

Update on Adoption and Implementation of the Carolina Core Curriculum January 2010

*The **Carolina Core Curriculum Committee** has developed the following list of Frequently Asked Questions to keep faculty informed about the ongoing process to review USC's general education requirements. For complete information regarding the General Education revision process or to submit comments to the Committee online, please see www.sc.edu/generaleducation.*

Why do we need to revise the Gen Ed requirement?

The General Education Requirements at USC have not been comprehensively reviewed in two decades. Today's answer to the question "What do our students need to know to thrive as well-educated citizens?" may well differ from the response formulated in 1986.

What has happened so far?

In 2005 University of South Carolina Provost Mark Becker called for a revision of the General Education curriculum. A taskforce of more than 100 faculty members considered new learning goals for a revised General Education curriculum. Building upon this initiative, in early 2008 President Sorensen appointed the General Education Committee to formalize the changes and to guide the process to implementation. This Committee (see www.sc.edu/generaleducation for complete membership) refined the draft learning outcomes and articulated the rationale, values, and guiding principles for the proposed curriculum revision.

New core competencies and learning outcomes were presented at a University Forum in January 2009 as the Carolina Core. Faculty, staff, and students from USC Columbia and Regional campuses participated over two days as well as online to make suggestions and comments on the new proposal. At the April 2009 Faculty Senate meeting, the new Carolina Core learning outcomes were approved. Since that time an appendix has been added to the original document in order to provide context statements about the new Core requirements.

In December 2009, more than 140 faculty, staff and students participated in a third University Forum to provide comments on the new learning outcomes, the context statements, and proposed distribution requirements.

Where are we in the process of revision?

In Spring 2010, the Carolina Core Committee membership was augmented by nine faculty "content consultants" to assist in determining what is required for students to attain a foundational level of mastery in each learning outcome and how many credit hours are needed. (The content consultants are listed at www.sc.edu/generaleducation/.)

What are the next steps?

The Committee will present a proposal for distribution requirements at a University Forum in March 2010. The proposed distribution requirements will be revised based on input and a final recommendation will be presented to Faculty Senate for a vote of approval in April 2010. (A chart comparing the existing and new General Education requirements and a timeline can be found at www.sc.edu/generaleducation/.)

Individual college curriculum requirements will need review in order to balance college goals for their graduates with the new Carolina Core requirements. Colleges are encouraged to review their own college curriculum requirements once the Carolina Core distribution requirements are adopted by Faculty Senate.

After the Faculty Senate action, the Carolina Core Committee will work over the summer of 2010 to develop recommendations for policy and process for course approval for Carolina Core courses. Colleges will begin work on revision of their core requirements this summer as well. A Fall 2010 University Forum will focus on course selection and assessment policies and procedures. This phase will decide which courses will be approved to satisfy the various distribution requirements. Later work will review and approve course proposals for the Carolina Core.

Fall 2012 is the target date for implementation of the new Carolina Core curriculum.

Questions? See www.sc.edu/generaleducation or contact the Carolina Core Committee representative for your campus, college or school (committee list available online at the website).

Comparison of Current General Education and New Carolina Core Requirements

Current Gen Ed Requirements	Current Credit Hour Distribution
Students communicate clearly in written English, demonstrating their ability to comprehend, analyze, and interrogate critically.	6
Students perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.	6
Students demonstrate an understanding of physical and/or life science phenomena and the use of scientific methods and theories.	7
Students demonstrate an understanding of the processes of human behavior and social and cultural interaction, as well as the use of social and behavioral science perspectives to interpret them.	3
Students demonstrate an understanding of the historical development of culture over time and its relation to the present.	3
Students communicate orally and in writing in another language.	6 (or test) FL
Students demonstrate an appreciation of literary, visual or performing arts and their cultural context, as well as express informed personal responses to artistic creations.	3
Other liberal arts	3

**31 hours +
Foreign Language**

Carolina Core Components	Carolina Core Learning Outcomes	Proposed Credit Hours
Effective, Engaged, and Persuasive Communication	Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.	
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.	
Scientific Literacy	Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.	
Global Citizenship and Multicultural Understanding	Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.	
Global Citizenship and Multicultural Understanding	Use the principles of historical thinking to assess the relationships between modern societies and their historical roots.	
Global Citizenship and Multicultural Understanding	Communicate effectively in more than one language.	
Aesthetic and Interpretive Understanding	Create or interpret literary, visual or performing arts	
Information Literacy	Collect, manage and evaluate information using technology, and communicate findings.	
Values, Ethics, and Social Responsibility	Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives	