ACTFL		None
CAS	8. Media Arts, BA	NASAD		None
CAS	9. Theatre, BA	NAST		None
DMSB	10. All	AACSB		None
COE	11. Early Childhood	CAEP NAEYC		None
COE	12. Elementary	CAEP ACEI	CMW CMS SCI GHS AIU GFL	ENGL 101, 102 Any CMS course A Life Science plus an add'l science. HIST 111 or 112 Any AIU Must have met FL req
COE	13. Middle Level, BS	CAEP AMLE		None
COE	14. Physical	CAEP SHAPE-PETE		None
COE	15. Special	CAEP CEC (Council on Exceptional Children)		None
CEC	16. Aerospace Engineering	ABET	ARP SCI	MATH 141, 142 CHEM 111, PHYS 211
CEC	17. Biomedical Engr.	ABET	ARP SCI	MATH 141, 142 BIOL 101, CHEM 111
CEC	18. Chemical Engr.	ABET	ARP SCI	MATH 141, 142 CHEM 111, PHYS 211
CEC	19. Civil Engr.	ABET	ARP SCI	MATH 141, 142 CHEM 111, PHYS 211
CEC	20. Computer Engr.	ABET	ARP SCI	MATH 141, 142 CHEM 111, PHYS 211
CEC	21. Computer Info. Sys.	ABET	ARP VSR	MATH 122 or MATH 141 CSCE 390
CEC	22. Computer Science	ABET	ARP VSR	MATH 141, 142 CSCE 390
CEC	23. Electrical Engr.	ABET	ARP SCI	MATH 141, 142 CHEM 111, PHYS 211

## 2023 Accreditation Requirements in the Carolina Core

CEC	24. Integrated Info. Tech.	ABET	ARP VSR	MATH 174, STAT 201/205/206 ITEC 101
CEC	25. Mechanical Engr.	ABET	ARP SCI	MATH 141, 142 CHEM 111, PHYS 211
HRSM	26. Hospitality Mgmt.	ACPHA		None
HRSM	27. Tourism Mgmt.	ACPHA		None
CIC	28. All SJMC majors	ACEJMC		None
MUSC	29. Music, BA	NASM	AIU	MUSC 115
MUSC	30. Music, BM	NASM	AIU	MUSC 115
MUSC	31. Music Industry Stud., BS	NASM		None
NURS	32. Nursing, RN to BSN	CCNE	CMW INF SCI ARP GSS	ENGL 101/102 ENGL 102 BIOL 243/L, BIOL 244/L STAT 112 & STAT 205 PSYC 101
NURS	33. Nursing-Generic	CCNE	CMW INF SCI ARP  GSS CMS VSR	ENGL 101/102 ENGL 102 or STAT 112 CHEM 102/BIOL 206 STAT 112 or CSCE 101 or CSCE 102 & STAT 205 PSYC 101 PHIL 213 PHIL 213
ASPH	34. Exercise Science	CEPH	ARP SCI	STAT 201 or STAT 205 BIOL 101/L & BIOL 102/L
ASPH	35. Public Health, BA	CEPH	ARP	STAT 201 or STAT 205
ASPH	36. Public Health, BS	CEPH	ARP SCI	STAT 201 or STAT 205 BIOL 101/L & BIOL 102/L
SOWK	37. Social Work, BSW	CSWE		None

94 total undergraduate programs

37 programs have additional accreditation requirements

20 programs have accreditation requirements specified in the Carolina Core

21% of undergraduate programs have accreditation requirements specified in the Carolina Core

### Columbia First Time , Fulltime Freshman - Average time to degree (in years)

CHE_REGIS_STAT	1	CHE_ENROLL_STAT	1	Time_to_Degree	(All)
Row Labels	Count of USCID	Average of Time_to_Degree			
2006	3646	4.094070374	4.094	pre Carolina Core (CC)	
Resident	2242	4.15782046			
Non-Resident	1404	3.991586825			
2012	4580	3.954915122	3.955	implementation of CC	
Resident	2478	4.031711861			
Non-Resident	2102	3.867887993			
2018	5849	3.652868953	3.653	CC in full swing + overlays+ better advising	
Resident	2962	3.636977409			
Non-Resident	2887	3.667458521			
<b>Grand Total</b>	<b>14075</b>	<b>3.872885459</b>			

### Columbia First Time , Fulltime Freshman -DID NOT GET A DEGREE

CHE_REGIS_STAT	1	CHE_ENROLL_STAT	1	Time_to_Degree	(Multiple Items)
Row Labels	Count				
2006	895				
Resident	546				
Non-Resident	349				
2012	1009				
Resident	581				
Non-Resident	428				
2018	1752				
Resident	1001				
Non-Resident	751				
<b>Grand Total</b>	<b>3656</b>				

### Columbia First Time , Fulltime Transfer - Average time to degree (in years) ---- 24 - 36 hours

CHE_REGIS_STAT	4	CHE_ENROLL_STAT	1	Time_to_Degree	(All)	HOURS	(Multiple Items)
							~ One year of transfer credits
Row Labels	Count of USCID	Average of Time_to_Degree					
2006	120	3.249677174	4.250	pre Carolina Core (CC)			
Resident	111	3.308108046					
Non-Resident	9	2.23298					
2012	155	3.33862541	4.339	implementation of CC			
Resident	145	3.365464035					
Non-Resident	10	2.956175					
2018	188	2.795995522	3.796	CC in full swing + overlays+ better advising			
Resident	109	2.775656164					
Non-Resident	79	2.820336066					
<b>Grand Total</b>	<b>463</b>	<b>3.106166667</b>					

### Columbia First Time , Fulltime Transfer - Average time to degree (in years) ---- 60 - 75 hours

CHE_REGIS_STAT	4	CHE_ENROLL_STAT	1	Time_to_Degree	(Multiple Items)	HOURS	(Multiple Items)
							~ Two years of transfer credits
Row Labels	Count of USCID	Average of Time_to_Degree					
2006	63	2.570193651	4.570	pre Carolina Core (CC)			
Resident	58	2.474218966					
Non-Resident	5	3.6835					
2012	87	2.108713793	4.109	implementation of CC			
Resident	85	2.105474118					
Non-Resident	2	2.2464					
2018	61	2.073636066	4.074	CC in full swing + overlays+ better advising			
Resident	55	2.073950909					
Non-Resident	6	2.07075					
<b>Grand Total</b>	<b>211</b>	<b>2.236360664</b>					



Program of Study ([ACAF 2.00 Creation and Revision of Academic Programs \(sc.edu\)](#) see page 8)

1. Carolina Core = CC
2. College Requirements = CR
3. Program Requirements = PR
4. Major Requirements = MR

## 2022 Carolina Core Issues

1. Inconsistent practice (for example, Advisors do not universally interpret and apply the standalone requirement and overlay requirement). In addition, different advisors/colleges give credit for classes that may be outside the intent of the core component. For example, a few weeks ago we discovered DMSB counts a World History class as a GSS. Or, in a separate case, CAS was not accepting Core approved classes from HRSM or Education. Here are specific examples:
  - HRTM 280 and EDEX 205, EDTE 202, EDTE 218, EDUC 360 are the courses that CAS was not allowing to fulfill CC. ("Second, the GSS category includes HRTM 280, EDUC 360X, and EDEX 205. It was stated that we don't accept those courses as fulfilling the GSS requirement because "they aren't our classes." "Our" meaning CAS. This goes completely against the intentions of the Carolina Core, and isn't stated anywhere in CAS programs.)
  - Overlays create confusion for students, advisors, and faculty, and also create the need for special rules about how they articulate in DegreeWorks. Because there is a minimum number of hours required for CC, students can only use 2 courses as overlays. However, a student may take more than 2 courses that happen to be overlay courses. I'm not sure how DgW handles where these populate. This has also created issues in the past with departments/colleges wanting to allow "sharing" between Carolina Core courses and other degree requirements (CAS: CC & CR Humanities or Fine Arts and Social Science; SOWK: PHIL 211 CC & CR). It needs to be explicit that Carolina Core courses may not also fulfill any other degree requirement. They may count in one requirement or the other. I have also found it interesting that overlays must include at least one of just 3 components (CMS, INF, and VSR). Does that mean that those components are less important than the other 7? Why do we have them if we don't think they're important.
  - There has also been the issue of certain colleges misinterpreting the Overlay option and requiring that students have 1 stand-alone course out of the 3 overlay eligible components (CMS, INF, and VSR). There are overlays that exist that use 2 of those components (SAEL 200: CMS & VSR). A student who takes such a course and ENGL 102 (overlay CMW & INF) has no stand-alone course in the overlay eligible components.
  - CEC has an INF (3-hr CC req) course required for several of their majors, CSCE 390, that is only 1 credit. It hasn't created issues with their students being below 31 hours because they have 4-credit ARP courses required. However, this could create issues for students outside of those majors who take it and are not required to take additional

hours in other CC components. CSCE 390 is an approved INF, but it is a 1 credit hour course that is not allowed in the College of Arts and Sciences.

- There are colleges that have prescribed courses occasionally for INF, but sometimes that puts their students at a disadvantage if they can't find 2 overlay courses with CMS and VSR. It means their students take more credit hours to fulfill the CC than others, since ENGL 102 always also fulfills INF.
  - CAS requires 2 4-hour lab sciences. They do not allow for a lab that is independent of a course to count toward CC. If a student takes GEOL 110 (3 credits, no separate lab), for example, it wouldn't count, even if the student takes a Carolina Core-approved lab course (GEOL/MSCI 215L has no pre/co-req) later. The lab and the science course must be related (BIOL 101, BIOL 101L). No other college takes this stance that I've heard.
  - "Is there a "statute of limitations" for Carolina Core? What I mean is, if a course was approved for Fall 2020, can students in catalog years prior to Fall 2020 still take the course and receive credit for it? I'm work on scribe edits in older catalog years, and before I get too far along, I want to be sure my understanding is correct: any student on any catalog year can take any Core (as long as it fits within their PoS)." --Sandra Varney (former DgW team member)
  - Core Overview:
    - Business is the closest to a basic core with no additional hours and only one specified requirement (ARP).
    - Arts and Sciences, Education, Engineering and Computing (extra 1 hr. lab), Music, Nursing, Palmetto College, and Social Work have additional hours required beyond the basic Carolina Core.
    - Business, HRSM, Information and Communications, Pharmacy, and Public Health have no additional hours required beyond the basic Carolina Core.
    - All colleges include some specified requirements. (Usually for ARP and SCI, but sometimes also for GSS and CMS)
  -
2. Transfer credit: A few years ago the Transfer Council put together a set of recommendations for how UofSC can create some consistency when transfer students meet Carolina Core requirements. I've attached a PPT we used to help outline the problem and a proposed solution.
- The solution that has been discussed about CAS evaluating transfer courses and then assigning an attribute for whatever CC components they meet will help this issue.
3. Changing majors: when students change majors the "core" is not truly a core curriculum. i.e. CC credit is not universally degree applicable and thus changing majors can add time to degree. I know this issue may never be fully resolved, but perhaps it could be improved?
- It will be difficult to achieve a universal core that includes courses like math and science, specifically. So many programs require specific courses. If we had a universal core with no prescribed courses by the programs, then programs would do what they used to. That is, they would list those requirements in some other part of their program, and

then say that they can fulfill the Carolina Core as well. That leads to the issue with double counting and reaching hours to graduate.

- Students changing into a STEM major are likely to have credit for MATH 122, which is not accepted by many STEM majors (141 required)
- Students changing into a STEM major requiring biology may have BIOL 110, which is not accepted by many STEM majors (101 + 101L required)
- All NURS students changing to other STEM majors are required to take CHEM 111+L, as the NURS required CHEM 102 is not accepted by any other major on campus
- High variability in majors requiring STAT 201 and 205, which are not always interchangeable
- Majors in HRSM and CIC require specific CMS courses and do not accept all CMS-designated courses
- Many (if not most) social science majors have a specifically designated GSS course; students coming from other majors often cannot transfer existing GSS credit
- students changing into CAS or CIC will often have 1-2 additional semesters of GFL coursework due to those colleges' higher foreign language requirements

#### Additional Notes:

- There is also the issue of MATH 111/112/115/116. There are many departments that would love to see those courses approved for Carolina Core. I have been asked on multiple occasions to build in those courses to major maps (I don't), since so many students have to start with them. However, they are not required by any program because (according to the Math dept when I asked) they cover material that students should already have upon being accepted to the university. I did mention to the Math department that UofSC supposedly doesn't offer any remedial courses.
- Why is there still an INF requirement? This requirement is ALWAYS automatically fulfilled by the ENGL 102 requirement. (It should be noted that SACSCOC does LOVE this component.)
- The current Carolina Core range does not take into account the possibility of 4-hour ARP courses. It also includes the possibility that students do no overlays (not even ENGL 102 counting in INF).

#### Important rules for consideration

1. CC approved courses should not be restricted to certain colleges/departments/majors, etc.
2. Is there a certain course level restriction for foundational and integrative courses? (Recently, SK sent back a proposal for a 300 or 400 level course that was proposed for CC, asking them to make it 100-200. However, there are multiple 300-level approved courses for foundational currently. There are also a few 200-level approved courses for INT: ANTH 261, ENVR 201, ENVR 202).
3. Should there be a credit hour restriction on components to prevent a deficiency in hours (like with CSCE 390)?
4. Should we assign a proficiency level to GFL? Currently, the level is determined by the colleges individually, but that goes against a core. I have placed the 3rd needed FL course in College Requirements for colleges that require a proficiency that may exceed 2 courses in FL.

Questions:

1. Does the redesign include anything regarding Integrative courses?

## Carolina Core Course Barriers to Major Change and Timely Graduation

**Description:** This document provides examples of how prescribed Carolina Core courses act as barriers to major change and/or timely graduation at the University of South Carolina. (NB: this is not an exhaustive list, but rather highlights common student trajectories and impediments.)

