

**Faculty Council Meeting**  
**March 16, 2016**  
**AGENDA**

1. Chair's announcements
  - Minutes from February 10 Faculty Council meeting
  - Community Forum on the Notice Report for HLC: Wednesday, April 6.
2. Items for Business
  - Proposal on changes to transfer credit procedures (attached)
  - Proposal on changes to "Examining the Human Experience" integrated courses in the core curriculum (attached)
  - Faculty Council contributions to the Notice Report for HLC – examples of improved communication and collaboration?
    - Identify administrator collaborators for initiatives in progress
  - Status of the salary proposal
  - Request to develop university-wide expectations for academic advisors
3. Reports
  - Student Life – Liz Stiles
  - RTP – Tom Zlatoper
  - RSFD – Tina Facca-Miess
  - Gender & Diversity – Medora Barnes
  - Elections – Roy Day
  - Compensation – Dan Kilbride
  - CAP – Gwen Compton-Engle (report attached)
  - Board Committees
4. Agenda for the March 30 General Faculty Meeting
  - ??
5. New Business

**PROPOSED CHANGES TO THE UNIVERSITY'S TRANSFER  
CREDIT POLICIES, FOR THE 2017-2019 UNDERGRADUATE  
BULLETIN**

**EXECUTIVE SUMMARY**

**FEBRUARY 2016**

Submitted to Faculty Council by a cross-divisional group of faculty and administrators charged by the Provost's Council with reviewing current academic policies and making recommendations for improvement: M. Moroney (chair), L. Atkins, L. Calkins, G. Compton-Engle, C. DeMarchi, R. Drenovsky, M. Finucane, M. Hendren, P. Kvidera, A. Kugler, G. Lacueva, P. Mason, C. Sherman

**RATIONALE FOR REVIEW AND RECOMMENDATIONS:**

The current higher education landscape is one of heightened student mobility. Given national concerns about college completion rates, it is in everyone's interest to make transferring credits as efficient and transparent a process as possible without compromising degree integrity. To this end, members of CAP, the University Registrar, the Assistant and Associate Deans of Boler and CAS, and the Assistant Provost for Advising and Student Support, met to review our current policies and procedures. What follows distills our discussion of institutional needs and national best practices into a short list of recommended changes. In particular, we hope to build shared expectations concerning best practices in evaluating transfer coursework.

1. Replace current language concerning learning goals and the Integrative Core (p. 21) with an initial, more broadly applicable definition of what will be considered for transfer credit. The language of this recommendation is consistent with the HLC's description of best practices in assessing transfer coursework.

**Coursework taken at another regionally accredited academic institution or foreign equivalent may be awarded credit towards a John Carroll degree. Courses are reviewed by department chairs, program directors, and academic deans for acceptability, comparability, and applicability to programs offered at John Carroll.**

2. **Replace the C- standard for transfer coursework with the C for all students.**

Our current policy differentiates between new transfer students and current John Carroll students. Incoming freshmen and new transfer students may bring in coursework for which they earned a C- or higher (p. 25); current John Carroll students must earn a C or higher to bring in credits from another institution (pp. 118-119). According to Admissions, the change to the C standard would have a negligible effect on the credits brought in by new transfer students. The University defines academic good standing as a C or higher. It makes sense to communicate this consistently through our transfer credit policy. Thus, we recommend replacing the C- language with the C wherever needed in both the bulletin and on the admissions website.

**3. Replace the 64 credit rule and the last 30 credits in residence rule.**

The Boler School has clearly stated rules concerning how much coursework can be transferred in for either Boler core courses or for a major in Boler. The College of Arts and Sciences uses several policies—one limiting transfer course work to 64 credits brought in from two-year schools and another requirement that the last 30 credits of a student's degree must be earned in residence at John Carroll. All of these policies are also applicable to Boler students, but CAS students do not, currently, have one consistent policy concerning what they may take away from the University and what must be earned here. Our proposal, which does not replace Boler's requirements but which offers clarity for CAS, is to replace the current policies with:

- **At least 50% of the credits for the degree must be earned at John Carroll or through an approved study abroad or dual-degree program.**
- **At least 50% of the credits for the major must be earned at John Carroll or through an approved study abroad or dual-degree program.**

