

REPORT OF
FACULTY STEERING COMMITTEE

Steering Committee met on 15 January to review the comments from standing committees concerning selective recommendations of the Lightsey Commission Report. A result of this meeting was the decision to transmit to Senate, for their information, the comments submitted by the reviewing committees. Specific proposals which may arise from committee review will appear under standing or special committee reports.

<u>Committee</u>	<u>Chair</u>	<u>Lightsey Committee Recommendation</u>	<u>Committee Response</u>
Curricula & Courses	Prof. Hark	<p>#3) Certain general education requirements should be common to all quality undergraduate programs and the appropriate faculties should ensure their inclusion in all system baccalaureate programs. Included in these are: English; Numerical and Analytical Reasoning; Natural Sciences; and Humanities and Social Sciences. (See page 51)</p> <p>#4) All baccalaureate programs within the University System should include as a minimum:</p> <ol style="list-style-type: none"> 1. English-6 credits at the level of English 101 and 102 or above. 2. Numerical and Analytical Reasoning - 3 credits of mathematics at the level of MATH 121, or above, and 3 additional credits of mathematics, computer science, logic or statistics. 3. Humanities and Social Sciences - 6 credits - 3 credits of which should be in history. 4. Natural Sciences - 6 credits, at least one course of which must include a lab requirement. (See page 51) 	<p>Committee endorsed the spirit of the recommendations. However, the committee felt the recommendations were too minimal to bring about a substantial strengthening of the common core of knowledge required of students in baccalaureate programs systemwide.</p>

Committee

Admissions

Chair

Prof. Sawyer

Lightsey Committee Recommendation

#16) This Commission endorses the spirit of the South Carolina Commission on Higher Education's standards for college bound students; however, it urges the campuses to continue offering appropriate access to higher education for students who have not yet met such mandated standards. (See page 95)

Committee Response

Committee expressed concern with the phraseology of the recommendation, which may lead to ambiguous interpretation. The Committee felt that it should emphasize that admissions policies of the University of South Carolina System are set by the USC faculty, rather than the South Carolina Commission on Higher Education. While Admissions Committee does support the Higher Education Commission's recommendations for high school graduation requirements, it should be emphasized that the USC-Columbia faculty has recognized that a certain amount of flexibility must be applied to provide educational opportunities for qualified students. Such flexibility is currently in the USC-Columbia admission requirements.

Secondly, the Report does not address the problem of students admitted to another campus under different standards, but who expect to finish their degree program at Columbia. Such students may have false expectations, in that their perception is that admission to one campus automatically admits them to all. This is not always the case. The Admissions Committee recognizes the need for different admission standards at various campuses; however, those campuses should fully inform their students of any requirements for

Committee

Chair

Lightsey Committee Recommendation

Committee Response

#5) Each appropriate college, department or campus should set progression requirements for admission to upper-level status in its program. Such progression requirements should ensure that competency in the general education requirements has been achieved, either by requiring a minimum grade point average in those courses or through a general comprehensive progression examination. The majority of the general education requirements should be completed before admission to upper-level status. (See page 51)

#11) Each unit within the University System should maintain direct communication with other units, particularly regarding course requirements, course and curriculum changes, changes in prerequisites, and course renumbering. (See page 76)

Scholastic Standards & Petitions

Prof. Sear

#6) A principal mission of the University Campuses is to provide the first two years of undergraduate education. These campuses, under the supervision and control of a four-year University of South Carolina campus, may offer upper-level courses leading to the Bachelor of Arts in Interdisciplinary Studies (B.A.I.S) degree. Upper-level baccalaureate courses, other than those applicable to the B.A.I.S., and baccalaureate degree programs should be offered only on four-year campuses. (See page 74)

Committee supported this recommendation, but felt it should be strengthened. Specifically, the Committee endorsed the idea that students who plan to pursue a BA or BS degree program on a four year campus of the University of South Carolina should be urged to transfer to that campus after completing 60 semester hours of coursework at a two year institution.

Committee

Chair

Lightsey Committee Recommendation

Committee Response

Student Faculty
Relations

Prof. Dister-
heft

#17) Detailed studies should be made of the full range of academic and co-curricular factors influencing the undergraduate student experience. These studies should be ongoing, to provide current and sound databases for future decisions. (See page 97)

movement from that campus to any other, such as campus and/or departmental standards of acceptance and progression. We strongly encourage that guidelines for movement from campus to campus based on academic performance be established and published.

Committee currently has recommendation under consideration. They will report at the March meeting.

Academic
Planning

Prof. Wood

#13) Requests to the System campuses for courses at off-campus locations should be subject to the review and recommendation of the appropriate campus faculty. (See page 81)

Committee unanimously supports this recommendation.