### Carolina Core Requirement: ARP (Analytical Reasoning and Problem Solving)

Students' Majoring in	... with a Prospective Major in
Any DMSB major BIOL ENVR ST GEOL GEOG BS IIT PHARM SPTE	Any Engineering major BIOCHEM CHEM COMP SCI ECON BS ENVR SCI MSCI PHYS
<b>With Existing Carolina Core Credit in</b>	<b>Must Take the Prescribed Carolina Core Credit</b>
MATH 122 (ARP)	MATH 141 (ARP)
MATH 174 (ARP)	MATH 141 (ARP)

Students Majoring in	... Changing to a Major in
Any ASPH major Any DMSB major Any CIC major CHEM GEOG BS GEOL PHARM SOWK	BIOL
<b>With Existing Prescribed Carolina Core Credit in</b>	<b>Must Take the Prescribed Carolina Core Credit</b>
STAT 201 (ARP)	STAT 205
STAT 206 (ARP)	STAT 205

### Carolina Core Requirement: GFL (Glbl Cshp and Multicultural Understanding: Foreign Language)

Students Majoring in	... with a Prospective Major in
ASPH majors College of Education College of Engineering & Computing College of Hospitality, Retail, & Sport Mgmt College of Music College of Nursing	College of Arts & Sciences majors College of Information & Communications majors

College of PHARM majors College of Social Work DMSB majors	
<b>With Existing Carolina Core Credit in</b>	<b>Must Take the Prescribed Carolina Core Credit</b>
FLPT Score < 4 or ≤ 121 language course (GFL)	Additional language through 122 level
<b>requirement: SCI (Scientific Literacy)</b>	

<b>Students Majoring in</b>	<b>... Changing to a Major in</b>
NURS	Any Major Requiring CHEM 111 + 111L
<b>With Existing Prescribed Carolina Core Credit in</b>	<b>Must Take the Prescribed Carolina Core Credit</b>
CHEM 102 (SCI)	CHEM 111+ 111L

<b>Students Majoring in</b>	<b>... Changing to a Major in</b>
Early Childhood Ed Elementary Ed PSYC BA PSYC BS	Any ASPH Major BIOL BIOCHEM
<b>With Existing Prescribed Carolina Core Credit in</b>	<b>Must Take the Prescribed Carolina Core Credit</b>
BIOL 110 (SCI)	BIOL 101 + 101L (SCI)

**Carolina Core Requirements:**

**CMS (Effective, Engaged, and Persuasive Communication: Spoken Component)**

**VSR (Values, Ethics, and Social Responsibility)**

<b>Students Majoring in</b>	<b>... Changing to a Major in</b>
COMP INFO SYS COMP SCI COMP ENG	CYBER INTEL
<b>With Existing Prescribed Carolina Core Credit in</b>	<b>Must Take the Prescribed Carolina Core Credit</b>
SPCH 140 (CMS)	SPCH 213 (CMS)
SPCH 145 (CMS)	SPCH 213 (CMS)
SPCH 230 (CMS)	SPCH 213 (CMS)
CSC 390 (VSR)	POLI 201 (VSR)
<i><b>NB: And vice versa (CYBER INTEL to COMP INFO SYS, COMP SCI, COMP ENG)</b></i>	

**Carolina Core Requirement: AIU (Aesthetic and Interpretive Understanding)**

<b>Students Majoring in</b>	<b>... Changing to a Major in</b>
RUSS MUSC MUSC IND ST COMP LIT	ARTS* ARTE* ARTH* FAMS**
<b>With Existing Prescribed Carolina Core Credit in</b>	<b>Must Take the Prescribed Carolina Core Credit</b>

RUSS 280 (AIU)	ARTH 105/106 (AIU)* or FAMS 240 (AIU)**
CPLT 270 (AIU)	ARTH 105/106 (AIU)* or FAMS 240 (AIU)**
MUSC 115 (AIU)	ARTH 105/106 (AIU)* or FAMS 240 (AIU)**
<b>NB: And vice versa (ARTS/ARTE/ARTH/FAMS to RUSS/CPLT/MUSC)</b>	

**Carolina Core Requirement: GSS (Glbl Cshp and Multicultural Understanding: Social Sciences)**

<b>Students Majoring in</b>	<b>... Changing to a Major in</b>
Any ASPH Major PSYC BA or PSYC BS SOCY BA or SOCY BS CRJU	GLBL ST* INTL ST** POLI SCI**
<b>With Existing Prescribed Carolina Core Credit in</b>	<b>Must Take the Prescribed Carolina Core Credit</b>
PSYC 101 (GSS)	6 other options (GSS)* or POLI 101 (GSS)**
SOCY 101 (GSS)	6 other options (GSS)* or POLI 101 (GSS)**
CRJU 101 (GSS)	6 other options (GSS)* or POLI 101 (GSS)**
<b>NB: And vice versa (GLBL ST/INTL ST/POLI SCI to ASPH/PSYC/SOCY/CRJU)</b>	

# Faculty Sentiment toward Carolina Core and its Assessment: A Synthesis

University of South Carolina

Columbia and Palmetto College Campuses



# Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>Executive Summary .....</b>	<b>3</b>
<b>AIU Feedback .....</b>	<b>7</b>
<b>ARP Feedback .....</b>	<b>9</b>
<b>CMS Feedback .....</b>	<b>11</b>
<b>CMW Feedback .....</b>	<b>15</b>
<b>GFL Feedback.....</b>	<b>17</b>
<b>GHS Feedback .....</b>	<b>18</b>
<b>GSS Feedback .....</b>	<b>20</b>
<b>INF Feedback .....</b>	<b>23</b>
<b>SCI Feedback .....</b>	<b>25</b>
<b>VSR Feedback .....</b>	<b>28</b>

## Introduction

In the fall of 2019, the Office of Institutional Research, Assessment and Analytics (OIRAA) collaborated with the Office of the Provost and the Center for Teaching Excellence (CTE) to convene meetings of University of South Carolina (UofSC) faculty from the Columbia and Palmetto College campuses. The purpose of these meetings was to bring groups of faculty together to discuss general education i.e. the Carolina Core, and to comment on the university's assessment of undergraduate student learning.

In preparation for these meetings, a website was developed that contained summaries, rubrics and complete reports of the assessment results collected for all ten areas of the Carolina Core since 2013. Specialty Team Chairpersons for each Core area were provided with email addresses for instructors that previously taught a Carolina Core course, so that they could share the link to the results website and invite instructors to in-person discussions of assessment results. In addition, Specialty Team Chairs were provided with a list of guiding questions in advance of the meeting to consider for discussion at the meeting.

A total of ten meetings were held between October 2019 and February 2020. OIRAA representatives took notes during these discussions and confirmed the accuracy of the notes with Specialty Team Chairpersons before posting them to the Carolina Core assessment results website.

## Executive Summary

All discussions of the Carolina Core were guided by the following questions:

1. *Each Carolina Core area is considered a learning outcome. In your opinion, is this learning outcome appropriate for first and second year undergraduate students?*
2. *What skills or knowledge do you expect a student will gain as a result of taking your Carolina Core course?*
3. *After reviewing the assessment results for this learning outcome (both with these data in mind and in general) how will you improve your teaching of the Carolina Core?*
4. *What changes would you recommend to the manner in which the assessment was executed? Are there any changes you would recommend to how the data was collected and/or reported?*
5. *Do the results align with any of your classroom experiences? Does the data corroborate any interactions or challenges you have had with students? Consider challenges for on-line/distance ed. teaching versus Face-to-face instruction?*

This summary is based on a collection of the faculty responses to each of the above guiding questions from meetings held across all Core areas. Detailed comments from each meeting are outlined following the executive summary.

### ***Question 1: Each Carolina Core area is considered a learning outcome. In your opinion, is this learning outcome appropriate for first and second year undergraduate students?***

In general, faculty believed that the learning outcomes expressed in each Carolina Core area were appropriate for first and second year students. Faculty were clear that the skills being asked of students via the learning outcomes for the Core are reasonable and foundational for students pursuing an undergraduate degree. In some areas, faculty suggested rewording the outcomes for more specificity and clarification. The chief concern regarding delivery of the Core was the tradeoff faculty believe are making between disseminating discipline-specific knowledge and teaching learning skills e.g. study skills, critical reading, analysis. This tension contributed to

questions about the purpose of the Core and whether its aim was on skill building or knowledge building for undergraduate students.

***Question 2: What skills or knowledge do you expect a student will gain as a result of taking your Carolina Core course?***

Faculty were able to provide clear examples of the skills acquired by students as a result of completing their Carolina Core courses. Understanding that a single course may be the only opportunity for a student to be exposed to the material, faculty expressed feeling the pressure to “pack” in as many Core area learning objectives as possible into one course. Faculty recommended a more strategic approach across all core areas in the coverage of Core concepts. To explain further, faculty sought answers to the following questions:

- a.) The wording of the learning outcomes for CMS and CMW are nearly identical, however the objectives for oral communication are very different from those of written communication. Should these be more distinct?
- b.) Should the “ability to distinguish between primary or secondary sources” rest with AIU, INF or GHS?
- c.) How do faculty manage/accommodate adequate subject matter coverage in Core courses that are “overlays” (a course that meets the requirements for more than one Core area)?

***Question 3: After reviewing the assessment results for this learning outcome (both with these data in mind and in general) how will you improve your teaching of the Carolina Core?***

Most faculty were able to provide specific examples of how they have improved their teaching of core courses and then shared pedagogical approaches that worked with other members of the group. Most of these improvements were made irrespective of the Carolina Core assessment results. Faculty emphasized that the major challenge with improving teaching in the Core is relying on inexperienced graduate teaching assistants (TAs) serving as instructors of the majority of the core courses. Some departments shared approaches to better direct and coordinate the teaching activities of their TAs in an effort to improve instruction. However, faculty stressed that low TA salaries and incentives for graduate students to invest in teaching are barriers to progress. Across multiple core areas, instructors said the results are not helpful because they were provided in the aggregate and were not course-specific.

***Question 4: What changes would you recommend to the manner in which the assessment was executed? Are there any changes you would recommend to how the data was collected and/or reported?***

The issue of assessment is best summed up by one faculty member who said, “the process is full of unhappiness”. The chief concern for faculty was not being notified well enough in advance of the need for them to participate in assessment. Some faculty admitted that they were not aware that a course they were teaching was a designated Carolina Core course. A third area of concern that showed up a lot in the comments was the lack of clarity and understanding among faculty regarding the types of assignments should be submitted for assessment. Faculty expressed not having requisite assignments to fit learning outcomes. In general, faculty wanted more guidance on the assessment process, as well as increased standardization of assignments for assessment across courses. Issues of student privacy were addressed as they pertained to collecting assignments for assessment.

Rating assignments was also of concern because the current process by which raters are recruited and trained was not sustainable and did not produce results that faculty considered valid. To address this, faculty would prefer to rate their own assignments and, if necessary, use an assessment system that is flexible enough to support different types of assignments (e.g. portfolios, tests, videos, audio clips). Raters want to be able to see the student’s submission, the instructor’s requirements for the assignment and be able to score all at the same time.

Faculty sentiments about the reporting of the Core assessment results are best expressed in the words of one who said, “the results are a statistical fiasco”. Many of the faculty members attending the assessment meetings did not access the Carolina Core results website in advance of the meeting. Those who did, welcomed that the results were all in one place, but argued that, in some cases, the data was so limited that adequate responses to the results could not be provided. A chief concern was that the Core experienced so many changes to its assessment methods e.g. rubrics, rater trainings etc. over the last five years that it is almost impossible to compare one set of results to another. Incorrect statistical methods being applied to the analysis of the results and a reliance solely on quantitative assessment versus allowing for qualitative assessment methods was also discussed.

The phrase that best summarizes general faculty sentiments regarding assessment was expressed by one faculty member who said, “*It appears that when designing the Carolina Core assessment process, the university severely underestimated the resources it would take to get a good result and no incentives were given to faculty to take the time to do it well.*” Faculty blame a lack of institutional support and commitment to assessment for the dearth of faculty buy-in and participation (data) in the assessment process. For this reason, faculty requested more institutional support in order to engage in assessment.

***Question 5: Do the results align with any of your classroom experiences? Does the data corroborate any interactions or challenges you have had with students? Consider challenges for on-line/distance ed. teaching versus Face- to-face instruction?***

A few members of the faculty reported that the assessment results were in agreement with what they experienced in their courses, but stated that the results were not collected with consideration given to online vs. hybrid vs. in-class instruction methods.

While most faculty admit that course materials and content coverage between online and face to face classes should be the same, many times in practice, they are drastically different. Some faculty appreciated the flexibility of online offerings because they support various forms of media and engagement, but most faculty found it difficult to interact with students in a manner that would allow them to understand the thought processes that lead students to particular answers. When teaching online, there is a general need for a larger volume of assignments in order to maintain a relationship with students and to monitor their learning progress. How can faculty be sure that students weren’t passing their assignments on to someone else to perform? This sentiment was discussed at length in one of the sessions where faculty clearly believed that there is a mismatch between students who should register for online courses and those who do. In short, faculty believed that online instruction best suits students who are self-motivated with good study and learning strategy skills. Often, students without these skills are the ones who register for online courses. These students believe the online course will be easier to complete when in fact the opposite is often true, online courses generally require more work. In one meeting, concerns about online instruction led faculty members to entreat departments to be vigilant in their review of courses proposed for online delivery for fear of not properly educating students.

## **Conclusion and Options**

As a result of the comments shared by faculty in ten faculty meetings across the university, the following options are available as we move forward with an assessment of general education.

**Option 1** – Completely redesign the general education curriculum with a clear message of what skills are expected of graduates from the University of South Carolina. In order to accomplish this, the support of university administration will be crucial and resources e.g. human, financial will need to be allocated to the effort. A clear communication of the changes to the undergraduate curriculum and faculty role in participation with and assessment of the new curriculum must be articulated both in verbal and written form in the university’s faculty manual. See the University of South Florida for a case study in implementing this option.

**Option 2** – Retain the existing general education curriculum i.e. the Carolina Core with enhanced features. University administration will need to lead this effort as well and spearhead improvements in delivering the Carolina Core. Enhancements will include clearer and more regular communication with faculty members, and directions for Teaching Assistants. A Carolina Core assessment process would need to be developed with an explanation of roles and responsibilities for all involved. Faculty should be given clear instructions on the assignments for assessment and be permitted to rate their own work. To ensure validity, an assessment budget would be dedicated for independent auditing of a sample of faculty results. See The College Board for a case study in implementing this option.

Regardless of which option is selected, it is clear that our existing process for delivering and assessing general education is not sustainable and is not providing useful information to faculty for the improvement of teaching of undergraduate students at the University of South Carolina.

The remainder of this report details faculty sentiment about the Carolina Core in general and assessment of the Core as described in meetings held with faculty from each Core area.

