

TO: Dr. Roy Day
Chair, Faculty Council

FROM: Peter Kvidera (Director, Integrative Core Curriculum) and the Integrative Core Committee

RE: Revisions to original core document; additional policies for new, Integrative Core Curriculum

During the development stages of the new, Integrative Core Curriculum, the core committee has determined the necessity to make selective revisions to the original core document, “Report of the Curriculum Working Group” (Revised April 2013 and approved by faculty vote). These revisions provide clarification and will make implementation of the new curriculum more practical. In addition, the core committee has reviewed current Core policies, and we have made recommendations for revisions to the existing policies that will make more sense for the new curriculum.

We submit these revisions and recommendations for Faculty Council consideration.

In the document below you will find three sections: I. Revisions to the original core document; II. Policies not articulated in the original document; III. Revisions to Core Curriculum policies in the current *Undergraduate Bulletin*.

I. REVISIONS TO THE ORIGINAL CORE DOCUMENT

Foundational Written Expression

The original document refers to “EN 111” and “EN 103” as course numbers. The integrative curriculum will use “EN 125” for the one 3-credit course (that replaces EN 111) and “EN 120” and “EN 121” for the two 3-credit courses (that replace EN 103 and EN 104).

Rationale: The Written Expression director subcommittee has determined that clearly distinguishing the foundational writing courses in the new Core from writing courses in the current Core will help alleviate confusion in degree audits and registration, especially during the years of transition from the current to the new Core. The full Core committee agreed with this decision.

Other revisions:

Original (pg. 12): “Students who place into EN 111 will take one 3-credit course; however, students who earn a grade below C- will be required to take a second 3-credit course.

Revised: **“Students who place into EN 125 will take one 3-credit course; however, students who earn a grade below C- will be required to repeat EN 125.**

Rationale: The Written Expression director and subcommittee have determined that it would be impractical to add another course just for students who do not reach the required threshold for passing the foundational writing Core requirement. They argue that it makes more sense to have students re-take EN 125, which meets all the required learning goals. This position was endorsed by the full Core committee.

Integrated Courses: Engaging the Global Community

Original (pg. 15): Learning Outcomes Addressed:

1. Demonstrate an integrative knowledge of the human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas

Revised: **Learning Goals Addressed:**

- 1. Demonstrate an integrative knowledge of the human and natural worlds**
- 3. Apply creative and innovative thinking**
- 5. Act competently in a global and diverse world**

Rationale: The EGC director and subcommittee have determined that the learning goals #1, 3, and 5 are most appropriate for EGC courses. The full Core committee endorsed this position. In addition, the full committee, when discussing the University’s academic learning goals in general, agreed that the integrative core curriculum is intended to meet all the goals, but understands that not all or most goals need to be covered in one component of the Core. For example, learning goal #7, Apply a framework for examining ethical dilemmas, will be addressed elsewhere in the curriculum (including foundational courses and philosophy) so does not necessarily need to be addressed in EGC courses.

Furthermore, the committee recognizes that each learning goal articulated for a component of the curriculum needs to be assessed. To keep assessment focused and manageable, the committee decided that every learning goal stated in the original document for the respective Core component need not be assessed.

Integrated Courses: Exploring the Natural World

Original (pg. 16): Learning Outcomes Addressed:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation

3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
8. Employ leadership and collaborative skills

Revised: **Learning Goals Addressed:**
1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression

Rationale: See rationale for EGC courses (above).

Original (pg. 11): “two linked courses; one must be a natural science”: “natural science” courses identified as “BL, CH, MT, PH, PS”

Revised: **“natural science” courses should be identified as “BL, CH, MT/CS, PH/EP, PS”**

Rationale: According to members of the working group, when writing this portion of the document, they referred specifically to departments, not disciplines; thus, CS and EP should be included.

Integrated Courses: Examining Human Experience

Original (pgs. 17-18): Learning Outcomes Addressed:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
9. Understand the religious dimensions of human experience

Revised: **Learning Goals Addressed: [all the above are suggested; the following are required]**
1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation [aesthetic appreciation must be addressed in at least one of the two linked courses]
4. Communicate skillfully in multiple forms of expression

Rationale: See rationale for EGC courses (above).

