University Forum: Proposing a Carolina Core Course

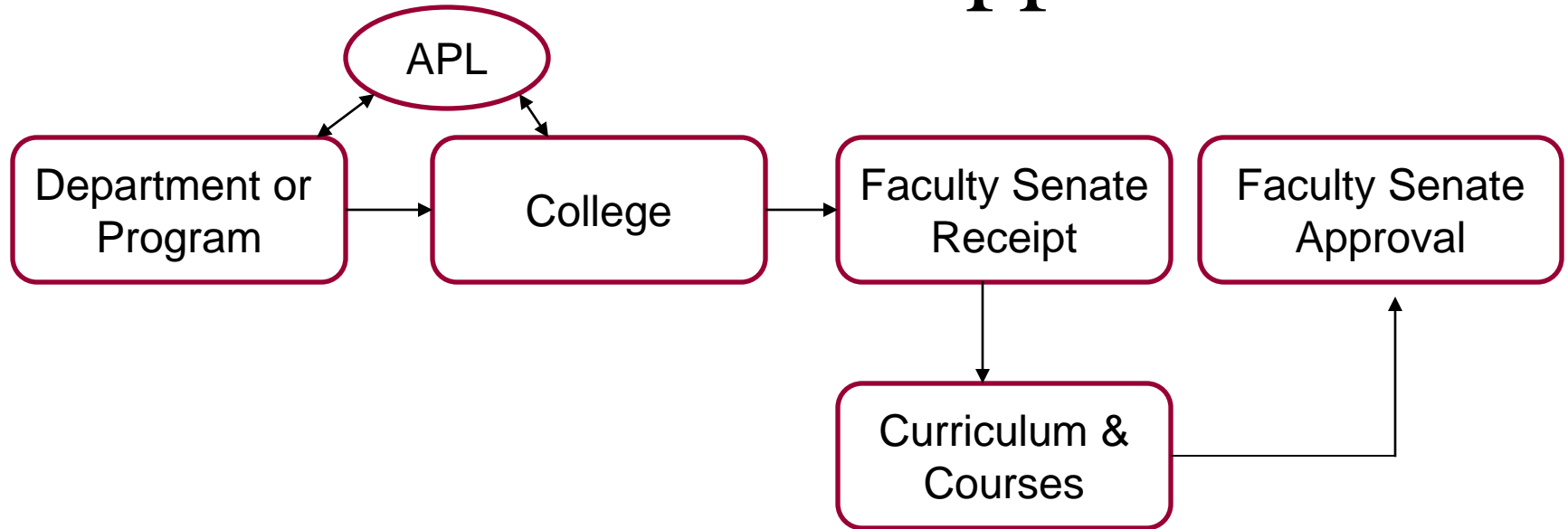**April 20 and 25, 2011**

www.sc.edu/generaleducation

Purpose of Today's Forum

- Provide information about preparing course proposals for the Carolina Core
- Briefly describe the approval process
- Answer questions; hear recommendations from the faculty
- Course proposals: submit after 08/2011
- Carolina Core implementation: 08/2012