**Core Area: (AIU) Aesthetic Interpretation and Understanding**

	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Positive Comments/Strengths</b>	<ul style="list-style-type: none"> <li>general consensus that Aesthetic and Interpretive Understanding (AIU) courses were very important to first and second year students</li> </ul>	<p>Students...</p> <ul style="list-style-type: none"> <li>are able to cite sources properly and know the process of developing a works cited</li> <li>know how to properly use parenthetical documentation</li> <li>stick to citing primary sources for the purposes of meeting AIU criteria</li> <li>who receive their AIU credit get a similar course experience and skill set regardless of the how they choose to fulfill that requirement</li> </ul>		<ul style="list-style-type: none"> <li>online format allowed for better delivery of photos and videos for analysis from the students</li> </ul>
<b>Negative Comments/Challenges</b>		<ul style="list-style-type: none"> <li>A concern was expressed that some of the AIU instructors were not being made aware of the learning out comes or their crucial role in data collection before the course had started</li> <li>due to the large number of graduate student teachers and adjunct professors that teach these AIU introductory level courses they may be missing the details pertaining to their role in Carolina Core assessment.</li> </ul>	<ul style="list-style-type: none"> <li>the difference between honors student submission and regular student submissions was different enough to make it challenging for raters to rate items uniformly</li> <li>the subject matter differed greatly</li> </ul>	<ul style="list-style-type: none"> <li>it can be difficult to have students break out of their standard essay format</li> <li>some faculty felt that online delivery may be detrimental to student learning</li> </ul>

Core Area: (AIU) Aesthetic Interpretation and Understanding				
	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
<b>Action Items/ Recommendations</b>		<p>The specialty team would like to...</p> <ul style="list-style-type: none"> <li>propose AIU workshops similar to the CTL sessions, that occur on a somewhat routine basis</li> <li>look more closely at discipline specific findings and areas where instructors can improve (workshops at the discipline/department level)</li> <li>conduct workshops after each AIU core review period</li> <li>recruit faculty from these disciplines to participants in their specific areas of study</li> <li>unify AIU course syllabi</li> <li>develop some similar forms of assignments in order to make sure students are getting adequate skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Remove the OIRAA note, "The Carolina Core Committee should begin a broader investigation on students' ability to use and correctly site source material, particularly focusing on which Core courses impart these skills and when students are expected to complete the requirement," from the 2019 AIU Core Report.</li> <li>AIU assessment rubric should be revised to replace the word "evidence" with "source" as it is a different skill than what is described in the learning outcome</li> <li>the phrase "as appropriate" be put into the AIU assessment rubric</li> <li>allow students to see the AIU rating rubric for the specific assignment that the student would be submitting for assessment</li> </ul>	<ul style="list-style-type: none"> <li>may be worth further examination</li> </ul>

<b>Core Area: (ARP) Analytical Reasoning &amp; Problem - Solving</b>				
	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Positive Comments/Strengths</b>	<ul style="list-style-type: none"> <li>The ARP stated goal that “students must be able to apply the methods of mathematical, statistical or analytical reasoning to critically evaluate data, solve problems and effectively communicate findings verbally and graphically” absolutely should be a goal of undergraduate studies.</li> <li>Courses in ARP are designed to prepare students for life.</li> <li>The material is delivered at the right level of what we expect from our Freshmen and Sophomores.</li> </ul>	<p>Students...</p> <ul style="list-style-type: none"> <li>enrolled in ARP courses acquire technical reading skills which are skills beyond purely computational.</li> <li>learn how to set up a problem verbally and/or how to set up an appropriate mathematical model, calculate or solve and extract a conclusion.</li> <li>also learn technical writing skills.</li> <li>are required to use a formal language when solving logic problems as the course uses a logic software application.</li> <li>are trained to be careful.</li> <li>learn through homework.</li> </ul>		
<b>Negative Comments/Challenges</b>	<ul style="list-style-type: none"> <li>Some of the current ARP learning outcomes are vague., i.e., use of technology.</li> <li>Instructors have experienced difficulties translating the ARP learning outcomes to the outcomes and experiences in their courses.</li> </ul>	<ul style="list-style-type: none"> <li>In Statistics courses, students had difficulty translating quantitative results into words to draw conclusions.</li> <li>Students need work on the natural deduction of proofs and had difficulty solving problems strategically.</li> <li>Separately, the order in which students take Carolina Core courses is of concern.</li> </ul>	<ul style="list-style-type: none"> <li>There were challenges getting data collected and rated.</li> <li>Sample sizes were amazingly small and faculty question whether the small samples are the result of inability to use the assessment system (Blackboard Outcomes) or due to not having enough raters to rate the artifacts. Raters... <ul style="list-style-type: none"> <li>who attended the rater training sessions felt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>There is a mismatch between the students who register for online courses and those who register for traditional courses.</li> </ul>



			unprepared to rate artifacts. <ul style="list-style-type: none"> <li>felt completely “in the dark”.</li> <li>Rating training sessions may not be a popular method for rater training.</li> </ul>	
<b>Core Area: (ARP) Analytical Reasoning &amp; Problem - Solving</b>				
	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Action Items/ Recommendations</b>	<ul style="list-style-type: none"> <li>It may be time for ARP learning outcomes to be rewritten for clarity and specification.</li> <li>There is a lack of homogeneity among all of the disciplines., e.g, Philosophy, Computer Science, Math, which also includes a wide variety of courses in each discipline.</li> <li>Guidance would be appreciated on how ARP learning outcomes apply to each discipline and/or course.</li> <li>Faculty recommend an assignment guide so they may develop course specific assignments for assessment</li> </ul>	<ul style="list-style-type: none"> <li>In the future, faculty will focus on making connections between the numerical calculations students perform to expressing conclusions in words.</li> <li>In Computer Sciences courses, the instructor will require students to write code instead of relying on “drag and drop” coding applications.</li> <li>Instructors will assign additional homework assignments.</li> <li>The department has added gateway courses which are designed to review mathematical operations so that class time can be devoted to more conceptual calculus problems.</li> <li>Pursue better advising of undergraduate students so that ARP courses are taken earlier because the concepts covered in these courses are useful for many science</li> </ul>	Instructors... <ul style="list-style-type: none"> <li>want to rate their own students.</li> <li>want to rate the assignments at the time of collection to result in larger sample sizes and reduce the burden of volunteer raters.</li> <li>prefer to collect samples on a course by course basis.</li> <li>OIRAA should test a process where the same set of assignments are rated by instructors of the course and also by a pair of independent raters. Then compare the instructors’ scores to the raters’ scores to determine whether there were differences.</li> <li>Want more openness and better communication from OIRAA on the ARP rubric, nature of the artifacts and the differences between assessment and grading.</li> <li>Appreciate a short video on artifact collection and</li> </ul>	<ul style="list-style-type: none"> <li>Possibility of restricting who can register for online courses</li> <li>Preferable that freshmen be prohibited from taking online courses.</li> </ul> Faculty... <ul style="list-style-type: none"> <li>must be vigilant in the review of courses proposed for online delivery.</li> <li>may have to police themselves with respect to offering additional courses online.</li> <li>must be careful that as online offerings are increased across the university, we may face problems in the future with properly educating people.</li> </ul>

		courses.	rating would be useful in the future.	
<b>Core Area: (CMS) Effective Communication – Speaking</b>				
	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Positive Comments/Strengths</b>	<ul style="list-style-type: none"> <li>Learning outcomes for CMS are easily defensible learning outcomes and they map and align with some of the National Communication Association's (NCA) general standard for undergraduate competency in communication.</li> <li>In general, the learning outcomes for CMS were agreed to be adequate and there were no objections to continuing to use them.</li> <li>Students need the CMS courses just for the experience itself.</li> </ul>	<p>Students...</p> <ul style="list-style-type: none"> <li>become more comfortable and confident with the oral delivery of an idea.</li> <li>learn how not to be misheard and how to make sure that accurate meaning is being communicated</li> <li>create a technique to feel prepared when they need to deliver something for more than just five seconds</li> <li>learn how to take this small format, broaden it and feel prepared.</li> <li>will learn the three parts of rhetoric as described by Aristotle(self-presentation, reasoning and creating emotional responses).</li> </ul> <p>Faculty...</p> <ul style="list-style-type: none"> <li>focus on extemporaneous speaking-how to synthesize thoughts quickly and be able to verbalize them,</li> <li>place the subject directly into context.</li> <li>Get students to a basic level of competency, so they are able to sound like the best versions of themselves.</li> </ul>		<ul style="list-style-type: none"> <li>In online courses, students are aware that they have to present in an engaging way. One CMS instructor teaches all forms of online communication, e.g., podcasts, videos, Kickstarter and others in that genre.</li> <li>Ratings for delivery go way up in terms of importance because online audiences are not necessarily captive.</li> <li>Engineering Communication students had substantive exchanges that happened in their final presentation, which was built into the SPCH145 final presentation.</li> <li>Classroom time is not limited because the course is delivered online.</li> </ul>

**Core Area: (CMS) Effective Communication – Speaking**

	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
		<ul style="list-style-type: none"> <li>Encourage students to understand authentic embodiment, presentation of self; and recognition of variations of speaking style within an acceptable range.</li> <li>Even if the embodiment is only 10-15 percent of what is taught, the experiential education that they, as speaker, and as someone giving feedback, they are doing it with embodied self-presentation and delivery.</li> <li>Desire to improve teaching in CMS courses.</li> <li>focus on moving people through the hurdle of anxiety prevention and management.</li> </ul>		
<p><b>Negative Comments/Challenges</b></p>	<ul style="list-style-type: none"> <li>The learning outcomes for CMW and CMS are identical/almost identical in language.</li> <li>A chief concern raised by one member present for the discussion was the absence of listening skills as part of oral communication.</li> <li>If the learning outcomes are meant to drive course development or be derived from current courses, then they may not do the best job of</li> </ul>	<ul style="list-style-type: none"> <li>A number of our students come in without any training in giving presentations or standing up and speaking.</li> <li>Students with training were usually trained by people who didn't know what they were doing.</li> <li>Anxiety prevention and management is not addressed in CMS courses.</li> </ul>	<ul style="list-style-type: none"> <li>The "Highlights" section of the report was translated into just two categories in the summary. Ratings for "Satisfactory" and "Excellent" were combined into one -- which makes the data much more vague. Faculty do not agree with this methodology – why would we want to make the data less specific?</li> </ul>	<ul style="list-style-type: none"> <li>One big challenge in face to face classes is classroom presentation time starts eating all of the hours – every new student that comes in equals about 30-35 minutes of in-class presentation time over the course of the semester.</li> <li>One thing instructors have struggled with is how to have live interactive presentations that are synchronous.</li> </ul>

**Core Area: (CMS) Effective Communication – Speaking**

	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
	<p>articulating” competent oral communication.”</p>	<ul style="list-style-type: none"> <li>As a department, we have no resources to address anxiety issues because we lost our speech center in 2002.</li> <li>Classes like SAEL, for example, are not necessarily staffed by people whose background is in speech or communication or speech pedagogy.</li> <li>The learning outcomes don't reflect these things that make oral competency unique and may not be making it into the classroom despite people's best intentions.</li> <li>The temptation is to jam everything we can possibly teach them into one class.</li> </ul>	<ul style="list-style-type: none"> <li>The mechanics of assessment – live vs. recorded – are also complicated.</li> <li>The biggest challenge we would find is that interrater agreement might be especially challenging in that context.</li> </ul>	
<p><b>Action Items/ Recommendations</b></p>	<ul style="list-style-type: none"> <li>In a couple of cases, the way the learning outcomes are worded might bear some clarification. To include clarifying to what extent some standards in the learning outcomes are understood and evaluated vis a vis “objective or semi-objective standards”.</li> <li>Should there be some further articulation of learning outcomes or revision of them?</li> <li>Pedagogical and philosophical questions still to be answered</li> </ul>		<ul style="list-style-type: none"> <li>Adding back in a third option for “excellent” which was removed.</li> <li>Add back a third option if consensus or move to Cohen's Kappa to find a way to compare across different competencies.</li> <li>The CMS rubric should be designed for three points using a Likert scale.</li> <li>What remains to be seen are what are the ideal</li> </ul>	<ul style="list-style-type: none"> <li>Live, synchronous exchange, even if it is mediated, could/should be built into those[CMS] outcomes.</li> <li>Two different levels of adaptation: one in preparing to speak and one is in the speaking moment.</li> </ul>

**Core Area: (CMS) Effective Communication – Speaking**

	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
	<p>include: What are we trying to accomplish with CMS? Is it communication efficacy? Cultural education? How does CMS overlap with other outcomes in analytical reasoning?</p>		<p>modes of assessment? What are the least intrusive options for students vs. the particular, practical possibilities we are facing?</p> <ul style="list-style-type: none"> <li>• We believe that rating our own students is a best world scenario.</li> <li>• One recommendation is to pair an instructor with an independent reviewer for their own course sections and norm them together across all those sections.</li> <li>• One way to reduce tendency [towards interrater disagreement is] by keeping paired raters. They could meet before assessment started so that you and the rater could train and agree on standards and expectations. The assessor would then be known to the instructor and the instructor can prepare students for the assessor's presence.</li> <li>• Another option would be to have rater pools from which to choose assessors.</li> </ul>	

<b>Core Area: (CMW) Effective, Engaged, and Persuasive Communication</b>				
	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Positive Comments/Strengths</b>	<ul style="list-style-type: none"> <li>There was consensus that the CMW stated goal "<i>Students must be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.</i>" This should remain a goal of undergraduate studies for first and second year students.</li> </ul>	<p>Students in CMW courses...</p> <ul style="list-style-type: none"> <li>should be able to perform critical reading and annotate a text to provide notes in order to prepare an essay.</li> <li>should have the ability to read and understand textual data.</li> <li>should be able to conduct a professional and productive peer review of work submitted to them.</li> </ul>	<ul style="list-style-type: none"> <li>The reports inspired reflection of the Carolina Core learning outcomes and how they are articulated on the shared syllabus, which are then articulated in the classroom by individual instructors.</li> </ul>	
<b>Negative Comments/Challenges</b>		<ul style="list-style-type: none"> <li>There is a uniquely high degree of rater agreement that students are performing in an unsatisfactory manner on learning outcome 3.2 (multiple and contrasting viewpoints).</li> </ul>	<ul style="list-style-type: none"> <li>The assessment does not seem to assess the program or instruction.</li> <li>It seemed possible for a student to perform at an adequate level without truly excelling in the learning outcome concepts.</li> </ul>	<ul style="list-style-type: none"> <li>The results of the report do not seem to translate well into classroom decision making and what is emphasized in the English 101 and 102 curriculum.</li> <li>There does not seem to be a high level of agreement with how the rubric designations of "unsatisfactory," "marginally satisfactory," and "satisfactory" mapped onto assignment grades.</li> <li>The language for satisfactory seemed to mirror the course rubric language for C level work.</li> </ul>