Original (pg. 11): “two linked courses; one must be from the humanities”; humanities courses listed as AH, CMLC, CO, EN, HS

Revised: **humanities courses should be listed as AH, CMLC/IC/CL, CO, EN, HS**

Rationale: According to members of the working group, when writing this portion of the document, they referred specifically to departments, not disciplines; thus, IC and CL courses should be included.

Policy on transfer students and integrated courses:

Original (pg. 19): “Transfer students who enter with fewer than 25 hours transferred must take both sets of linked courses. Transfer students who enter with 25 or more hours may petition to have coursework reviewed to count for ONE linked course pair.”

Revised: **Students may petition to have the requirement to take a Core course or Core courses waived. A petition must demonstrate the student has already completed courses that conform substantially to Core requirements, including learning goals. There are two exceptions: (1) All students must complete at least one pair of linked courses (Exploring the Natural World or Examining Human Experience) at John Carroll University. (2) Transfer students who enter with fewer than 25 hours transferred must take both sets of linked courses at John Carroll University.**

Rationale: The revised language addresses all transfer requests (instead of just linked courses) and specifically addresses those students who enter with 25 hours or fewer, as well as those who enter with more hours. Furthermore, the language clarifies that the JCU learning goals must be met in the transferred courses.

Jesuit Heritage: Philosophy

The original documents states on pg. 11 that students must take “2 PL courses: one 100-level, the second at any level”; and it states on pg.19, “Each student must take a 100-level course, but may choose between 200- and 300-level courses for their second required philosophy course.”

After consulting with the Department of Philosophy and with the department’s recommendation, the committee has approved a new structure for Core Philosophy requirement, with students taking two courses (either 200- or 300-level) from each of two categories: Knowledge & Reality and Values & Culture. See attached sheet.

Rationale: The original core document states, as an expectation, that “introductory philosophy courses will include a component on ethics” (pg. 19). In considering this expectation, members of the Philosophy Department determined that simply adding an ethics component to PL 101 would not be the best way to ensure training in ethics. Rather, they believed that requiring students to take courses that already treat ethics in a substantial way would better meet the stated expectations. Also, the department decided that if students were required to take two PL courses rather than three PL courses, they should be exposed both to the history of philosophy and applied topics. As a result, they felt that

it would be better to discontinue the PL 101 requirement and have students take courses (at the 200- and 300-level) that are grouped into the two categories stated above.

The Philosophy Department has stated, as well, that these courses will be appropriate for students who have not taken PL 101 as a prerequisite.

Jesuit Heritage: Creative and Performing Arts

The original document states on pg. 11 that a creative and performing arts course will be 1 credit. The committee has altered this language to state that a creative and performing arts course will be “1 or more credits.”

Rationale: Several existing courses that have been identified as potential CAPA courses (such as creative writing, screenwriting, theatre performance—see pg. 11) are already established as 3-credit courses. And several departments offering these 3-credit courses have argued that they need to remain as 3-credit courses. While we can offer these courses as CAPA, the committee also understands that we will also need to provide ample opportunities for students to complete this Core requirement with 1-credit course options.

Administrative Structure

Currently, the Creative and Performing Arts (CAPA) component of the Core has no subcommittee. Regarding the administrative structure of the CAPA, the original document states, “No subcommittee; courses go directly from department to Core committee for review” (38).

The Integrative Core Committee asks that faculty council institutes a subcommittee for CAPA, consisting of two elected faculty, one from outside the director’s department.

Rationale: Creating a CAPA subcommittee will make the administrative structure of this component of the integrative core consistent with other components—all other directors have either subcommittees or departments to assist with reviewing course submissions, working with faculty in developing courses, etc.

In addition, the original document states, “The Dean or Associate dean of the College of Arts and Sciences will serve as a non-voting, ex officio member of Core Committee” (38).

The Integrative Core Committee would like to add other ex officio (non-voting) members during the development phase of the new curriculum and during the transition years from old Core to new Core: the registrar, director of Grasselli Library, associate academic vice president for faculty development; director of assessment, and representative from the Boler School.

Rationale: These people and their positions are important in the development and implementation of the new curriculum.