No Change to Existing Policy

- ACAF 2.03 is authoritative
- Today's presentation addresses only elements specific to the Carolina Core
- Course proponents work closely with program, and with Academic Program Liaisons prior to submission
- The Faculty Senate gives final approval
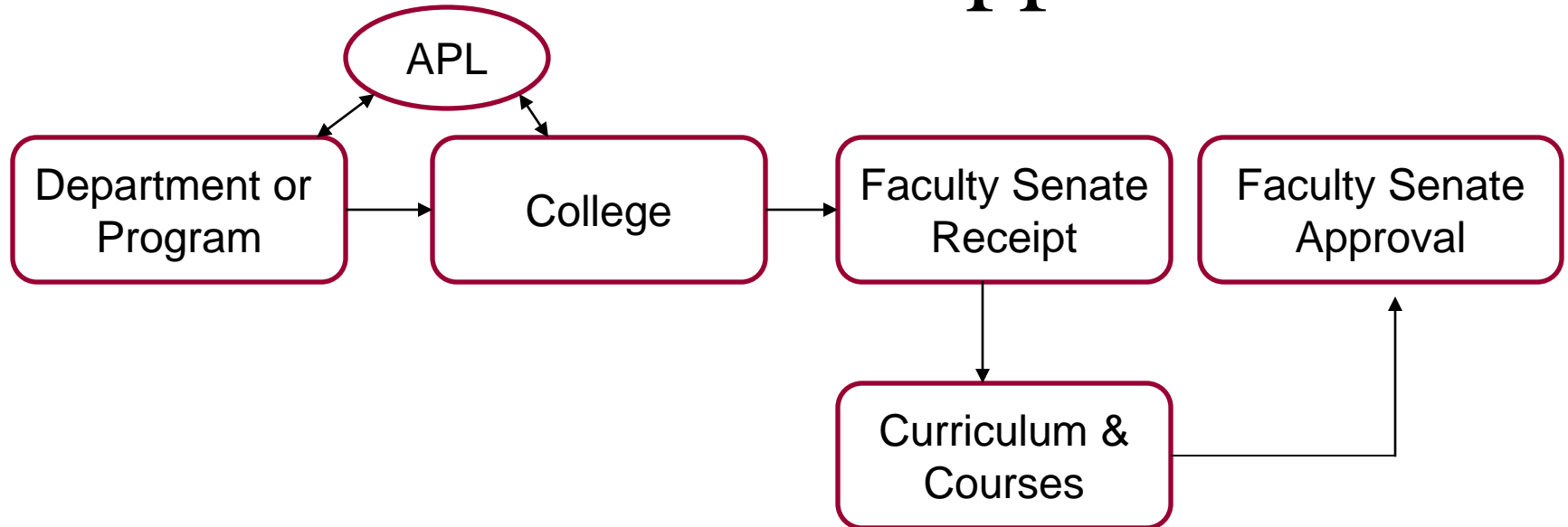
Current course approval

APL

Department or Program → College → Faculty Senate Receipt → Faculty Senate Approval

Faculty Senate Receipt → Curriculum & Courses → Faculty Senate Approval

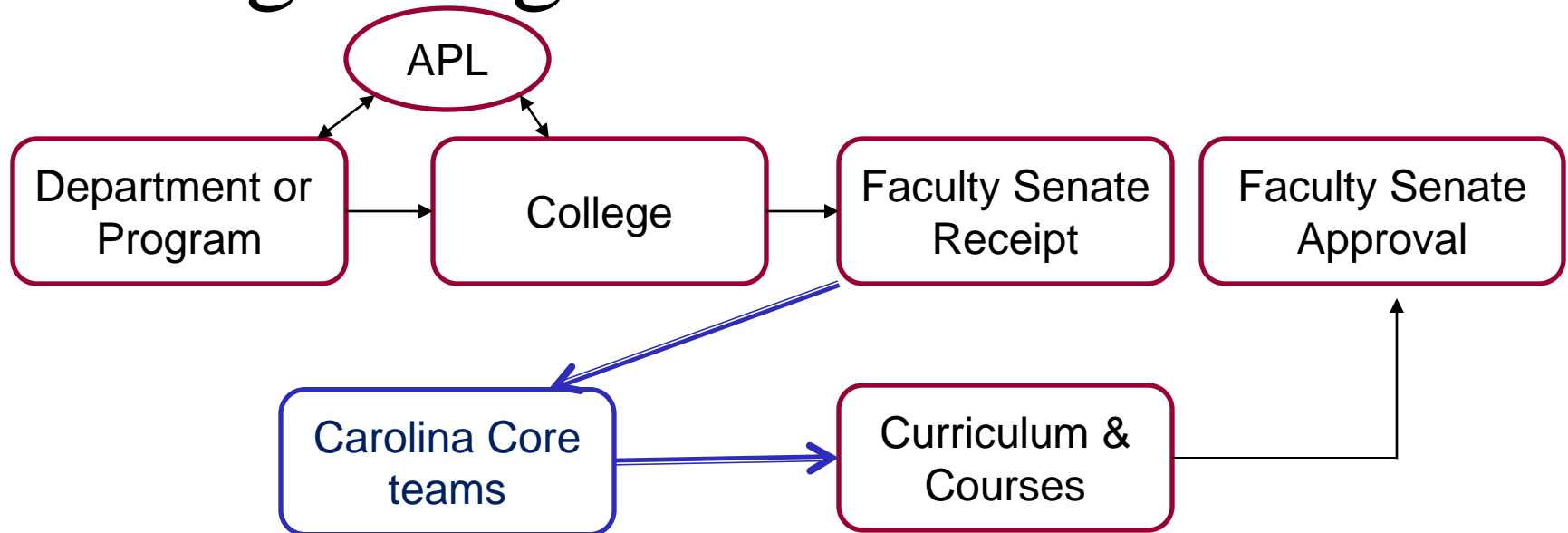*This process will become electronic later in 2011 !!*