Core Area: (CMW) Effective, Engaged, and Persuasive Communication				
	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
<b>Action Items/ Recommendations</b>		<ul style="list-style-type: none"> <li>• More time should be spent within the curriculum of English 101 to address LO3-the ability to grasp and respond to other positions as well as to set forth a student's "own".</li> <li>• Re-frame how the curriculum of English 101 addresses learning outcome 3.2.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to improve the assessment process including how data was collected which assignments within the English curriculum should be included in CORE assessment for CMW</li> <li>• instructors should be able to rate their assignments while still adhering to the principles outlined in the CMW rubric.</li> <li>• The assessment process within the English department should allow for the instructor to choose which assignment is appropriate for evaluation within their course.</li> <li>• Faculty recommend gathering a baseline assignment early on in the student's coursework and then compare that with a later assignment.</li> </ul>	

**Core Area: (GFL) Global Citizenship and Multicultural Understanding**

	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Positive Comments/Strengths</b>	<ul style="list-style-type: none"> <li>All members present believed the GFL learning outcome is appropriate for undergraduate students and believes strongly in a foreign language requirement for undergraduate students.</li> </ul>	<ul style="list-style-type: none"> <li>GFL is to encourage students to develop an appreciation for languages and other world cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Standardization in reporting across all languages/departments is not suitable.</li> </ul>	<ul style="list-style-type: none"> <li>The results indicate that our students are performing well in all GFL areas.</li> </ul>
<b>Negative Comments/Challenges</b>	None	None	None	None
<b>Action Items/ Recommendations</b>		<ul style="list-style-type: none"> <li>Each semester, instructors reflect on which teaching processes worked and which did not.</li> <li>Faculty are constantly modulating, self-critiquing and then changing teaching approaches before the next class.</li> </ul>	Faculty will... <ul style="list-style-type: none"> <li>adopt a more uniform approach to the scale used to report student performance.</li> <li>develop a form that can be used by all departments to report on how each department's unique assessments meet various GFL standards. A common assessment reporting form will be useful for each department to adopt common terms and vocabulary when preparing the assessment report for each department.</li> </ul>	<ul style="list-style-type: none"> <li>The Russian department recently changed its textbook to one that better addresses the issue students were having with Russian word endings.</li> </ul>



**Core Area: (GHS) Global Citizenship and Multicultural Understanding – Historical Thinking**

	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Positive Comments/Strengths</b>	<ul style="list-style-type: none"> <li>Generally, the GHS learning outcome is considered appropriate for undergraduate students.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty are conscious of the diversity of majors in the class, and not only History majors so we use language that can be understood by students of all majors so that they can learn some of these basic concepts.</li> <li>The instructors in the Department of History are committed to improving their teaching of GHS and shared numerous examples of how they have improved their teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty have been dedicated in their efforts to assess the GHS learning outcome.</li> <li>Prof. Josh Grace put the GHS learning outcomes at the beginning of the assignment.</li> <li>Another instructor built the GHS learning outcomes directly into the assignment chosen for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The results align with what has been observed in class.</li> </ul>
<b>Negative Comments/Challenges</b>	<ul style="list-style-type: none"> <li>There is some concern about the wording of the GHS learning objectives.</li> <li>Current GHS learning objectives seem arbitrary. It is difficult to break down course material to fit the two learning objectives.</li> <li>There is a serious conflict in teaching priorities between teaching learning skills vs teaching historical content.</li> </ul>	<ul style="list-style-type: none"> <li>Building the learning skills students should possess upon starting college can take away time from coverage of historical topics.</li> <li>Students do not understand basic concepts that historians take for granted.</li> <li>Graduate teaching assistants typically have limited knowledge of the course material and are barely a few lectures ahead of students.</li> <li>One instructor commented that assessment results in the main, will not affect how the History 101 course is delivered.</li> </ul>	<ul style="list-style-type: none"> <li>Are we assessing what we should be assessing?</li> <li>The assessment results were considered by some faculty as not statistically meaningful. There is no pressure to change pedagogy based on bad statistics, and some doubted that the statistics presented in the assessment reports accurately reflected student learning.</li> <li>Assessment results were not comparable across multiple assessment years because the rating methods employed changed with each assessment.</li> <li>All of these variations have made it hard to</li> </ul>	<ul style="list-style-type: none"> <li>Results reflect that on average the skills of our students are lower every year.</li> <li>Concern that as a university we keep lowering our standards for admission.</li> <li>Concern over whether the emphasis should be on skill building vs. historical content.</li> <li>Pressure to get through centuries of information in a short time.</li> <li>Students are not equipped with requisite reading, analysis and study skills upon beginning the course, so the depth and scope of the material has been abbreviated.</li> </ul>

**Core Area: (GHS) Global Citizenship and Multicultural Understanding – Historical Thinking**

	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
			gauge whether there is an improvement from one year to the next.	<ul style="list-style-type: none"> <li>The base level of our students has waned dramatically over the years.</li> </ul>
<b>Action Items/ Recommendations</b>	<ul style="list-style-type: none"> <li>Some members of the committee would prefer more clarification and specificity in the verbiage of the learning objectives.</li> <li>Desire by the committee to make the objectives broad enough to address the variety of courses in which they would be applied.</li> <li>The university will need to undergo a cultural shift and explain in clear terms that at the 100-level, our priorities are to teach the skills required for learning.</li> </ul>	<p>Faculty...</p> <ul style="list-style-type: none"> <li>will share the knowledge gained from the assessment results to improve their training of the teaching assistants for introductory courses.</li> <li>Are exploring a teaching assistant bootcamp over the summer to prepare teaching assistants to deliver their courses prior to the start of the semester. The department will need to find sources of funding as incentives for TA's to attend the training.</li> <li>could benefit from sharing approaches to pedagogy and to review what approaches, if any, are not serving the needs of the faculty or of our students.</li> </ul>	<p>Faculty...</p> <ul style="list-style-type: none"> <li>want better identification of particular assignments to use for assessment</li> <li>require more advance notice of assessment for instructors.</li> <li>would like the assessment results to be shared with persons outside the Department of History.</li> <li>Faculty recommend more guidance on the criteria so that ratings are consistent along with improved rater training for the next assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Meet students where they are</li> <li>Remedy the issue of meeting students where they are is to assess students' skills prior to entering the university.</li> </ul>

**Core Area: (GSS) Global Citizenship and Multicultural Understanding**

	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Positive Comments/ Strengths</b>	<ul style="list-style-type: none"> <li>• There was a consensus that the GSS LO's are absolutely essential in the early development of undergraduates.</li> <li>• GSS courses may be the first step in understanding and appreciating other beliefs and values outside of those with which the students were raised.</li> <li>• LO's were used as a road map for what the student will learn in their course when designing the course syllabus.</li> </ul>	<p>Students...</p> <ul style="list-style-type: none"> <li>• should have the foundational "building blocks" and appreciation for diverse world views.</li> <li>• should be able to make a more informed decision about their career path.</li> <li>• should be able to identify and describe diverse cultures.</li> <li>• should be able to identify and describe various social phenomenon.</li> <li>• should be able to interpret social science data and be able to see correlation.</li> <li>• should be able to postulate causation based on the relationships they identify in the data.</li> </ul>		

**Core Area: (GSS) Global Citizenship and Multicultural Understanding**

	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
<b>Negative Comments/ Challenges</b>		<ul style="list-style-type: none"> <li>• It is difficult with the current format to drill down and determine how specific departments are doing due to the aggregated nature of the current reporting system.</li> <li>• With the reports developed in their current, top-down level, it is not easy to interpret results to make changes in the classroom.</li> <li>• Instructors do not understand what teaching a Carolina Core course means and how they should potentially modify their instruction.</li> <li>• Instructors may not be given approved syllabus and may not even be aware that they are teaching a Core course until some time into the semester.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication seems to be a fundamental gap in the Carolina Core Assessment process.</li> <li>• The specialty team members in this particular meeting had not been made aware of the existence of the Sharepoint results website.</li> <li>• The specialty team members were not made aware of the results of the assessment process.</li> <li>• Instructors are not being notified in any way when they are teaching a Carolina Core course before the semester has started.</li> <li>• Challenging to adjust the syllabus to include appropriate assignments for assessment.</li> <li>• With adjunct or graduate instructors, they may or may not even be given a syllabus for the course that they are expected to teach.</li> <li>• Most adjunct or graduate instructors have little familiarity with what the Carolina Core is and know very little about what additional efforts will be expected.</li> <li>• Assignments are inevitably collected for assessment and do not meet basic criteria for adequate assessment by the raters.</li> <li>• Assignments were not designed with the assessment rubric or process in mind.</li> <li>• Assessment may not be given a high priority within the institution other than for accreditation purposes.</li> <li>• Difficult to employ consistent improvement practices across the numerous departments and colleges as they will each have their own different areas.</li> </ul>	<ul style="list-style-type: none"> <li>• It is difficult to make many meaningful observations about how results align with individual classroom experiences.</li> <li>• Results were not collected with consideration given to online vs. hybrid vs. in-class instruction methods.</li> </ul>
<b>Action Items/ Recommendations</b>		<ul style="list-style-type: none"> <li>• There is a need for a new series of reports.</li> <li>• These new reports would divide up the data into more meaningful pieces divided up by department or section level.</li> <li>• Carefully distribute these reports to the appropriate faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Place a high level of emphasis on assessment efforts and the utility of assessment in improving processes.</li> <li>• Re-evaluate courses that were tagged as Carolina Core-were for “appropriateness” as a core course...                         <ul style="list-style-type: none"> <li>a) in order to maintain the high level of expectation associated with teaching a course that fulfills Core requirement for students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• General need for a larger volume of assignments in order to maintain a relationship with the students and monitor their learning progress.</li> </ul>

**Core Area: (GSS) Global Citizenship and Multicultural Understanding**

	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
			<ul style="list-style-type: none"> <li>b) Regarding the initial approval process, it seems possible that one instructor can apply for and receive approval as a Carolina Core course, which then allows for that tag to be placed on all sections of said course. Other instructors of that course are not required to put their syllabi through the same approval process, although their method of instruction may differ greatly from that which was outlined on the syllabus that was approved by the current Carolina Core course application process.</li> <li>c) to account for changes that result after multiple years, and multiple instructors had inherited the course. For example, some instructors of said Core courses are not required to put their syllabi through the same approval process, although their methods of instruction may differ greatly from that which was outlined on the syllabus that was approved by the current Carolina Core course application process.</li> <li>• Develop a clear policy and procedure document devoted to how this assessment process should be carried out at the department level. If there was a more centralized and standardized procedure, the specialty team believes it would result in a smoother data collection process as well as more meaningful reporting that focuses on areas needing improvement and how to target and improve those areas.</li> </ul>	

<b>Core Area: (INF) Information Literacy</b>				
	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Positive Comments/Strengths</b>	<ul style="list-style-type: none"> <li>Information literacy is an appropriate learning outcome and should be assessed for undergraduate students.</li> </ul>	<ul style="list-style-type: none"> <li>INF aims to introduce students to search strategy methods, have them differentiate source types and cite those sources appropriately.</li> <li>Students should be able to identify sources (false news), understand publishing and critically evaluate an information piece.</li> <li>Credibility bias and currency are also discussed. In Library 201, students should be able to... <ul style="list-style-type: none"> <li>manage datasets.</li> <li>evaluate sources</li> <li>read URLs</li> <li>know how to use and deploy in appropriate ways.</li> </ul> </li> </ul>		
<b>Negative Comments/Challenges</b>	<ul style="list-style-type: none"> <li>There are concerns about the learning outcomes that make up INF.</li> <li>Faculty feel that many of the INF learning outcomes are wordy and lack clarity.</li> <li>Is this learning outcome focused on</li> </ul>	<ul style="list-style-type: none"> <li>It appears that across the board, Learning Outcome #3 "Evaluate information and its sources for credibility, reliability, point of view or objectivity, and currency" has taken the deepest dive in performance over the last five years.</li> </ul>	<ul style="list-style-type: none"> <li>There are significant issues with rater disagreement which are most evident.</li> <li>Resignation to disagree</li> <li>Difficulty with rating assignments with only being provided the student's assignment and a rubric.</li> <li>Instructor's requirements were not discernable for the assignment</li> <li>Not sure whether the student knew what the assignment requirements were.</li> <li>Concern about how to develop an assignment to assess learning outcome #5.</li> </ul>	<ul style="list-style-type: none"> <li>When teaching on-line, it is difficult to gauge whether students understand how to identify sources of information as well as ensure they can articulate why a particular piece is credible.</li> <li>In the on-line version of this course, faculty are teaching over 2,000 students through 80 sections. It is difficult to manage student learning at this scale and to</li> </ul>

	digital literacy or on how to use technology to communicate information?		<ul style="list-style-type: none"> <li>Concern about how to develop an assignment and then to apply this across all sections of a course.</li> </ul>	<p>develop activities that students couldn't be passing on to someone else to perform.</p> <ul style="list-style-type: none"> <li>Faculty find it difficult to interact with students in a manner that would allow them to understand the thought processes that lead students to particular answers.</li> </ul>
<b>Action Items/ Recommendations</b>	<ul style="list-style-type: none"> <li>Amend learning outcome #3 and require students to be able to cite, evaluate and reflect on information.</li> <li>INF should include a learning outcome that requires students to distinguish between primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>The instructor recommends changes to assignments so that one assignment can be used to assess each INF learning outcome.</li> <li>The annotated bibliography would be known as the "evaluative bibliography" so as to encourage students to evaluate each source instead of simply summarizing each source.</li> <li>A reflection requirement would be added to the assignment to better address INF learning outcome #3.</li> </ul>	<p>Faculty recommend...</p> <p>A more clearly defined assessment process and structure for rating artifacts where raters are provided with the rubric, the assignment and the student's submission.</p> <ul style="list-style-type: none"> <li>Rater training should be back to how it was done in 2015, where key full-time faculty who were stakeholders in INF served as raters.</li> <li>Rater training should last a full day to allow raters to debate their scores to produce higher inter-rater agreement.</li> <li>Interest in using individual Learning Portfolios (ILPs) to meet assessment requirements, without losing the breadth of coverage for which the ILP was designed.</li> <li>A portfolio could be turned in as one assignment, but then later separated so that each piece could be used to assess some component of INF.</li> </ul>	

