

Minutes of the **Carolina Core Committee Meeting**

January 15, 2013, 12:30 – 2:00 p.m.

Thomas Cooper Library, Room 204

Members Present:

Pam Bowers (ex officio), Mary Ann Byrnes, Kenneth Campbell, Sara Corwin, Ron Cox, Tena Crews, Helen Doerpinghaus (Administrative Co-Chair), Kris Finnigan (ex officio), Kimberly Glenn, Allison Jacques, Carolyn Jones, James Kellogg, Donald Miles (ex-officio), Joseph Rackers (Faculty Co-Chair), Ed Munn Sanchez, Jessica Sheffield, Jerry Wallulis, Virginia Weathers

Members Absent:

John Bowles, Brian Habing (ex-officio), Stuart Hunter, James Kellogg, Gene Luna, Rita Rhodes,

Faculty Content Consultants Present:

Alex Beecroft, Sam Hastings, George Khushf, Camelia Knapp, Doug Meade, Saski Coenen Snyder, Lisa Martin Stuart

Faculty Content Consultants Absent:

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Joe Rackers welcomed everyone. He welcomed new members: Allison Jacques (Education), Saskia Coenen Snyder (GHS), Sara Corwin (Public Health), and Jessica Sheffield (Extended University). The November Minutes were approved as written and there was no meeting in December. He reminded everyone that information had been sent to colleges about the integrated courses and the approval process to be used for sending those to Faculty Senate. He noted that as we move into the assessment and continuous improvement phase of Carolina Core curriculum development colleges had reviewed membership and two had made new appointments – Education and Public Health.

The Specialty Teams provided reports on their work. Most are seeing reduced work flow now that many courses have been through the approval process. 121 are fully approved and 52 are “working” proposals in process.

The Social Science Specialty Team presented a request to edit and revise the course approval rubric and the contextual statements. Their recommendation came after talking with various departments submitting courses for GSS in the Core and there was agreement across the departments on changes needed. Discussion ensued and a friendly amendment was made and accepted on wording. The Committee unanimously approved both the revisions to the rubric and to the context statements (attached).

The meeting was adjourned at 2:00 p.m.

Next Meeting: February 12, 2013 12:30 – 2:00 p.m., TCL Room 204

Submitted by H. Doerpinghaus

Syllabus Review Rubric: *Global Citizenship and Multicultural Understanding*
Learning Outcome 2,
Revised 01 15 13

Learning Outcome: *Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.*

GSS courses should strive to meet all three Student Achievements. At a minimum, all GSS Carolina Core courses must meet Student Achievement 1 and then either Achievement 2 or 3.

Student Achievements	Foundational-level Course: Archetypal Syllabus Requirements	Integrative-level Course Syllabus Requirements
<p>1. Define problems and issues appropriate to the field of study and identify theoretical frameworks and approaches for interpreting, defining, analyzing, and evaluating these problems and issues.</p>	<p><i>Course content:</i></p> <p><i>The course should</i></p> <ol style="list-style-type: none"> <i>1) define problem(s) or issue(s) appropriate to the field of study;</i> <i>2) identify different theories, concepts, and/or methodological approaches used by scholars to interpret, define, analyze, and evaluate these problems and issues;</i> <i>3) explain key theoretical, conceptual, and/or methodological debates relevant to the problems and issues under study.</i> <p><i>Student assignments: Student assignments (e.g. quizzes, exams, papers, projects, or other forms of assessment) should require students to demonstrate their understanding of relevant social science problems or issues. At least one assignment should specifically require students to demonstrate their understanding of the different theoretical, conceptual, and/or methodological frameworks used to analyze and interpret</i></p>	<ul style="list-style-type: none"> • Course fulfills requirements listed for “foundational” courses, but focuses on the application of social science methodologies to draw conclusions within a particular academic or professional discipline.