**Students in the Boler School of Business should consult Boler stipulations about transfer coursework for their majors.**

- 4. Eliminate the age stipulation for the CLEP exams, and be more explicit about our willingness to review scores from international exams for the award of credit.**

## **ADDENDUM TO EXECUTIVE SUMMARY**

**This includes the passages from the current bulletin we propose for modification. Passages concerning transfer credits which are not affected by our recommendations are not included here. Recommended changes will include all instances of a particular policy (e.g., moving from C- to C as the standard for transfer credits).**

### **I. GENERAL STATEMENTS ABOUT CREDIT TRANSFERABILITY**

#### **a. Current language in bulletin (p. 21):**

Determination of credit transferability occurs at the time of admission evaluation and decision. A listing of the applicant's courses and credits which are transferable to John Carroll University will be sent to the admitted student shortly after the admission decision has been made, provided we have an official copy of the transcript. For all students new to the University, all requests of transfer courses for the Integrative Core Curriculum must be submitted by the end of the second semester after matriculation.

Credit for advanced standing will be accepted from regionally accredited institutions, subject to the following restrictions: Credit will not be given for courses completed with the lowest passing grade, though these courses need not always be repeated; courses completed with a "Pass" grade will not be accepted unless it can be established that the "Pass" was the equivalent of a "C-" grade or higher; no credit will be given, even as general electives, for courses in orientation, applied arts, athletics, or technical training which do not contribute to the goals of a liberal arts education.

Transfer guides for Lakeland, Cuyahoga, and Lorain County Community Colleges are available on request and online. The limit of transfer credits from a community college is 64 semester hours (96 quarter hours). In no instance will a degree be awarded to a transfer student unless the last 30 semester hours have been completed at John Carroll University.

Courses completed to satisfy the 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. Quality points and grades are not transferred, only credit hours. Approval of application of transfer credits to a major program is determined by the chair of the department with the approval of the appropriate dean. Most departments require that at least half of the major be completed at John Carroll University. For the specific requirements, transfer students should consult the sections of this *Bulletin* devoted to individual departments and majors.

#### **b. Proposed substitution:**

The University offers students two ways to receive transfer credits towards the John Carroll degree. Prior to matriculation, students may earn college credits through exams administered by major testing programs or by coursework taken at accredited institutions of higher education or their foreign equivalents. Initial determination of credit transferability occurs at the time of evaluation for admission. All requests for transfer of credits earned prior to matriculation must be submitted by the end of the second semester after matriculation. To ensure transferability of credits after matriculation, students must have an approved petition in advance of taking courses through University-approved study abroad programs or at other regionally accredited institutions. Transcripts must be sent directly to the University registrar.

Courses proposed for transfer credit must be completed with a C or higher (not Pass/Fail, unless it can be determined that the passing mark is equivalent to a C or higher). Coursework taken at another regionally accredited academic institution or a foreign equivalent may be awarded credit towards a John Carroll degree. Courses are reviewed by department chairs, program directors, and academic deans using the following criteria:

\*Acceptability: course work acknowledged by the university as having met standards for evaluation and award of undergraduate transfer credit

\* Comparability: the coursework is comparable in content, expectations, and credit hours to courses offered at John Carroll

\* Applicability: the coursework is deemed appropriate for use within a degree program to fulfill specific requirements

(These definitions will also appear in the Bulletin's glossary.)

Some restrictions apply. Qualitatively, credits from other schools must be within one credit hour of comparable work at John Carroll. Quality points and grades are not transferred, only credits. At least 50% of the credits for the degree must be earned at John Carroll or through an approved dual-degree or study-abroad program. At least 50% of the credits for the major must be earned at John Carroll or through an approved dual-degree or study-abroad program.