II. POLICIES NOT ARTICULATED IN THE ORIGINAL DOCUMENT

Pre-requisites:

The committee argues for the following pre-requisites:

- Successful completion of the foundational writing course (EN 125 or EN 120/EN121) for any of the integrated courses (Engaging the Global Community, Exploring the Natural World, Examining Human Experience)
- Successful completion of the foundational quantitative analysis course for Exploring the Natural World

Rationale: In the integrated courses, the writing components (required of all EGC, EHE, and ENW courses) and the quantitative analysis components (required of ENW courses) are meant to reinforce and build on the skills students learn in the foundational courses.

Handling failures in Linked Courses:

According to the original document regarding linked courses, “Students sign up for both courses.... Students may not drop a class without permission of the instructors. If they must drop one class, they may continue in the other class, but they will need to complete another set of linked courses in that category” (18-19).

To this policy the committee adds a clarification for failed linked courses:

Students who have failed one course in a linked pair of courses are allowed to retake that one course without the second course. The limit on this set of students in a given course would be 10% of the student enrollment.

Rationale: This policy would assist students in completing their Core requirement for linked courses.

Programs, rather than Departments, offering Integrated Courses:

The original document indicates most clearly that integrated courses must come from departments, **the committee argues that interdisciplinary programs should also be allowed to offer courses in this category.** While many courses that support interdisciplinary programs have departmental homes, some course numbers belong to the programs themselves, such as WG 301 and ER 306; these courses, the committee believes, should also be options for integrated courses. These courses will still have to meet the criteria required of courses in Global Community, Natural World, and Human Experience.

Rationale: With the potential for more interdisciplinary programs and courses, the committee argues that these courses should have a place, especially among the integrated courses.

Limit on number of Core course students can transfer to JCU:

Students will not be limited on transferring in courses for foundational competency courses, language, and Global Community courses, as long as the courses meet the learning goals of these particular JCU courses. For transferring in linked courses, see above: “*Policy on transfer students and integrated courses.*”

The committee argues for a limit of the number of Jesuit Heritage courses students can transfer in:

Given the centrality-to-mission of this portion of the core, JCU restricts transfer/transient credit for the “Jesuit Heritage” portion of the 2015 core curriculum to a maximum of six credit hours. No more than three credit hours can count toward fulfilling the Philosophy requirement and no more than three credit hours can count toward fulfilling the Theology and Religious Studies requirement. Students wishing to receive transfer/transient credit must achieve this by academic petition and must demonstrate that the proposed transfer/transient course(s) achieves the pertinent JCU learning outcomes.

Rationale: As a Jesuit core curriculum, the committee feels that students should complete a significant amount of their Jesuit Heritage courses at JCU.

III. REVISIONS TO CORE CURRICULUM POLICIES IN CURRENT UNDERGRADUATE BULLETIN

Policies on transfer courses/credit:

Original (pg. 20): All academic petitions of transfer courses for further consideration (e.g., divisional Core and/or special designations) must be submitted by the end of the second semester after matriculation in order to be considered .

Revised: For newly entering students, all academic petitions of transfer courses for the Integrative Core Curriculum must be submitted by the end of the second semester after matriculation in order to be considered.

Original (pg. 20): Courses completed to satisfy Core requirements must conform in content to courses offered at John Carroll University. Quantitatively, credits from other schools must be within one credit hour of the Core requirements in the subject area involved.

Revised: Courses completed to satisfy integrative Core requirements must conform substantially to the requirements, including learning goals, of courses offered at John Carroll University. Quantitatively, credits from other schools must be within one credit hour of the Core requirements in the subject area involved.

AP/IB credit:

Current department practice for accepting AP and IB credit for Core credit in foreign languages and English composition, and practice for accepting AP credit for statistics will continue with the following change, as recommended by the Chair of the English Department and the Director of First-Year Writing:

Currently a score of 4 on the AP English Language & Comp. exam and the English Literature & Comp. exam gives a student 6 credits for EN 111-112. Likewise an IB score of 6,7 gives a student 6 credits for EN 111-112. **With EN 111-112 (two 3-credit courses) being replaced by EN 125 (one 3-credit course), the same AP and IB scores will give a student 3 credits toward Core and the JCU degree.**

Rationale: Reducing the number of credits to equal the credits in the equivalent course/Core component, is consistent with the practice of other departments.