**Core Area: (SCI) Scientific Literacy**

	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Positive Comments/Strengths</b>	<ul style="list-style-type: none"> <li>• Learning outcomes are appropriate for first and second year undergraduate students.</li> <li>• Learning Outcome #1 was considered the easiest of the three to assess because it focuses on concepts and skills.</li> <li>• Learning Outcome #2 was appropriate.</li> <li>• Learning Outcome #3, "...relationships between science, technology and society as these affect critical historical or contemporary issues" was the easiest of the three SCI learning outcomes to assess in lab courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Students taking SCI courses learn how to process scientific information.</li> <li>• In Cultural Geology courses, students employ a weekly survey of Geology and its affect on climate change.</li> <li>• Science in society is discussed by studying various media topics.</li> <li>• Scientific information is discussed as it is "spun" by groups.</li> <li>• Identification of phenomena and how students connect them to their own ideas.</li> <li>• Chemistry department ensures that the content covered in labs aligns with the content covered in the weekly course lectures.</li> <li>• Exact knowledge and skills associated with SCI courses in the Physics department may differ from those offered through the Geology department.</li> <li>• The general Learning Outcomes, as they are articulated in the CORE are still applicable to all science courses currently associates with those outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• All sections of CHEM 111 have students using the same homework assignments, textbooks, and tests to help ensure consistent instruction of the SCI CORE learning outcomes.</li> <li>• Chemistry has a writing assignment designed to address LO3.</li> <li>• LO3 is also assessed using questions on their tests that require students to critically examine a scenario presented to them when making a decision.</li> <li>• Uniformity of assessment is already being done.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• In Chemistry, Dr. Lovelace reaches out to instructors of undergraduate courses and ensures consistency across sections regardless of delivery method.</li> <li>• Chemistry 111 now has common exams.</li> </ul>



**Core Area: (SCI) Scientific Literacy**

	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Negative Comments/Challenges</b>	<ul style="list-style-type: none"> <li>Learning Outcome #2, "Demonstrate and apply understanding of scientific method using observation, inquiry, formulation of hypotheses and experimentation to explain natural phenomena".</li> <li>It could be difficult to assess in SCI courses without a lab component.</li> </ul>	<ul style="list-style-type: none"> <li>Very little data was provided by faculty for assessment purposes.</li> <li>Reports generated from the limited data are not necessarily useful for decision making or for revising teaching methods.</li> <li>No single course covers all three SCI learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Requests for assessment data being sent to instructors mid-semester.</li> <li>Those instructors who responded have "scrambled" and provided assignments "on the fly" that may not adequately address the SCI learning outcomes.</li> <li>Inconsistency across terms contributes to faculty not knowing how to interpret the assessment results.</li> <li>The assessment process is riddled with faculty unhappiness.</li> <li>Too late to assess SCI in the fall semester, if the changes discussed during this meeting are to be implemented.</li> <li>A similar scenario may occur where instructors are not notified in enough time to adequately prepare assignments for submission to the assessment process.</li> </ul>	<ul style="list-style-type: none"> <li>Course material and coverage between f2f classes should be the same, however they can be drastically different.</li> <li>It was mentioned that due to limited responses, the results presented in these reports are difficult to use as a comparative tool with classroom experiences.</li> <li>It was agreed that it was possible, but challenging to assess learning outcome 2 (scientific method) even in the context of an online course, either with the development of interactive modules, or through discussion board posts that require students to engage with one another.</li> </ul>
<b>Action Items/ Recommendations</b>	<ul style="list-style-type: none"> <li>LO3 should be re-worded because of the number of concepts covered in the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Allow for either Chem 110 or 111 to fulfill all of the requirements for the CORE since they are always taken together and they require a lab.</li> <li>In regard to exact knowledge and skills associated with different departments, questions</li> </ul>	<ul style="list-style-type: none"> <li>Convey the expectations for assessment to instructors well ahead of the course start date.</li> <li>Assignments may be developed and implemented across multiple sections of a course.</li> </ul>	<ul style="list-style-type: none"> <li>Instructors from the Palmetto College recommend using Blackboard discussion boards or other similarly formatted places for students in an online learning environment to discuss critical issues in science.</li> </ul>

**Core Area: (SCI) Scientific Literacy**

	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
		<p>need to be brought to the attention of departmental faculty for the information of sub-committees in order to better inform the answers to these questions.</p> <ul style="list-style-type: none"> <li>• The question, “What are we teaching now and what should we be teaching” needs to be brought back to subcommittees formed from each SCI department.</li> <li>• SCI committee plans to meet again and bring answers to these questions back along with recommendations to improve teaching if it is determined that improvements can be derived from the data presented in the reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow the proposed subcommittees to come together and develop assessments in a group setting for added assessment validation and reliability across course sections.</li> <li>• Consistency is needed in the assessment process from one semester/year to the next.</li> <li>• The utility of case studies in helping students consider the relationship between science, and critical issues in society.</li> <li>• Improvements should be made to instructor education about assessment to help alleviate concerns.</li> </ul>	

**Core Area: (VSR) Values, Ethics and Social Responsibility**

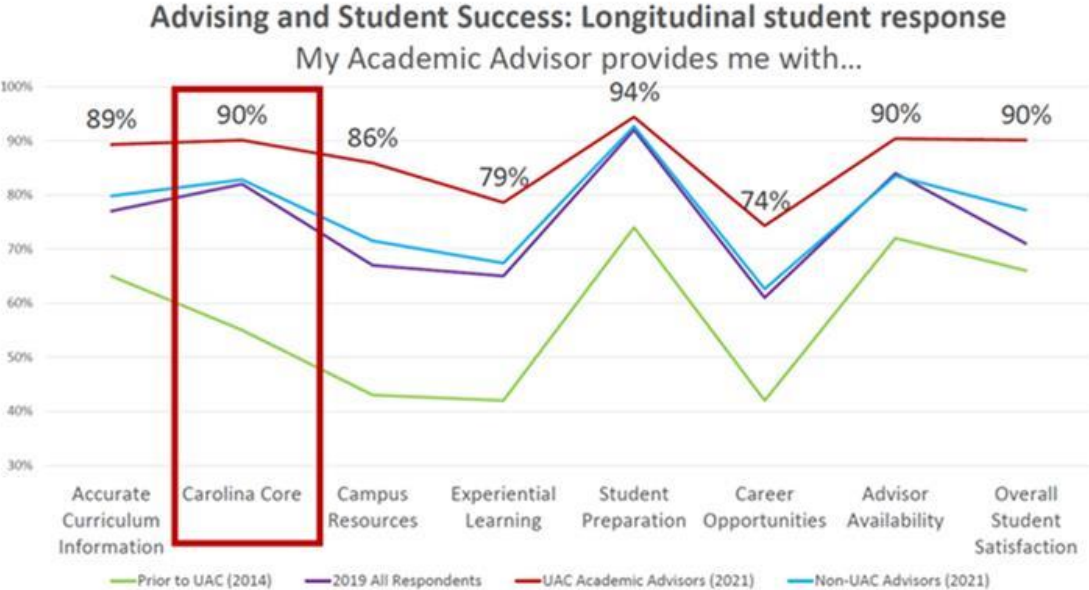
	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Positive Comments/Strengths</b>	<ul style="list-style-type: none"> <li>It is our opinion that an understanding of values in the first two years of an undergraduate program is very appropriate.</li> </ul>	<p>Students....</p> <ul style="list-style-type: none"> <li>in the Engineering Ethics course, learn to become responsible engineers, which we believe will make them better engineers.</li> <li>acquire the tools, some of which are completely foreign to them, for ethical decision making.</li> <li>become more responsible professionals.</li> <li>learn how to become responsible citizens and how to become full human beings.</li> <li>Engaged in community experiential learning projects develop empathy and caring for clients and the larger Columbia community and develop a community of caring and getting real life experiences.</li> <li>are equipped with the tools to make intelligent arguments about values.</li> <li>acquire these decision-making skills because there is another world out there for which there is no rule book.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>We try to accommodate the assessment requirements for VSR. For example, the Human Resource course designed an interview assignment with the VSR learning outcomes in mind.</li> <li>Much was learned about the assessment process, it's associated challenges and the nature of VSR content that was assessed.</li> </ul>	<ul style="list-style-type: none"> <li>When comparing the assessment results in the 2017 VSR report to our classroom experiences, some areas were familiar.</li> <li>Center for Teaching Excellence properly set up WGST 112 to be delivered on-line.</li> </ul>
<b>Negative Comments/Challenges</b>	<ul style="list-style-type: none"> <li>The challenge we must address is with advising students on when to take VSR courses.</li> </ul>	<ul style="list-style-type: none"> <li>It is very hard to answer this question based on the results we received.</li> <li>We did not receive any insights about our own</li> </ul>	<ul style="list-style-type: none"> <li>Overall, it appears that when designing the Carolina Core assessment process, the university severely</li> </ul>	<ul style="list-style-type: none"> <li>Some students are not comfortable engaging in political discussions.</li> <li>Some concerns about the number of overlay courses.</li> </ul>

Core Area: (VSR) Values, Ethics and Social Responsibility				
	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
		<p>teaching or learned anything from the assessment results.</p>	<p>underestimated the resources it would take to get a good result, and, no incentives were given to faculty to take the time to do it well.</p> <ul style="list-style-type: none"> <li>• Very difficult to teach a particular course according to the VSR outcomes because the assessment requirements are not at all based on how VSR faculty teach their courses.</li> <li>• Rating assignments is also a challenge. It is hard to recruit raters because of how much time consuming the rating process can be.</li> <li>• Assignments submitted for assessment did not correlate with the VSR learning outcomes.</li> <li>• Assignments were provided to rate with no context.</li> <li>• Assignments were only tangentially related to VSR learning outcomes.</li> <li>• We experienced issues with inter-rater reliability.</li> <li>• Difficulty in assessing VSR across different disciplines with a single rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction in the Speech and Ethics courses have suffered as a result of all of the overlays.</li> <li>• Evaluating ethics is very challenging in and of itself and with the current class sizes, this can “burn out” instructors.</li> <li>• Moving to an online/automated course delivery may make it easier for instructors, however, instructors are not sure if this constitutes “teaching”.</li> <li>• On-line instruction may shortchange the teaching experience of our graduate assistants.</li> </ul>

<b>Core Area: (VSR) Values, Ethics and Social Responsibility</b>				
	<b>Learning Outcomes</b>	<b>Face to Face Teaching</b>	<b>Assessment</b>	<b>Online Instruction</b>
<b>Action Items/ Recommendations</b>	<ul style="list-style-type: none"> <li>• The student may benefit from taking a VSR course early.</li> <li>• The Speech course is taken by students later in their matriculation, when they also could have benefited from taking it earlier.</li> <li>• Improvements need to be made to the advising processes.</li> </ul>		<ul style="list-style-type: none"> <li>• More institutional support for faculty to engage in assessment would be helpful.</li> <li>• Faculty need to be notified well in advance if their course is slated for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Having even one to two students in the class interested in a topic can help sway students with fixed mindsets.</li> </ul>

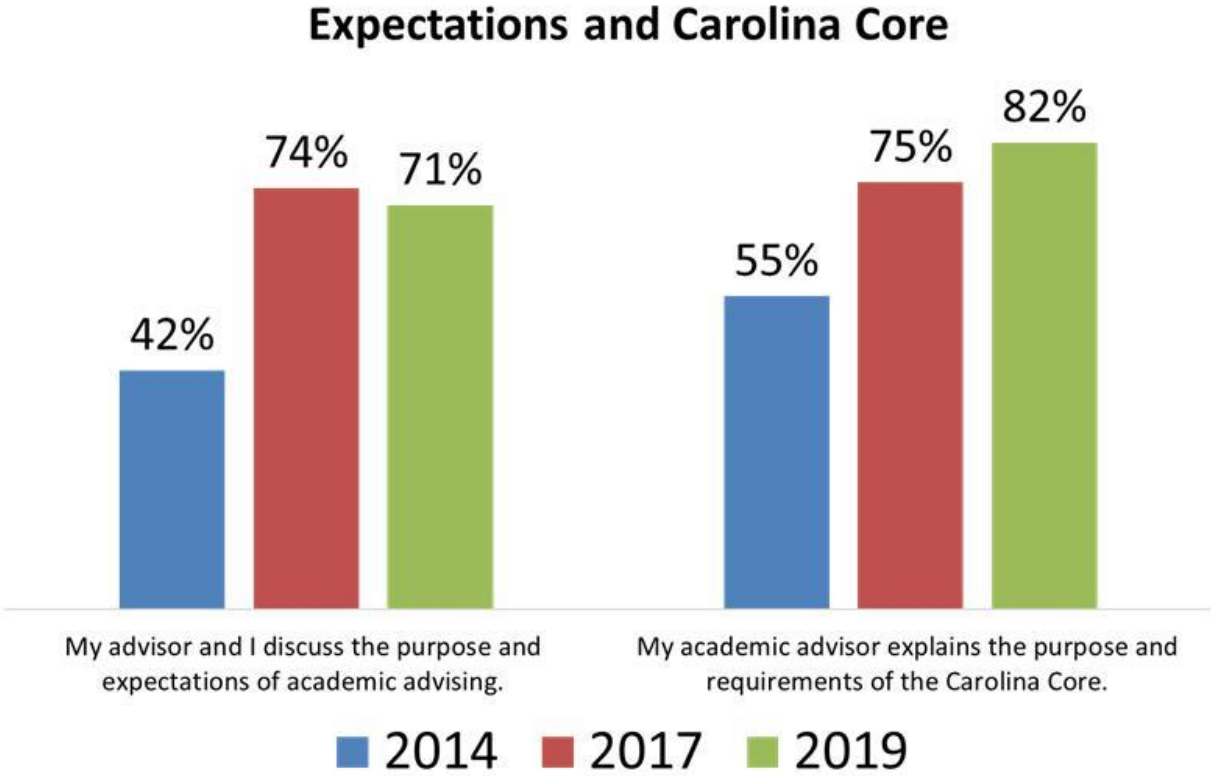
# University Advising Center Survey Results

Source (A-C): University Advising Center Biannual Census Survey  
 Visual A



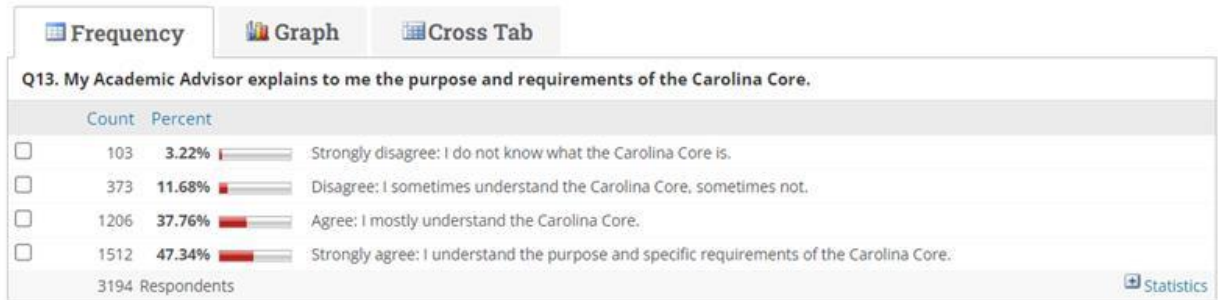
[https://sc.edu/about/offices\\_and\\_divisions/advising/documents/impact\\_report\\_webversion.pdf](https://sc.edu/about/offices_and_divisions/advising/documents/impact_report_webversion.pdf)

Visual B



## Visual C

### UAC Biannual Survey 2021



**Source: University Advising Center Close-of-Appointment Survey responses Fall 2021 to April 2023**

## Visual D

Here is another piece of survey results from advising. These are responses from students: "These results are inclusive of all close-of-appointment survey responses since Fall 2021, when we launched the CoA survey in the Advising Database."