	<p><i>these problems and issues.</i></p>	
<p>2. <i>Demonstrate an awareness of and appreciation for the diversity of human experiences.</i></p>	<p><i>Course content:</i></p> <p><i>The course should</i></p> <ol style="list-style-type: none"> 1) <i>Describe how social/behavioral processes and relationships shape and are shaped by social differences (e.g., gender, 'race', class, ethnicity, age, sexuality) and/or how viewpoints, interests, identities, behaviors, and norms take shape within distinctive social environments</i> 2) <i>Encourage students to think critically about the causes and consequences of social disparities and inequalities.</i> <p><i>Student assignments: Quizzes, papers, projects, and other forms of assessment should ask students to demonstrate their</i></p>	<p>Course fulfills requirements listed for “foundational” courses, but focuses on critical thinking about social differences and the diversity of human experiences from the perspective of a particular academic or professional discipline.</p>

	<p><i>understanding of the ways that human experiences vary by gender, 'race', class, and other forms of social difference. Where appropriate, students may be asked in their assignments to consider remedies for and solutions to social inequalities and disparities.</i></p>	
<p>3. Demonstrate an awareness of how social/behavioral processes and relationships take shape in, and vary across, regional/geographical contexts.</p>	<p><i>Course content:</i></p> <p><i>The course</i></p> <ol style="list-style-type: none"> <i>1) may focus on a non-US context in order to expose students to social institutions, structures, practices, norms, and/or identities outside of the United States.</i> <i>2) Alternatively, the course may be U.S.-focused, but should expose students to geographical/regional differences in social institutions, structures, practices, norms, and/or identities within the U.S.; where appropriate, U.S.-focused courses should also examine and shed light upon regional disparities and inequalities.</i> <i>3) Wherever possible, the course should strive to elucidate local-global connections and/or should compare and contrast U.S. and non-U.S. examples.</i> <p><i>Course assignments:</i> <i>Exams, papers, projects, and assignments should ask</i></p>	<p>Course fulfills requirements listed for “foundational” courses, but focuses within a particular academic or professional discipline on the ways that social/behavioral issues manifest themselves in, vary across, and/or link together, regional/geographical contexts.</p>

	<p><i>students to demonstrate their awareness and understanding of the ways that social/behavioral processes are shaped within and vary across particular regional/geographical contexts. Where appropriate, assignments should ask students to draw comparisons between different contexts and/or to make connections between processes that operate globally and those that are more specific to regions or localities.</i></p>	
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Learning Outcome 2: *Context Statement revised February 2011; August 2011; January 2013*

Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.

Context: The principles, methodologies, theories, applications, and knowledge base of the social sciences provide frameworks and insights for exploring the human condition. The social sciences offer a means for understanding the foundations of human behavior and societies, as well as social structures and interrelationships. Social scientific inquiry is a springboard for understanding and analyzing contemporary issues, from individual, local, and global perspectives.

University of South Carolina students must be able to explain social and behavioral phenomena and apply social scientific inquiry to define problems, construct and test hypotheses, draw conclusions, and communicate findings. They must engage with issues within and beyond U. S. borders as preparation for global citizenship.

Foundational courses that support this learning outcome enable students to apply social scientific inquiry and methods to address and analyze problems and issues.

A Carolina Core **integrative course** in the major might, for example, focus on the relevance of diverse cultural identities to the major field of study. The knowledge and skills drawn from study of the social sciences may be used to analyze political and environmental issues and person-environment interactions in the context of a specific field of study. Discipline-specific case studies, project-based learning, reaction papers, and video journals may be used across a variety of majors to extend competencies gained through study of the social sciences.

Students who achieve this learning outcome will be able to do (1) and at least one of (2) or (3):

1. Define problems and issues appropriate to the field of study and identify theoretical frameworks and approaches for interpreting, defining, analyzing, and evaluating these problems and issues.
2. Demonstrate an awareness of and appreciation for the diversity of human experiences, and/or
3. Demonstrate an awareness of how social/behavioral processes and relationships take shape in, and vary across, particular regional/geographical contexts.