Carolina Core Components	Carolina Core Learning Outcomes (approved by Faculty Senate April 1, 2009, and amended April 28, 2009)	Proposed Credit Hours in Carolina Core
I. Lower Division: Core Courses	Learning Outcomes to be met at foundational level of mastery	28-34 hours
Aesthetic and Interpretive Understanding	Create or interpret literary, visual or performing arts	3
Analytical Reasoning and Problem-Solving	Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.	6
Effective, Engaged, and Persuasive Communication: Writing	Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.	6 Written component
Global Citizenship and Multicultural Understanding	Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.	3
Global Citizenship and Multicultural Understanding	Use the principles of historical thinking to assess the relationships between modern societies and their historical roots.	3
Global Citizenship and Multicultural Understanding	Communicate effectively in more than one language.	0-6 (depending on placement test)
Scientific Literacy	Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.	7

II. Lower Division: Stand-alone or Overlay-Eligible Courses ■	Up to two of these three core requirements may be met in overlay courses.	3-9 hours (depending whether these 3 outcomes are met with stand-alone or up to two overlay courses)
Effective, Engaged, and Persuasive Communication:Speech (S)■	Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking	0-3■ Spoken component
Information Literacy (IL)■	Collect, manage and evaluate information using technology, and communicate findings.	0-3■
Values, Ethics, and Social Responsibility (VESR)■	Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives	0-3■
III. Upper Division: Integrative Course in the Major	Required upper division course in the major program of study; includes learning outcomes from the *Carolina Core* chosen by the program area.	N/A
TOTAL Hours in *Carolina Core*		31 – 43 hours (depending on language placement tests and use of at most two overlay courses)

Current course approval

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Curriculum & Courses

Designating a course for the Core

APL

Department or Program → College → Faculty Senate Receipt → Faculty Senate Approval

Carolina Core teams → Curriculum & Courses

Recommend "Core" designation

Comments

- Existing courses used in the current General Education program will not be grandfathered; all will need to be submitted, requesting designation in the Carolina Core

- Programs may develop new courses, requesting Core designation

- The Carolina Core Committee is eager to approve a full slate of courses!

Carolina Core Specialty Teams

- 3-4 faculty; comprising disciplinary experts AND faculty from Professional Schools.

- Charge:
  - review portions of course proposal documents that pertain to the Carolina Core
  - Recommend to Faculty Senate the specific Core designation (e.g. Scientific Literacy, foundational level)

Course proposals for the Core

- Either
  - Existing USC course, requesting "Core" designation
  - New course, requesting Core designation
- Will specify one Carolina Core component, or
- Will specify two Core components if proposed as an "Overlay" course

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Specialty Teams will examine:

- Justification paragraph
- Course syllabus ("archetypal")
  - Discipline-specific learning outcomes, for alignment with generic Carolina Core outcomes
  - Topical outline of content
  - Time allocation
- Typical student assignments

Justification paragraph

- Provide perspective on the specific course and discipline & relation to the more general Carolina Core Component. Brief discussion of types of assignments, and how these meet learning outcomes.

- Refer to Contextual Statements for each Component (www.sc.edu/generaleducation)

Syllabus: Learning Outcomes

- For guidance on Learning Outcomes, see the Contextual Statements for each Carolina Core area (www.sc.edu/generaleducation/)

- See the CTE website for many examples of well-stated Learning Outcomes

- Learning outcomes for the Core must be consistent term-to-term; instructor to instructor; campus to campus

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Syllabus: Time and readings

- Time allocation by topic (weekly is adequate, biweekly OK)
- Course readings: including chapter/section topic so the Specialty Team understands the content

Comments

- A course may have learning outcomes beyond those specifically for the Carolina Core

- Likewise, a course may propose less than 100% time allocation and topical content to core topics

- However, a majority of time, content, and student activities should be on Core topics

Between now and August

- The Specialty Teams are in training to review course proposals.

- The Carolina Core committee is developing resource materials for the Specialty Teams, and for those preparing course proposals.

- The on-line course proposal system is being prepared and tested.

Between now and August

- Follow information and developments, and submit comments and questions, at the Carolina Core web site:

    www.sc.edu/generaleducation