Pass/Fail Option:

Original (pg. 107): Students may not register for more than one P/F course per semester and may not use the P/F option for any course counted toward the University Core requirements or in a major sequence, optional minor, or concentration.

Revision: **Students may not register for more than one P/F course per semester. They may use P/F option for some Creative and Performing Arts courses of the Integrative Core Curriculum, but they may not use the P/F option for any other course in the Core. They may not use the P/F option for any course counted toward a major sequence, optional minor, or concentration.**

Rationale: Some existing courses (for CAPA) have traditionally been graded P/F and the committee decided they may continue that practice. Not all CAPA courses, however, are required to be graded P/F.

Graduation Requirements:

Original (pg. 116): Graduation requirements include general requirements, all Core requirements, and all requirements for the major. Successful completion of at least 128 semester credit hours, with a quality-point average of at least 2.0, is required for graduation. This minimum average must be met in the major and overall.

Revised: **Graduation requirements include general requirements, all Core requirements, and all requirements for the major. Successful completion of at least 120 semester credit hours, with a quality-point average of at 2.0, is requirement for graduation. This minimum average must be met in the major and overall.**

Freshman Privilege:

Original (pg. 118):

In general, the following courses are not eligible for the Freshman Privilege: (1) those required for the completion of all undergraduate degrees, e.g., First-Year Seminar, CO 100, EN 103 or 111 or 114, EN 104, 112 or 116, courses in one of the languages, PL and TRS/RL courses required for completion of the University Core Curriculum; (2) those not required for the completion of any undergraduate degree, e.g., AR, CE, FA, MS, PE. Other courses normally taken for Core are also not eligible.

Revised:

The following courses are not eligible for Freshman Privilege: (1) those required for completion of the Integrative Core Curriculum; (2) those not required for the completion of any undergraduate degree.

Knowledge and Reality

- PL 208 (Knowledge and Reality)
- PL 210 (Ancient Philosophy)
- PL 215 (Augustine and Late Antiquity)
- PL 220 (Medieval Philosophy)
- PL 240 (17th and 18th Century Philosophy)
- PL 245 (19th Century Philosophy)
- PL 250 (Continental Philosophy)
- PL 260 (American Philosophy)
- PL 265 (Existentialism and Phenomenology)
- PL 270 (Analytic Philosophy)
- PL 285 (African Philosophy)
- PL 290 (Major Women Philosophers)
- PL 301 (Introduction to Logic – will be reassigned as 200-level)
- PL 303 (Philosophy of Language)
- PL 306 (Philosophy and Literature)
- PL 350 (Philosophy of Beauty and Art)
- PL 375 (Philosophy of Science)
- PL 379 (Philosophy of Mind)
- PL 395 (Metaphysics)

- PL 298 (Special Topics in Knowledge and Reality)
- PL 398 (Special Topics in Knowledge and Reality)

Major/Minor Courses

- PL 450 (Seminar)
- PL 495 (Senior Thesis)
- PL 499 (Directed Readings)

Values and Society

- PL 209 (Values and Society)
- PL 255 (Marxism and Critical Theory)
- PL 280 (Major Moral Philosophers)
- PL 286 (Asian and Comparative Philosophy)
- PL 289 (Social and Political Philosophy)
- PL 305 (Philosophy of Education)
- PL 310 (Contemporary Ethical Problems)
- PL 311 (Business Ethics)
- PL 312 (Philosophy of Sport)
- PL 316 (Bioethics)
- PL 320 (Philosophy of Law)
- PL 330 (Feminist Philosophies)
- PL 355 (Philosophy and Film)
- PL 368 (Ethical Theory)
- PL 370 (Philosophy and Social Class)
- PL 380 (Philosophy and Latin American Literature)
- PL 385 (Philosophy and the Body)
- PL 388 (Philosophy of Love and Sex)
- PL 390 (Philosophy of Race and Racism)

- PL 299 (Special Topics in Values and Society)
- PL 399 (Special Topics in Values and Society)

Major/Minor Courses

- PL 450 (Seminar)
- PL 495 (Senior Thesis)
- PL 499 (Directed Readings)