As a result of this advisement session...

I can identify the requirements of the <b>Carolina Core</b> .			
	4 - Strongly Agree	3226	66.31%
	3 - Agree	1412	29.02%
	2 - Disagree	159	3.27%
	1 - Strongly Disagree	24	0.49%
	Not Applicable	44	0.90%

# Survey Email List

[langlea@mailbox.sc.edu](mailto:langlea@mailbox.sc.edu)  
[tolsonn@mailbox.sc.edu](mailto:tolsonn@mailbox.sc.edu)  
[jreynold@mailbox.sc.edu](mailto:jreynold@mailbox.sc.edu)  
[jonesered@sc.edu](mailto:jonesered@sc.edu)  
[cfcarr@mailbox.sc.edu](mailto:cfcarr@mailbox.sc.edu)  
[richardson@biol.sc.edu](mailto:richardson@biol.sc.edu)  
[apolson@biol.sc.edu](mailto:apolson@biol.sc.edu)  
[reger@mailbox.sc.edu](mailto:reger@mailbox.sc.edu)  
[lovelacl@mailbox.sc.edu](mailto:lovelacl@mailbox.sc.edu)  
[regoczi@mailbox.sc.edu](mailto:regoczi@mailbox.sc.edu)  
[tstevens@mailbox.sc.edu](mailto:tstevens@mailbox.sc.edu)  
[jones7@mailbox.sc.edu](mailto:jones7@mailbox.sc.edu)  
[odozturk@moore.sc.edu](mailto:odozturk@moore.sc.edu)  
[elizabeth.watson@moore.sc.edu](mailto:elizabeth.watson@moore.sc.edu)  
[sccourtn@mailbox.sc.edu](mailto:sccourtn@mailbox.sc.edu)  
[gieskese@mailbox.sc.edu](mailto:gieskese@mailbox.sc.edu)  
[lsteimer@mailbox.sc.edu](mailto:lsteimer@mailbox.sc.edu)  
[mitchejt@mailbox.sc.edu](mailto:mitchejt@mailbox.sc.edu)  
[zhenlong@mailbox.sc.edu](mailto:zhenlong@mailbox.sc.edu)  
[gracejr@mailbox.sc.edu](mailto:gracejr@mailbox.sc.edu)  
[jessicae@mailbox.sc.edu](mailto:jessicae@mailbox.sc.edu)  
[aberns@mailbox.sc.edu](mailto:aberns@mailbox.sc.edu)  
[hillerd@mailbox.sc.edu](mailto:hillerd@mailbox.sc.edu)  
[lmatesic@biol.sc.edu](mailto:lmatesic@biol.sc.edu)  
[carl.dahlman@sc.edu](mailto:carl.dahlman@sc.edu)  
[kggoblir@mailbox.sc.edu](mailto:kggoblir@mailbox.sc.edu)  
[malovrh@mailbox.sc.edu](mailto:malovrh@mailbox.sc.edu)  
[gpatters@mailbox.sc.edu](mailto:gpatters@mailbox.sc.edu)  
[gardnehh@mailbox.sc.edu](mailto:gardnehh@mailbox.sc.edu)  
[agulick@mailbox.sc.edu](mailto:agulick@mailbox.sc.edu)  
[perselsj@mailbox.sc.edu](mailto:perselsj@mailbox.sc.edu)  
[stefani2@mailbox.sc.edu](mailto:stefani2@mailbox.sc.edu)  
[kalbj@mailbox.sc.edu](mailto:kalbj@mailbox.sc.edu)  
[brightek@mailbox.sc.edu](mailto:brightek@mailbox.sc.edu)  
[wiskes@mailbox.sc.edu](mailto:wiskes@mailbox.sc.edu)  
[chair@math.sc.edu](mailto:chair@math.sc.edu)  
[ugraddir@math.sc.edu](mailto:ugraddir@math.sc.edu)  
[kisner@mailbox.sc.edu](mailto:kisner@mailbox.sc.edu)  
[Imm@sc.edu](mailto:Imm@sc.edu)  
[apetrov@sc.edu](mailto:apetrov@sc.edu)  
[jwilson@sc.edu](mailto:jwilson@sc.edu)  
[randazzo@mailbox.sc.edu](mailto:randazzo@mailbox.sc.edu)  
[chakrava@mailbox.sc.edu](mailto:chakrava@mailbox.sc.edu)  
[zarrettn@mailbox.sc.edu](mailto:zarrettn@mailbox.sc.edu)  
[cooleyam@mailbox.sc.edu](mailto:cooleyam@mailbox.sc.edu)  
[roberte@sc.edu](mailto:roberte@sc.edu)  
[mandsage@mailbox.sc.edu](mailto:mandsage@mailbox.sc.edu)



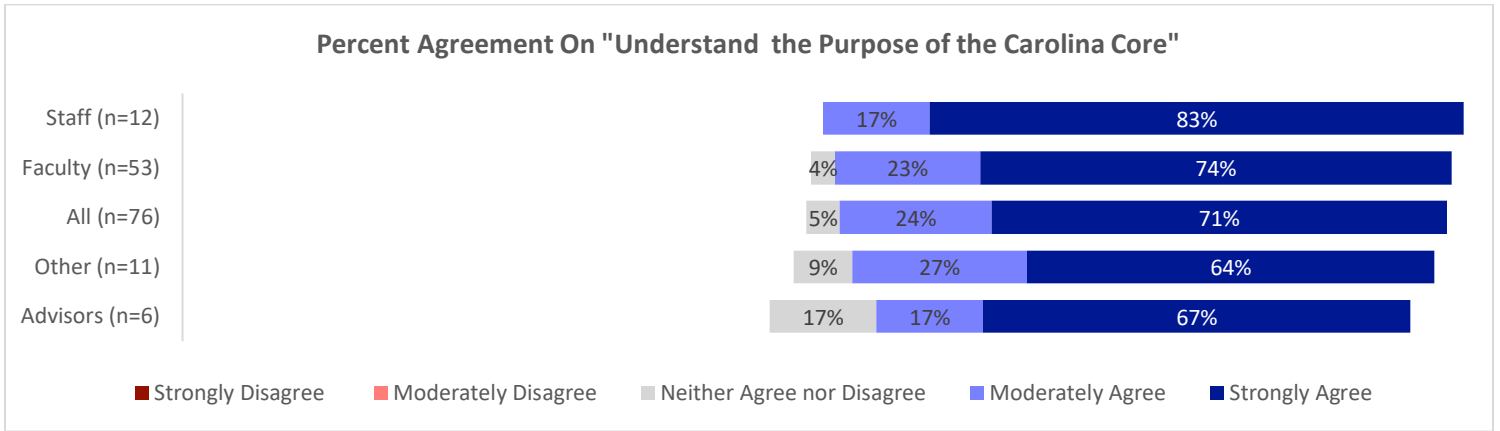
[kissel@mailbox.sc.edu](mailto:kissel@mailbox.sc.edu)  
[houseas@mailbox.sc.edu](mailto:houseas@mailbox.sc.edu)  
[emeaney@mailbox.sc.edu](mailto:emeaney@mailbox.sc.edu)  
[nace@mailbox.sc.edu](mailto:nace@mailbox.sc.edu)  
[floyd@sc.edu](mailto:floyd@sc.edu)  
[graciano@mailbox.sc.edu](mailto:graciano@mailbox.sc.edu)  
[bts@mailbox.sc.edu](mailto:bts@mailbox.sc.edu)  
[augustjm@mailbox.sc.edu](mailto:augustjm@mailbox.sc.edu)  
[tebbs@stat.sc.edu](mailto:tebbs@stat.sc.edu)  
[hitchcock@stat.sc.edu](mailto:hitchcock@stat.sc.edu)  
[hunterj@mailbox.sc.edu](mailto:hunterj@mailbox.sc.edu)  
[eetobols@mailbox.sc.edu](mailto:eetobols@mailbox.sc.edu)  
[smilling@mailbox.sc.edu](mailto:smilling@mailbox.sc.edu)  
[lakenl@mailbox.sc.edu](mailto:lakenl@mailbox.sc.edu)  
[mitchesy@sc.edu](mailto:mitchesy@sc.edu)  
[dawnc@mailbox.sc.edu](mailto:dawnc@mailbox.sc.edu)  
[oucher@moore.sc.edu](mailto:oucher@moore.sc.edu)  
[abhijit.guha@moore.sc.edu](mailto:abhijit.guha@moore.sc.edu)  
[lantza@moore.sc.edu](mailto:lantza@moore.sc.edu)  
[cecchini@moore.sc.edu](mailto:cecchini@moore.sc.edu)  
[epowers@moore.sc.edu](mailto:epowers@moore.sc.edu)  
[gerald.mcdermott@moore.sc.edu](mailto:gerald.mcdermott@moore.sc.edu)  
[meredith.mcneice@moore.sc.edu](mailto:meredith.mcneice@moore.sc.edu)  
[patrick.wright@moore.sc.edu](mailto:patrick.wright@moore.sc.edu)  
[sean.handley@moore.sc.edu](mailto:sean.handley@moore.sc.edu)  
[satish@moore.sc.edu](mailto:satish@moore.sc.edu)  
[rdedmon@mailbox.sc.edu](mailto:rdedmon@mailbox.sc.edu)  
[boydfb@mailbox.sc.edu](mailto:boydfb@mailbox.sc.edu)  
[brianali@mailbox.sc.edu](mailto:brianali@mailbox.sc.edu)  
[lyons@cec.sc.edu](mailto:lyons@cec.sc.edu)  
[turnerj@cec.sc.edu](mailto:turnerj@cec.sc.edu)  
[uline@cec.sc.edu](mailto:uline@cec.sc.edu)  
[mossme@cec.sc.edu](mailto:mossme@cec.sc.edu)  
[caicedo@cec.sc.edu](mailto:caicedo@cec.sc.edu)  
[homayoun@cec.sc.edu](mailto:homayoun@cec.sc.edu)  
[alimo@cec.sc.edu](mailto:alimo@cec.sc.edu)  
[earegan@mailbox.sc.edu](mailto:earegan@mailbox.sc.edu)  
[knighttw@cec.sc.edu](mailto:knighttw@cec.sc.edu)  
[atanner@sc.edu](mailto:atanner@sc.edu)  
[rdipietr@mailbox.sc.edu](mailto:rdipietr@mailbox.sc.edu)  
[bickle@hrs.sc.edu](mailto:bickle@hrs.sc.edu)  
[icampbell@hrs.sc.edu](mailto:icampbell@hrs.sc.edu)  
[mtbrown@mailbox.sc.edu](mailto:mtbrown@mailbox.sc.edu)  
[jgrady@mailbox.sc.edu](mailto:jgrady@mailbox.sc.edu)  
[kornegay@sc.edu](mailto:kornegay@sc.edu)  
[jamesrj@mailbox.sc.edu](mailto:jamesrj@mailbox.sc.edu)  
[kimthompson@sc.edu](mailto:kimthompson@sc.edu)

[kgavigan@mailbox.sc.edu](mailto:kgavigan@mailbox.sc.edu)  
[tstallard@mozart.sc.edu](mailto:tstallard@mozart.sc.edu)  
[ribara@mailbox.sc.edu](mailto:ribara@mailbox.sc.edu)  
[roncox@mailbox.sc.edu](mailto:roncox@mailbox.sc.edu)  
[icat@mailbox.sc.edu](mailto:icat@mailbox.sc.edu)  
[jmsease@mailbox.sc.edu](mailto:jmsease@mailbox.sc.edu)  
[bridget\\_miller@sc.edu](mailto:bridget_miller@sc.edu)  
[sarent@mailbox.sc.edu](mailto:sarent@mailbox.sc.edu)  
[cuevas@mailbox.sc.edu](mailto:cuevas@mailbox.sc.edu)  
[rwthomps@mailbox.sc.edu](mailto:rwthomps@mailbox.sc.edu)  
[alexa238@mailbox.sc.edu](mailto:alexa238@mailbox.sc.edu)  
millerpa@mailbox.sc.edu  
akhender@mailbox.sc.edu  
rlm@sc.edu  
willia84@cec.sc.edu  
speiser@mailbox.sc.edu  
stodden@mailbox.sc.edu  
dghudge@mailbox.sc.edu  
elewis@mailbox.sc.edu  
mercadoh@mailbox.sc.edu  
tilfordj@mailbox.sc.edu  
PEEKJF@mailbox.sc.edu  
jhubbert@mozart.sc.edu  
karam@sc.edu  
SNEDIKER@mailbox.sc.edu  
lanac@mailbox.sc.edu  
minett@mailbox.sc.edu  
maltaric@mailbox.sc.edu  
ronello@mailbox.sc.edu  
sandra-kelly@sc.edu  
thoup@sc.edu  
korsgaard@moore.sc.edu  
jusiewis@cec.sc.edu  
bkshelto@moore.sc.edu  
laurenk@moore.sc.edu  
ellyn.domanico@moore.sc.edu  
RUTHP@sc.edu  
BOYDRR@mailbox.sc.edu  
JAMESRJ@email.sc.edu  
MAY8@mailbox.sc.edu  
DRAGOVIN@mailbox.sc.edu  
HILLER@sc.edu  
HERBC@mailbox.sc.edu  
LFRASS@mailbox.sc.edu  
CHFRIEND@mailbox.sc.edu  
WALTZH@mailbox.sc.edu  
BATES5@mailbox.sc.edu