#### **RATIONALE FOR CHANGES:**

- **More detailed description of transferable credits, along with definitions used nationally (acceptability, equivalence, and so on) to examine categories of transferable courses. This replaces the language of learning outcomes, and moves beyond the Integrative Core to include a single standard for all credit transfers.**
- **Standardize C/C-. On p. 119 of the bulletin, "A grade of C or better is required for transfer of credits" for currently enrolled John Carroll students, as distinct from the C- currently required of students prior to matriculation.**
- **Remove the language of what will not be considered (courses in orientation, applied arts, and so on), given the lack of consistent definitions of such coursework.**
- **Replace the 64 credits from community college and the last 30 credits in residence with a 50% requirement for the degree and for the major. This is a baseline requirement; individual programs (e.g., Boler majors) may have a higher requirement.**

## **II. CLEP and Other Credit options**

### **A. Current Language in Bulletin (pp. 31-32)**

Adults, 21 or older, who through personal study and effort may have developed the knowledge, understanding, and skills normally associated with certain college-level courses, may be permitted to earn up to 30 semester hours of credits on the basis of high achievement on the General and/or Subject tests administered by the College Entrance Examination Board in its College Level Examination Program (CLEP). The amount of credit granted will depend on the tests taken the scores achieved, the degree program to be pursued, and the major field. Earned

CLEP credit does not convert to letter grades and does not apply toward graduation honors. CLEP exams may not be used to fulfill the last 30 semester hours of credit. Students planning to take CLEP tests should consult the Office of Admission or their academic advisor.

On a case-by-case basis, John Carroll University may recognize and accept other types of college credit than those listed (e.g., A-levels). Once students commit to John Carroll and submit their enrollment deposit, they should present official documentation to the Office of Admission at John Carroll for an official credit evaluation.

### **B. Proposed substitution:**

The College Level Examination Placement (CLEP) is designed to assist students who through personal study and effort may be developed the knowledge, understanding, and skills normally associated with certain college-level courses. The amount of credit granted will depend on the tests taken, the scores achieved, the degree program to be pursued, and the major field. Earned CLEP credits do not convert to letter grades and do not apply towards graduation honors. CLEP scores must be submitted at the point of matriculation, and may not be used to fulfill the last 30 semester hours of credit at John Carroll. Students planning to take CLEP exams should consult the Office of Admission for a list of exams accepted and scores needed for the award of credit. The University awards transfer credits for various international exams on a case-by-case basis. The most common type is the General Certificate of Education- A-level, but other exams will also be considered. Students who have made an enrollment deposit at John Carroll, and who wish to submit their exam scores for award of credit, should present official documentation of those scores to the Office of the Registrar.

### **RATIONALE:**

- **The CLEP exams may be taken by students younger than 21 years of age. The new wording makes clear that we review only a specific list of CLEP exams for John Carroll credit, and directs students solely to the Admissions office, which has that information, and not to faculty, who do not.**
- **We make clear that scores on international exams other than A-levels will be reviewed through the registrar's office for credit.**

TO: Dr. Barbara D’Ambrosia  
Chair, Faculty Council

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

RE: Revision to original core document: Integrated Courses (EHE)

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### **Proposed revision to “distributive” requirements in Examining Human Experience courses (EHE) in the Integrative Core Curriculum**

The Integrative Core Curriculum committee proposes that the faculty consider changes to the requirements for Examining Human Experience courses. In brief, the committee recommends expanding the number of departments from which EHE courses can be offered. (We are not recommending changes to ENW or EGC requirements.)

#### ***Glossary:***

- *EHE: Examining the Human Experience; two linked courses from different departments*
- *ENW: Exploring the Natural World; two linked courses from different departments*
- *EGC: Engaging the Global Community; one course that integrates at least two distinct disciplines, either team taught, or taught as part of a learning community*

Current integrated course requirements:

- **EHE must include one course from AH, CMLC/CL/IC, CO, EN, or HS**
- ENW must include one course from BL, CH, MT/CS, PH/EP, or PS
- EGC must meet the EGC learning goals
- Students must take at least one course from each of {BL, CH, MT/CS, PH/EP, PS}, {AH, CMLC/CL/IC, CO, EN, HS}, and {EC, PO, SC}.

Recommended changes to integrated course requirements: Expand EHE to include “social sciences,” PL, TRS:

- **EHE must include one course from AH, CMLC/CL/IC, CO, EN, HS, EC, PO, SC, PL, or TRS**
- ENW must include one course from BL, CH, MT/CS, PH/EP, or PS
- EGC must meet the EGC learning goals
- Students must take at least one course from each of {BL, CH, MT/CS, PH/EP, PS}, {AH, CMLC/CL/IC, CO, EN, HS}, and {EC, PO, SC}.

