



THE UNIVERSITY OF SOUTH CAROLINA

COLUMBIA CAMPUS

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January 27, 1994

MEMORANDUM

TO: Assessment Advisory Committee

FROM: Karen Carey *Karen*

RE: Report of Previous Committee

At our meeting yesterday, we expressed concern about the possibility that we might be in some way violating the intent of the work of the previous committee. I have attached a copy of their report. As you can see, we are probably extending their work, but not violating it.

I assume that we can compile the three subcommittee reports in time to meet February 9 at 3:30. I will let you know if this is NOT the case. Thanks for your continuing help.



THE UNIVERSITY OF SOUTH CAROLINA
COLUMBIA CAMPUS

Department of Religious Studies

Columbia, SC 29208

June 9, 1992

George Reeves, Acting Provost
Osborne College

Dear George:

I am submitting a report of the Task Force which you appointed to address five specific questions regarding the University's core curriculum. We have met ten times as a committee of the whole, with three sub-committees meeting on several other occasions.


It should be noted, as the report concludes, that we do not regard this study as definitive. We have sought to stay within the requested parameters, but feel that a wider base of persons should now be involved in a more definitive study.

Thank you for your charge to us. We hope that our report may be useful in on-going deliberations on the University core.

While not all committee members were present at the last two meetings, which occurred after classes concluded, committee membership included the following:

James Burns, Applied and Professional Sciences
Cynthia Colbert, Art
Thorne Compton, Theatre, Speech and Dance
Bruce Coull, Marine Science
Susan Forman, Associate Provost
Hal French, Religious Studies
John Gardner, Regional Campuses
Sally Hardin, Nursing
Ina Rae Hark, English
Guy Lometti, Journalism
George McNulty, Mathematics
Gloria Miller, Psychology
Rodney Roenfeldt, Business Administration
Sue Rosser, Women's Studies
Elmer Schwartz, Engineering
Gordon Smith, Govt. and Intl. Studies
Debbie Sharpe of the Provost's Office,
has served as our secretary.

Sincerely,


Hal W. French
Committee Chair

9/20 ✓ c: Dean Kay

CORE CURRICULUM COMMITTEE
Final Report

Provost's Charge 1 - How should we address the SACS Reaffirmation Committee reports which recommend that our general education requirements ensure competence in fundamental mathematical skills and in oral communication and suggests that the requirements ensure competence in basic computer skills?

A sub-committee, composed of Thorne Compton, Chair, Ina Rae Hark, Guy Lometti, George McNulty and Rodney Roenfeldt, was appointed to study this and report to the larger committee. Subsequent recommendations of the committee are as follows:

- [1] Six hours to be earned by taking three hours of Math above 115 and three additional hours in math or statistics.
- [2] That all undergraduate students must demonstrate minimum competency in oral communications in one of three ways: a) Through taking a course or courses which have as a principal objective the development of competency in oral communications. A list of acceptable courses will be developed by faculty in the discipline; b) Through courses taken at another institution which meet the established criteria; c) Through a written exam on principles of oral communications and presentation of three speeches of difference types which demonstrate competency in oral communications.
- [3] That Computer Science be removed from its present general education position as a way to fulfill requirement No. 2, Numerical and Analytical Reasoning. A three hour requirement in Computer Science shall be placed separately in the Core.

Provost's Charge 2 - Has the core curriculum been fully implemented as approved? Are the course offerings available to our students adequate to allow them to fulfill core curriculum requirements? What percentage of students in the first cohort graduating since the approval of the core curriculum have actually completed the core curriculum requirements?

This question has been referred to David Bell, Institutional Planning and Research, who will report directly to the Provost on this matter.

Provost's Charge 3 - Should our core curriculum be based on learning objectives? If so, what should these objectives be?

Ina Rae Hark has reviewed this, and the following objectives, matching present General Education requirements and those proposed, follow here as revised and approved by the committee. We recommend that these be published in the Bulletin, along with core requirements. (See proposal 3).

Provost's Charge 4 - Does our core curriculum as currently constituted adequately address issues of gender, cultural diversity, and internationalization?

A sub-committee, composed of Jim Burns, Chair, Cynthia Colbert, Susan Forman, Gloria Miller, Gordon Smith and Sue Rosser, was appointed to study this and to report to the larger committee. Their report, as revised, was approved by the committee as follows: (See proposal 4)

Provost's Charge 5 - Should the core curriculum include a freshman and/or capstone course taken by all students, which might be taught by faculty in a variety of disciplines? If so, what should the general content consist of?

A sub-committee, composed of Hal French, Chair, Bruce Coull, John Gardner, Sally Hardin and Elmer Schwartz, studied this matter and recommended the following action, which was approved by the committee:

"The sub-committee recognizes the value of a Freshman seminar such as the current University 101 course, from its demonstrated influence on higher retention and acquisition of skills and sensitivities that facilitate a better adjustment to life at the University of South Carolina. We feel, however, that to require it of all students as part of the University core would not be advisable. We therefore recommend that all incoming freshmen be encouraged by admission personnel and college advisors to take it. We further recommend that colleges desiring to do so, develop specific University 101 sections for the incoming majors.