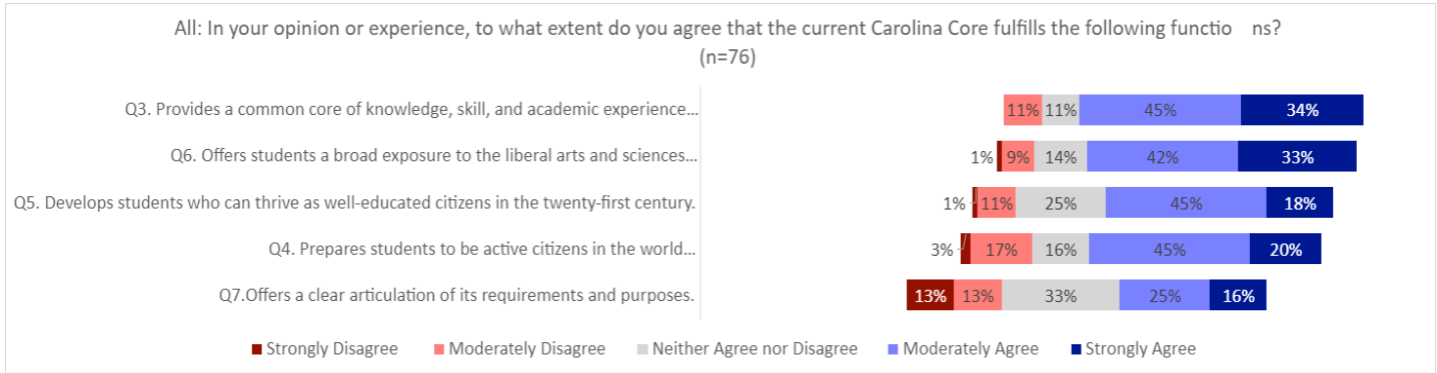
SMILING@sc.edu  
gpetritsis@sc.edu  
WATSOND5@mailbox.sc.edu  
SONYA.SINGLETON@sc.edu  
kinslowk@cop.sc.edu  
AMATHWIG@mailbox.sc.edu  
BANKSHK@mailbox.sc.edu  
[clairer1@mailbox.sc.edu](mailto:clairer1@mailbox.sc.edu)  
[COTTRELC@mailbox.sc.edu](mailto:COTTRELC@mailbox.sc.edu)  
WEAKLANJ@mailbox.sc.edu

# Figures related to “Q4 Stakeholder Perspectives on the Carolina Core Requirements” Survey Results: The Cores’ Purposes, Value, and Challenges

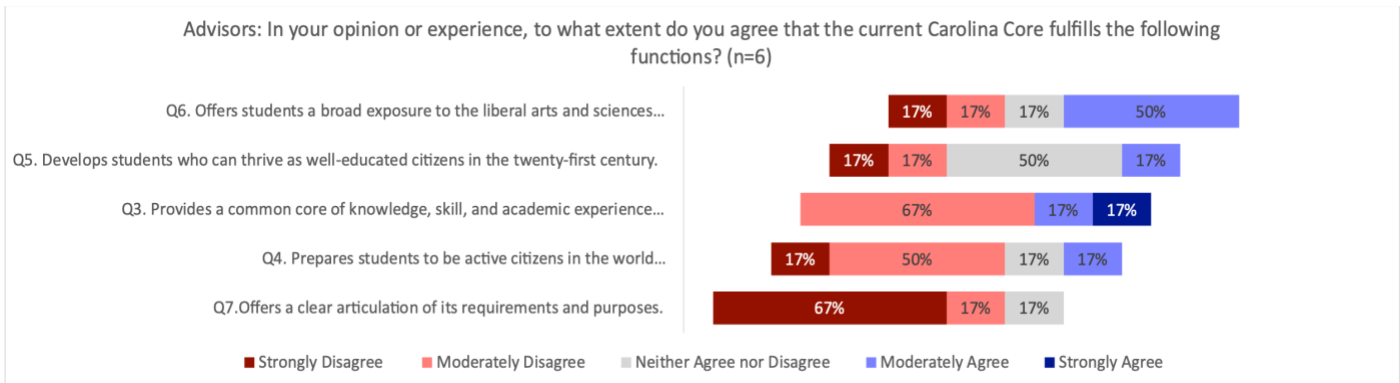
**Figure A: Understanding the Purpose of the Carolina Core, All Respondents**



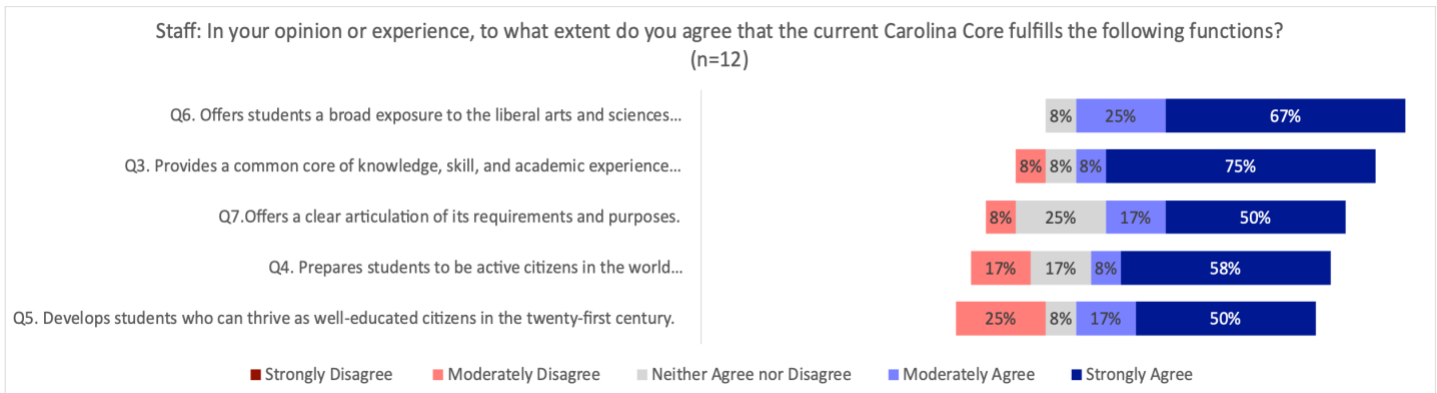
**Figure B1: Understanding the Components and Learning Outcomes of the Carolina Core, All Respondents**



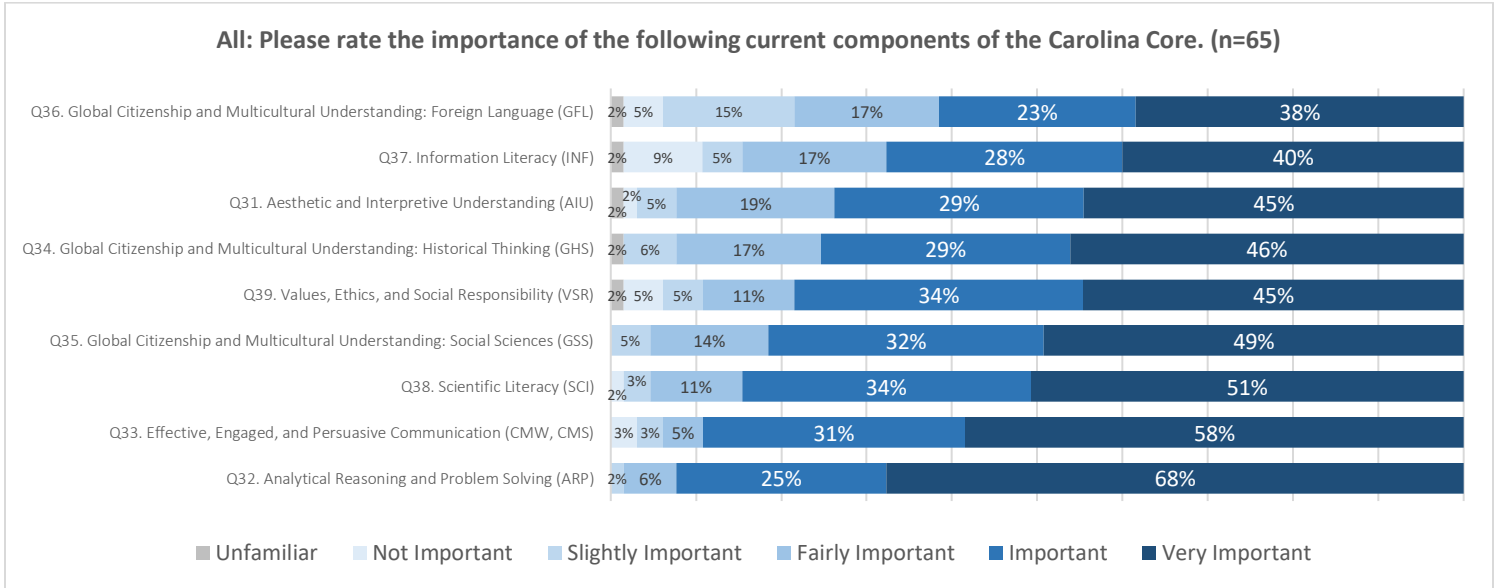
**Figure B2: Understanding the Purpose, Components and Learning Outcomes of the Carolina Core, Advisors**



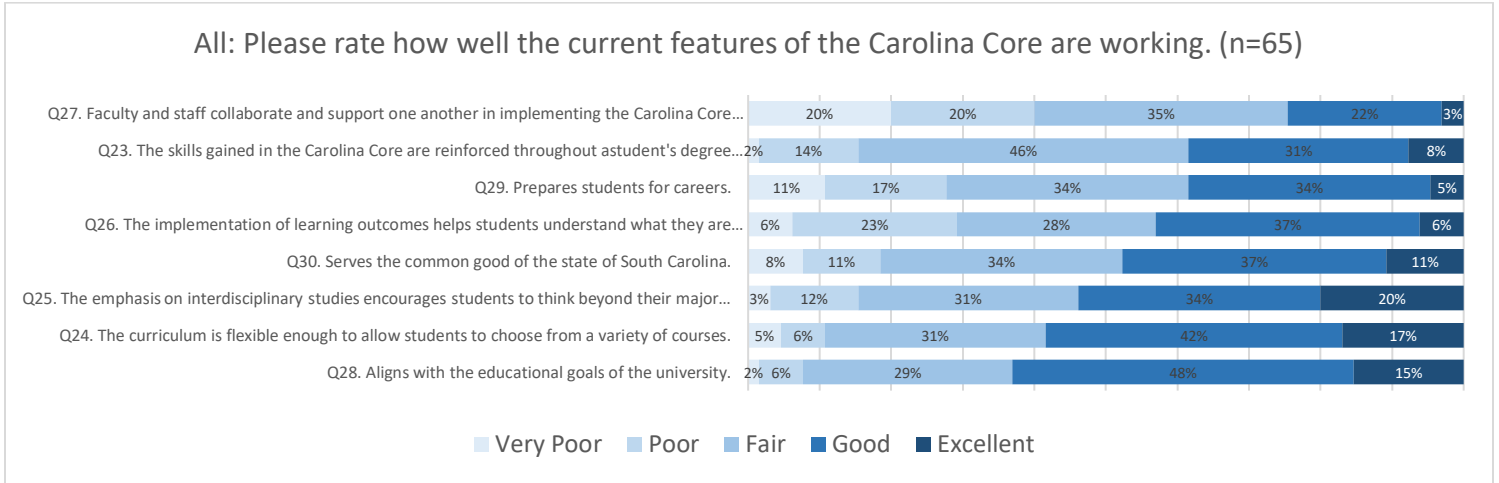
**Table B3: Understanding Components and Learning Outcomes of the Carolina Core, Staff**



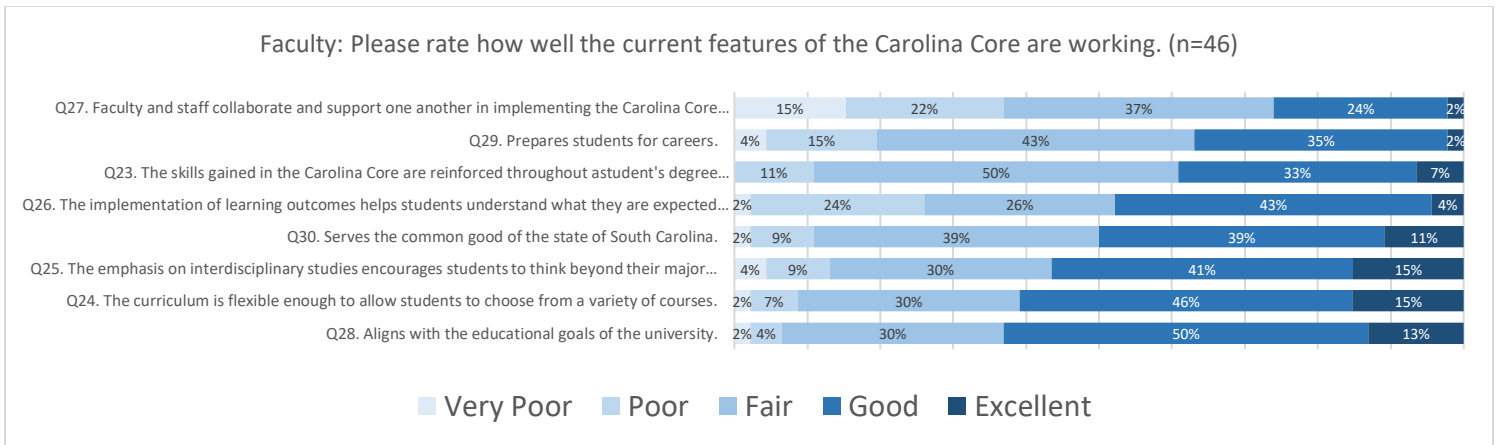
**Figure C: Importance of Current Components of the Carolina Core, All Respondents**