#### **Rationale for changes:**

While currently, the required course in an EHE pair is a humanities course, the Integrative Core Curriculum committee argues that “human experience” can and should be examined from a number of disciplines and understands that combinations of courses from departments outside of the humanities can also effectively meet the EHE learning goals. For example, a combination of

courses from SC and EC or PO and TRS (currently not allowed for EHE) can very well meet the required learning goals of integrated knowledge, critical analysis and aesthetic appreciation, and multiple forms of expression. By expanding the departments that can offer EHE courses, we allow fuller participation from the social sciences, PL, and TRS in the integrated courses.

The committee also understands the current requirement to be driven by the concern that students take a wide variety of courses from different disciplines, something along the lines of the divisional distribution model of the old Core (Distributive) Curriculum. The EHE courses, as originally proposed, ensure that a student fulfills the “humanities” requirement of taking a course from AH, CMLC/IC/CL, CO, EN, and HS. The committee argues that the desired distribution of courses across disciplines will remain intact even with the proposed changes because we will not change the requirement that students must take a course from among the three categories of courses:

- (1) BL, CH, MT/CS, PH/EP, PS;
- (2) AH, CMLC/CL/IC, CO, EN, HS;
- (3) EC, PO, SC.

The proposed changes will allow students more freedom to complete this distribution requirement in a larger variety of integrated courses.

To ensure that students complete these requirements, we would include an attribute on all integrated courses, which notes that a particular course fulfills a particular category (#1, #2, or #3). A student’s degree evaluation will indicate completion of this distribution requirement.

**Note:** One of the courses in a linked EHE pair must come from the list above; the other course may come from any department or program. This allows for the inclusion of courses from ED, WGS, MN, etc., as part of an EHE pair. These other departments and programs can likewise contribute to an ENW pair.

## **Report from Committee on Academic Policies**

March 11, 2016

Submitted by Gwen Compton-Engle, Chair

CAP met on February 16 to continue its work on developing a mechanism for approval and communication of department-level curricular changes.

First, the chair summarized her conversation with the registrar, who had strongly emphasized the need for clear channels of communication and approval regarding changes to academic programs.

Discussion centered on revising a drafted procedure of approval and notification. Major points were:

- The effective date for new programs, changes to programs, and course renumbering should be the next academic year. Although Bulletins are printed in two-year cycles, an addendum could be produced in the off years to represent approved changes.
- CAP should not have a role in reviewing changes to existing programs.
- Instead, at a chairs' meeting early each semester, chairs should discuss planned changes to their department's major/minor programs, so that other chairs are aware of each department's plans.
- So that chairs can predict the impact of their changes on other departments, there should be a master list of major requirements that lists all courses from other departments that are used by a different department/major. This could be maintained by the Provost's office.
- The Admissions Office (in addition to Registrar's Office) should be included in notifications about new programs or substantial changes in programs, so that their materials can be accurate.
- The Associate Dean responsible for graduate programs should be part of the approval chain for any graduate-level program changes
- Joint programs with other institutions (such as a 3-3 program with a law school, or a similar program with a medical school) count as new programs and should be submitted for CAP review.
- Also noted: the problem of which Bulletin governs a student's requirements—Bulletin of entry or Bulletin at major declaration? This needs to be addressed at some point.

After the meeting, the CAP chair gathered additional input from the Associate Deans from CAS and the Boler School of Business.

Next steps:

- Michelle Walker from the Registrar's Office and Jim Krukones from the Provost's Office will attend CAP's next meeting (March 15) to work with us on logistics (forms, deadlines, etc.) and other refinements to the draft
- The resulting draft will be shared with a chairs' meeting in April for further feedback, and then, pending further revision, will be forwarded to Faculty Council.

Several members of CAP continue to attend meetings of the policy review group led by Maryclaire Moroney. That group has just completed a proposal on transfer policy and submitted it to Council. It is working next on reconsidering add/drop deadlines and on the letter grades. (Are F, FA, WF, and X all necessary, or is F sufficient to cover all of those?) The group anticipates future proposals on each of these matters.