Similarly, the sub-committee does not urge that a requirement for a capstone course, to be taken in the Senior year, be included as part of the University core. We do, however, recommend that each department develop a capstone course of 1-3 hours, required of all graduating majors, in which contemporary discipline specific issues and concerns would be addressed.

It is the feeling of the sub-committee that although such courses would not be included in the University's core, some statement such as the above should be included as part of the statement describing the core and related concerns."

Finally, the committee believes that a much more thorough review of the University core than we have been charged to undertake would be desirable. Nationally, a great deal of research is currently underway by professional bodies and many institutions of higher education. Grants are available to assist individual schools with such studies. On our campus, such a study might consider, as ways to address how best to educate students at the University of South Carolina, reconfigurations of a number of courses, including interdisciplinary and team-teaching approaches. We therefore recommend that some existing or special committee be charged with undertaking a more comprehensive review of the University core than we have been able to carry out, and to make recommendations for implementation of their objectives.

Learning Objectives and Their Implementation in a USC Core Curriculum

OBJECTIVES Current/[Proposed]	WAYS TO MEET Current/[Proposed]
1. Students shall communicate clearly in written English and be able to comprehend, analyze, and interrogate a variety of written texts.	Six hours at the level of English 101 and 102; exempt one or both via portfolio.
[2. Students shall communicate orally in a manner that unites theory, criticism, and practice to produce an effective speaker.]	[Take a course or courses which have as a principal objective the development of competency in oral communications; present such a course taken at another institution; take a written and oral competency test.]
[3. Students shall be able to perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.]	Six hours to be earned by taking three hours of Math above 115 and three additional hours in math or statistics.
4. Students shall study the historical development of a culture or cultures over a specified span of time.	Three hours in History.
5. Students shall study one of the literary, visual or performing arts.	Three hours in arts and letters.
[6. Students shall understand basic theory and process of human behavior and social interaction.]	Three hours in the social sciences.
7. Students shall understand some of the phenomena comprehended by the physical and/or life sciences and participate in the experimental process for verifying scientific hypotheses.	Seven hours, including at least one course with a laboratory requirement.

<p>8. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.</p>	<p>Achieve a score of 2 or better on a USC foreign language test; satisfactorily complete equivalent study of a foreign language at USC.</p>
<p>[9. Students shall be able to use computers to perform subject-specific tasks appropriate to their major fields.]</p>	<p>[Three hours in an approved computer science course.]</p>
<p>10. Students shall become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences]</p>	<p>[Six hours from courses designated as fulfilling diversity, intercultural, or gender concerns. May overlay with other courses.]</p>

Summary Objective: It is assumed that through the above courses students shall acquire skills in inquiry, abstract logical thinking and critical analysis.

PROPOSALS FOR THE SUB-COMMITTEE ON GENDER, ETHNIC DIVERSITY, AND INTERNATIONALIZATION

Does the current Core Curriculum adequately address issues of gender, ethnic diversity, and internationalization?

NO! However, the issues are addressed somewhat in HSSI (See Cultural Awareness section in HSSI College Core). In addition, the College of Science and Mathematics is now beginning to deal with the issues through an NSF grant in Women's Studies.

THE NEED TO ADDRESS THE THREE ISSUES

There will be a larger population of women and other minorities in the workforce by the year 2000: 23% more African Americans, 70% more Asians and other races, 74% more Hispanics, and 25% more women. All in all, the new workforce growth will be 90% women and other minorities. Twenty-three percent of the new employees will be immigrants.

NECESSARY CURRICULA CHANGES

1. Greater emphasis on non-Western material, ethnicity, and gender
2. Greater use of comparative approaches
3. More issue-oriented approaches and interdisciplinary approaches to tradition fields of study
4. Greater emphasis on area/civilization studies as minors and double majors
5. Create courses on intercultural communications, if they do not currently exist
6. Strengthen programs in international studies, African American studies, and Women's Studies.

APPROACH

1. Recognition of the necessity for some faculty retraining
2. Total institutional commitment that will include financial support
3. Incentives (release time/stipends/travel/conferences, etc.)
4. Colleges could submit proposals on issues to receive small University grants.

OBLIGATIONS OF A DIVERSITY TASK FORCE

1. Plan appropriate workshops, plans, programs, etc. directed at Administration for planning - content knowledge.
2. Create mechanisms to get attention of Administration.
3. Include diversity objectives in bulletin.
4. Include learning objectives in core curriculum.
5. Facilitators, not dictators.
6. Remember the reality! This is probably a three year effort which must involve substantial financial commitment on the part of the institution.
7. Issues of gender, ethnic diversity, and internationalization must also be addressed by Colleges.

BENEFITS

1. Improve teaching, of course
2. Excellent potential for new scholarship
3. Outreach to students and community previously underserved by USC.

SPECIFIC PROPOSALS FOR THE SUB-COMMITTEE ON GENDER, ETHNIC DIVERSITY, AND INTERNATIONALIZATION MIGHT INCLUDE THE FOLLOWING:

1. Label existing courses: D: Diversity; I: Intercultural; G: Gender
 Rationale: This labeling could be voluntary by College. Students would see from the bulletin and/or master schedule which courses dealt specifically with the issues.
2. Ideally courses at every level that include:
 - New course(s) that encompasses all of the issues
 - Interdisciplinary course in HSSI and Sciences
 - Ways to utilize and/or transform existing courses.