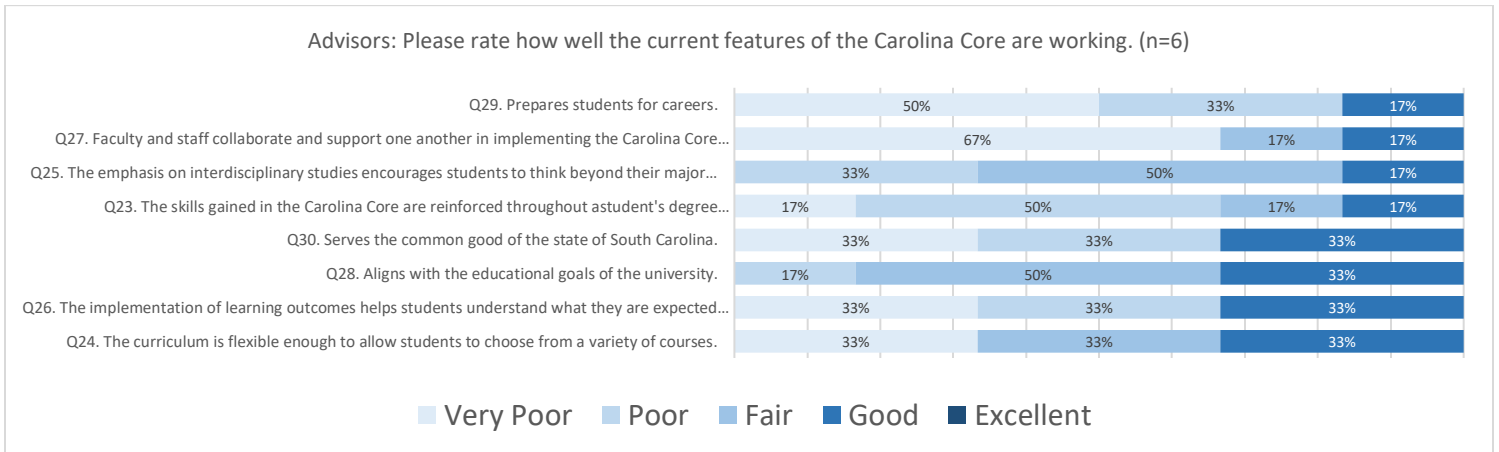
**Figure D1: Features of the Carolina Core that Are Working, All**



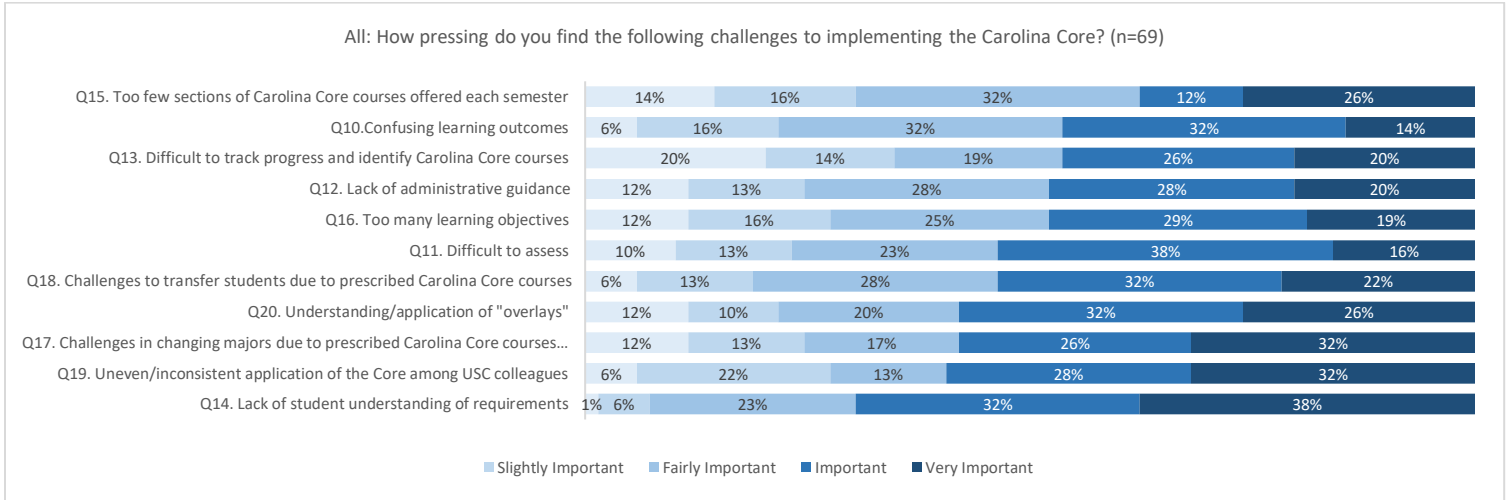
**Figure D2: Features of the Carolina Core that Are Working, Faculty**



**Figure D3: Features of the Caorlina Core that Are Working, Advisors**

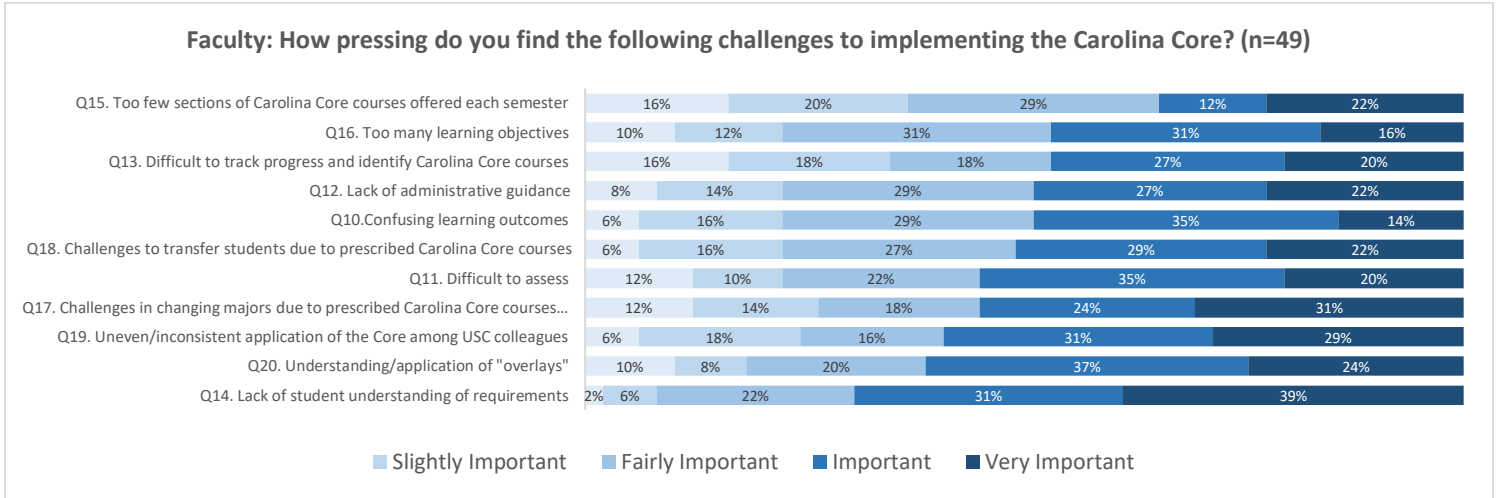


**Figure E: Challenges to Implementing the Carolina Core, All Respondents**

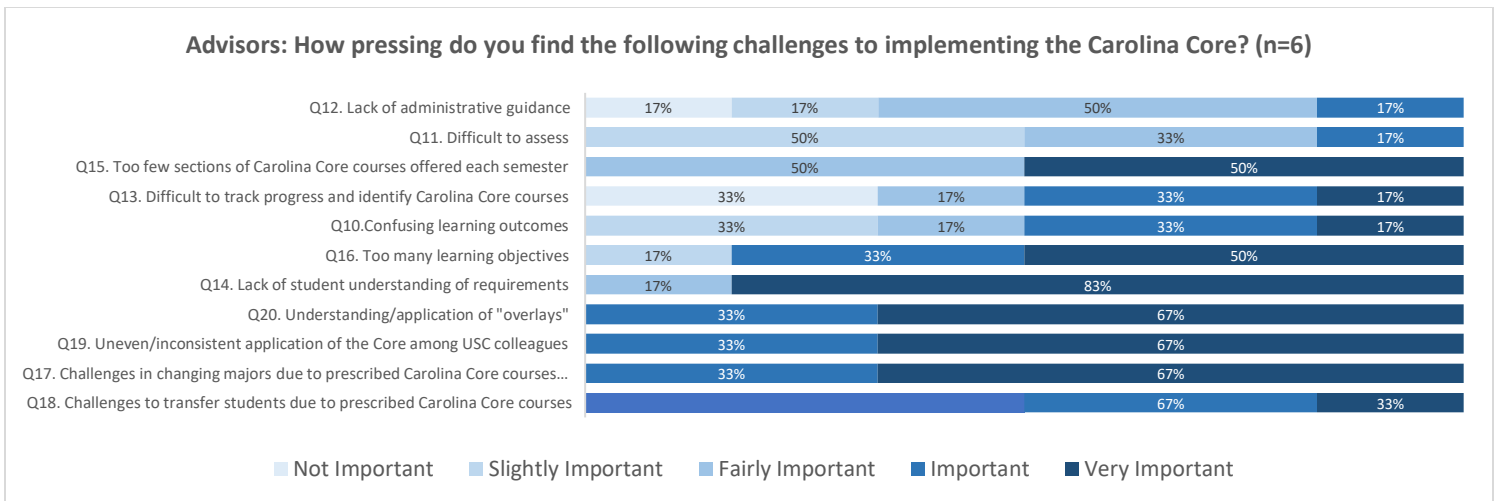




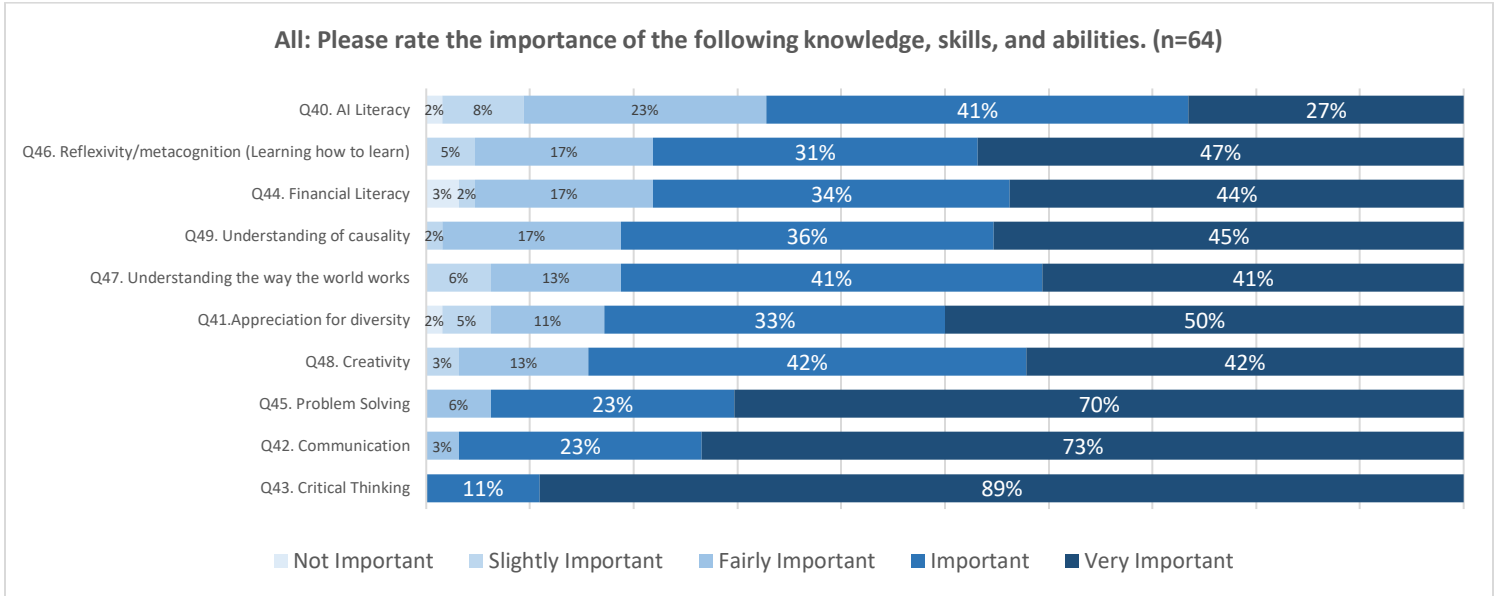
**Figure F1: Challenges to Implementing the Carolina Core, Faculty**



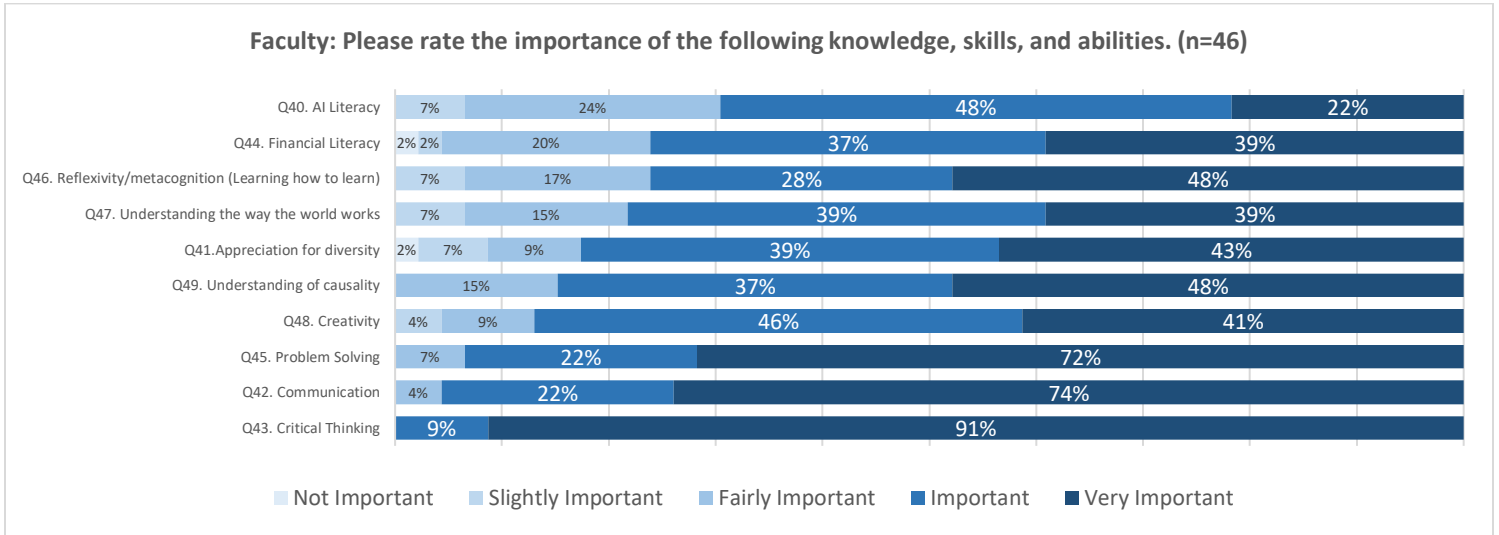
**Figure F2: Challenges to Implementing the Carolina Core, Advisors**



**Figure G: Additional Competencies and Skills of the Carolina Core, All Respondents**



**Figure H1: Additional Competencies and Skills of the Carolina Core, Faculty**



**Figure H2: Additional Competencies and Skills of the Carolina Core, Faculty**

