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

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

APL → Curriculum & Courses

This process will become electronic later in 2011!!
<table>
<thead>
<tr>
<th>Carolina Core Components</th>
<th>Carolina Core Learning Outcomes (approved by Faculty Senate April 1, 2009, and amended April 28, 2009)</th>
<th>Proposed Credit Hours in Carolina Core</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Lower Division: Core Courses</strong></td>
<td>Learning Outcomes to be met at foundational level of mastery</td>
<td>28-34 hours</td>
</tr>
<tr>
<td>Aesthetic and Interpretive Understanding</td>
<td>Create or interpret literary, visual or performing arts</td>
<td>3</td>
</tr>
<tr>
<td>Analytical Reasoning and Problem-Solving</td>
<td>Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.</td>
<td>6</td>
</tr>
<tr>
<td>Effective, Engaged, and Persuasive Communication: Writing</td>
<td>Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.</td>
<td>6 Written component</td>
</tr>
<tr>
<td>Global Citizenship and Multicultural Understanding</td>
<td>Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.</td>
<td>3</td>
</tr>
<tr>
<td>Global Citizenship and Multicultural Understanding</td>
<td>Use the principles of historical thinking to assess the relationships between modern societies and their historical roots.</td>
<td>3</td>
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<tr>
<td>Global Citizenship and Multicultural Understanding</td>
<td>Communicate effectively in more than one language.</td>
<td>0-6 (depending on placement test)</td>
</tr>
<tr>
<td>Scientific Literacy</td>
<td>Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.</td>
<td>7</td>
</tr>
<tr>
<td>II. Lower Division: Stand-alone or Overlay-Eligible Courses</td>
<td>Up to two of these three core requirements may be met in overlay courses.</td>
<td>3-9 hours (depending whether these 3 outcomes are met with stand-alone or up to two overlay courses)</td>
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<td>----------------------------------------------------------</td>
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<td>Effective, Engaged, and Persuasive Communication: Speech (S)</td>
<td>Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking</td>
<td>0-3* Spoken component</td>
</tr>
<tr>
<td>Information Literacy (IL)</td>
<td>Collect, manage and evaluate information using technology, and communicate findings.</td>
<td>0-3*</td>
</tr>
<tr>
<td>Values, Ethics, and Social Responsibility (VESR)</td>
<td>Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives</td>
<td>0-3*</td>
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<td>III. Upper Division: Integrative Course in the Major</td>
<td>Required upper division course in the major program of study; includes learning outcomes from the Carolina Core chosen by the program area.</td>
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<td>TOTAL Hours in Carolina Core</td>
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<td>31 – 43 hours (depending on language placement tests and use of at most two overlay courses)</td>
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Current course approval

APL

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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
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