

TO: Dr. Roy Day, Chair, Faculty Council
Dr. Mike Nichols, Chair, CAP

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

RE: Revised Proposal: 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 “Report of the Curriculum Working Group, Revised April 2013,” which was approved by faculty vote (hereafter referred to as the “original core document”). These revisions provide clarification and will make implementation of the new curriculum more effective and 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 them consistent with the requirements and expectations of the new curriculum.

We submit these revisions and recommendations for the Faculty Council’s consideration.

The document below groups the various revisions and recommendations into five categories:

- I. Bulletin items;
- II. Clarifications to document;
- III. Administrative structure items;
- IV. Programmatic changes;
- V. Additional policies.

Regarding these categories, the Integrative Core Committee makes the following recommendations:

- A. Categories I and II do not require a faculty vote. The committee finds that the items in these categories bring current policies in line with the new curriculum, which has already been approved by faculty vote. Moreover, the committee finds that some clarifications are needed to bring the document in line with the APTF working group’s intentions.
- B. Categories III, IV, and V should be voted on by faculty as a single package. The committee finds that the items in these categories are all necessary for successful implementation of the curriculum. Taking any one out, the committee argues, will make difficult our ability to achieve the expectations of the new curriculum and to assess student learning effectively.

I. BULLETIN ITEMS

These revisions to copy in the *Undergraduate Bulletin* are simply clarifications that will bring the bulletin in line with the Core policies as articulated in the original core document, which has already been voted on and approved by the faculty.

1. 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 requests 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 Curriculum 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.**

2. 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, but 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. The committee also argues that the department and the dean's office have the authority to make this decision.

3. 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, minor, or concentration.
Rationale:	Some existing courses (for CAPA) have traditionally been graded P/F and the committee decided they may continue that practice. These existing courses are 1-credit, mostly practica courses, and the committee understands that the participation in the creative process is integral to passing these courses. The director of CAPA and director of academic assessment have developed measures of assessment for the courses graded P/F.

4. 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 2.0, is required for graduation. This minimum average must be met in the major and overall.

5. 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.
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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.

II. CLARIFICATIONS TO DOCUMENT

The revisions in this category present no real changes to the original document; rather they represent administrative issues necessary for implementing the curriculum.

1. 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 changing the course numbers for these courses will necessarily distinguish the foundational writing courses in the new Core from writing courses in the current Core. This change 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.

2. Integrated Courses: Exploring the Natural World

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 APTF working group, when writing this portion of the document, they referred specifically to departments, not disciplines; thus, CS and EP should be included. The working group did not intend to exclude courses from these disciplines.

3. Integrated Courses: Examining Human Experience

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. The working group did not intend to exclude courses from these disciplines.

III. ADMINISTRATIVE STRUCTURE ITEMS

These revisions represent changes to the core committee as defined in the original core document, but the Integrative Core Curriculum committee believes these changes are necessary to ensure better functioning of the committee, particularly in the period of developing and implementing the new core curriculum and transitioning from the current core curriculum.

1. CAPA subcommittee

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 institute 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 and working with faculty in developing courses.

2. Ex-officio members of the core committee

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.

IV. PROGRAMMATIC CHANGES

These revisions to the original core document are deemed necessary for practical implementation and functioning on the new core curriculum. The revisions retain the spirit of the original core document and ensure the intended results as articulated in the document.

1. Integrated Courses: Engaging the Global Community

Original (pg. 15):	<p>Learning Outcomes Addressed:</p> <ol style="list-style-type: none">1. Demonstrate an integrative knowledge of the human and natural worlds2. Develop habits of critical analysis and aesthetic appreciation3. Apply creative and innovative thinking4. Communicate skillfully in multiple forms of expression5. Act competently in a global and diverse world7. Apply a framework for examining ethical dilemmas
Revised:	<p>Learning Goals Addressed:</p> <ol style="list-style-type: none">1. Demonstrate an integrative knowledge of the human and natural worlds3. Apply creative and innovative thinking5. Act competently in a global and diverse world
Rationale:	<p>The learning goals are consistent with the original core document, but they have been pared down for the following reasons: 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.</p> <p>Furthermore, the committee recognizes that each learning goal articulated for a component of the curriculum needs to be assessed—it is our task to turn these goals into measureable outcomes. 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.</p>

2. Integrated Courses: Exploring the Natural World

Original (pg. 16):	<p>Learning Outcomes Addressed:</p> <ol style="list-style-type: none">1. Demonstrate an integrative knowledge of human and natural worlds
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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).

3. 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).

4. Foundational Written Expression

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.

5. 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: students will take two Philosophy courses (either 200- or 300-level), one from a group of courses designated as “Knowledge & Reality” courses and one from a group of courses designated as “Values & Society” courses. See attached sheet.

Rationale: Statement from the Philosophy Department:

The core document charges the discipline of philosophy with fulfilling the ethics requirement of the new core curriculum. The core document indicates, specifically, that the department’s “introductory courses” will contain an ethics component (“introductory philosophy courses will include a component on ethics,” p. 19). The Philosophy Department, functioning in its capacity as a subcommittee of the Integrative Core Committee, spent much of the 2013-14 academic year discussing our role in the new core curriculum, and making curricular changes appropriate to address the loss of a core course and fulfill the ethics requirement. Ultimately, the department determined that this requirement would be most effectively met by requiring students take an entire course in which ethics figures centrally, as opposed to merely including discussion of ethics in an introductory course. We therefore developed two broad course categories: **Knowledge and Reality** courses, and **Values and Society** courses. Knowledge and Reality courses explore fundamental questions of nature, existence, and understanding. The ethics requirement will be met specifically by the Values and Society courses, which explore fundamental questions of humans’ relationships to one another and to the world. Taking a course from each of these categories ensures that although they are now only taking two courses in philosophy, students will still be able to experience a broad spectrum of areas of, and therefore major themes and problems within, philosophy. From the department’s perspective, then, taking one course from each category provides

the best way to both provide students with an overall meaningful exposure to philosophy and satisfy the ethics requirement of the core document.

The department is fully aware, and thoroughly discussed in our deliberations, the fact that because any philosophy course now introduces students to our discipline, we must adjust our courses accordingly. Students will, then, still take an "introductory course" in philosophy; it simply will not be PL 101 as stated in the core document. What we are proposing is not, then, a major curricular change. If the department had been able to develop our area of the new core prior to the vote concerning its implementation, the document would not name PL 101 specifically.

The department's plan has been approved (by an 11-0 vote on 12/1/14) by the Integrative Core Committee, and the department has developed an assessment plan for our component of the core curriculum in conjunction with Todd Bruce. Two deans of CAS have been involved in these discussions and also approve of the department's plan.

6. 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.

V. ADDITIONAL POLICIES

These policies are not in the original core document but are necessary for the new core curriculum to function as intended.

1. 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.

2. 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.

3. 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.

4. 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 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 credit must achieve this by academic petition and must demonstrate that the proposed transfer 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.

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)