

Faculty Council Meeting
April 13, 2016
AGENDA (DRAFT)

1. Chair's announcements
 - Minutes from March 16 Faculty Council meeting
 - Reports from Board Committee liaisons on Canvas
 - "In It Together" (play): April 20, 2016, 2:00 p.m., Kulas Auditorium

2. Items for Business
 - Report from Provost's Council (attached)
 - Elections
 - Proposal on changes to transfer credit procedures (attached)
 - Proposal on changes to "Examining the Human Experience" integrated courses in the core curriculum (attached)
 - Proposal for Approval and Notification of Curricular Changes (attached)
 - Procedure for developing and reviewing dual-degree programs (partnership agreements)

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 April 27 General Faculty Meeting
 - ??

5. New Business

Report on Provost's council Meeting

March 30, 2015

Prepared by Mindy Peden, Vice Chair, Faculty Council

1. Follow up to Diversity and Inclusion Town Hall
 - a. There has been a lot of feedback. Provost's Council is committed to next steps and learning from the process and from feedback. Many members of the Provost's Council and the DEI (Diversity, Equity and Inclusion committee that has faculty, staff and administrative membership) participated in a webinar on programming for Diversity, equity and Inclusion and are working together to address inclusion issues.
2. Importance of Communication and Morale
 - a. Provost's council is concerned to address the link between communication on campus and campus morale.

TO: Barbara D'Ambrosia, Chair, Faculty Council
FROM: Gwen Compton-Engle, Chair, Committee on Academic Policies
RE: Items for Action from Committee on Academic Policies (CAP)
DATE: April 8, 2016

The Committee on Academic Policies requests that the following four items be considered at the April 13 meeting of Faculty Council. The six members of CAP who were present at its April 7 meeting agreed unanimously on the following recommendations:

1. CAP recommends that the Proposal for Revisions to the EHE Requirement be advanced to a general faculty meeting for a faculty vote.

After discussion of the issues involved, CAP concludes that the interest of the student is served by the increased flexibility created by this proposal. CAP also offers the following suggestions:

- The distributional requirement embedded in the Core (categories #1, 2, and 3 on p. 2 of the proposal) needs to be brought clearly and prominently to the attention of students and their advisors. This will require vigilance in examining degree evaluations.
- Students need to be clearly informed that a PL or TRS course taken as part of the integrative component does not also count in the Jesuit Heritage category.
- We need to ensure that there are enough social science courses that students can fulfill that component of the distributional requirement. This is a particular challenge because only three departments are contained in that category.
- We should encourage cross-divisional linkages (e.g. a humanities with a social science, or a natural science with a humanities) to enable students to more easily meet the distributional requirements.

2. CAP recommends that the slightly revised Transfer Credit Proposal be advanced to a general faculty meeting for a faculty vote.

As a result of CAP's review and faculty input, slight changes were made to the proposal. Within section 3 of the executive summary, the word "exchange" was added to "study abroad, exchange, or dual-degree program"; the definition of "Acceptability" in the addendum was supplemented with the phrase "independent of delivery method"; and within the CLEP policy section of the addendum, language about the last 30 cr. was removed, for consistency with the rest of the proposal.

3. CAP recommends that Faculty Council take appropriate action on CAP's Proposal for Approval and Notification of Curricular Changes.

This proposal has been reviewed by department chairs (Boler and CAS), Associate Deans, Deans of both colleges, the Registrar, and the Associate Academic Vice President, and has been revised repeatedly in light of their input. We believe that Council should determine the disposition of the proposal. Is it a procedural matter that can be handled by Council, or does it need to go to the full faculty?

As a side note: in creating the set of deadlines for this proposal, we were reminded anew of the constraints imposed by the calendar of faculty governance. We recommend that those calendar issues be kept in mind as governance is being reconsidered at the university.

4. CAP recommends that Faculty Council charge a group with reviewing the issue of dual-degree programs and creating a procedure that involves both faculty and administrators in the development of these programs. There is currently no process of review, endorsement, or approval for such programs. CAP views that as problematic. We desire a procedure that both ensures faculty voice in curricular decisions and grants administrators the ability to negotiate dual degree arrangements effectively. CAP is willing to work on this issue if so charged.

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

EXECUTIVE SUMMARY

FEBRUARY 2016 (rev. April 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, exchange, 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, exchange, 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, independent of delivery method

* 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 have 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. 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)

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.

CAP Proposal: Approval and Notification Process for Curricular Changes

Problems we are attempting to solve:

- departments sometimes make curricular changes without consulting or notifying other departments or offices who might be affected
- Registrar's office is sometimes uncertain about the approval status of curricular changes and about the effective date of those changes
- publication of the Bulletin in late summer or early fall means that entering students, advisors, and the Registrar do not have the official version of curricular requirements and course offerings until well after registration for the fall semester.

Proposal Summary:

- For new academic programs: retain the current system of approval through faculty governance (Proposal→Council→CAP→Council→full-faculty vote), with Council determining whether the proposal is sent to CAP and then whether it is put on the general faculty meeting agenda; but **establish earlier deadlines** that enable a summary of approved changes to be distributed by March 20 (every year) and a pdf of the Bulletin to be available by June 1 (in Bulletin years).
- For changes to existing programs: establish a system of **consultation** among chairs, **approval** by Associate Deans, and **notification** of all faculty and academic offices, on a timetable that allows for a summary of approved changes to be distributed by March 20 (every year) and a pdf of the Bulletin to be available by June 1 (in Bulletin years). This proposed new system is detailed on the following page.
- Every year, by March 20, the Provost's Office collates into one document a set of brief summaries of curricular changes that have been created by departments and reviewed and approved by the Associate Deans; the Provost's Office distributes that document as an official record of changes that will be effective the following academic year.

Included in the Category "New Programs" are:

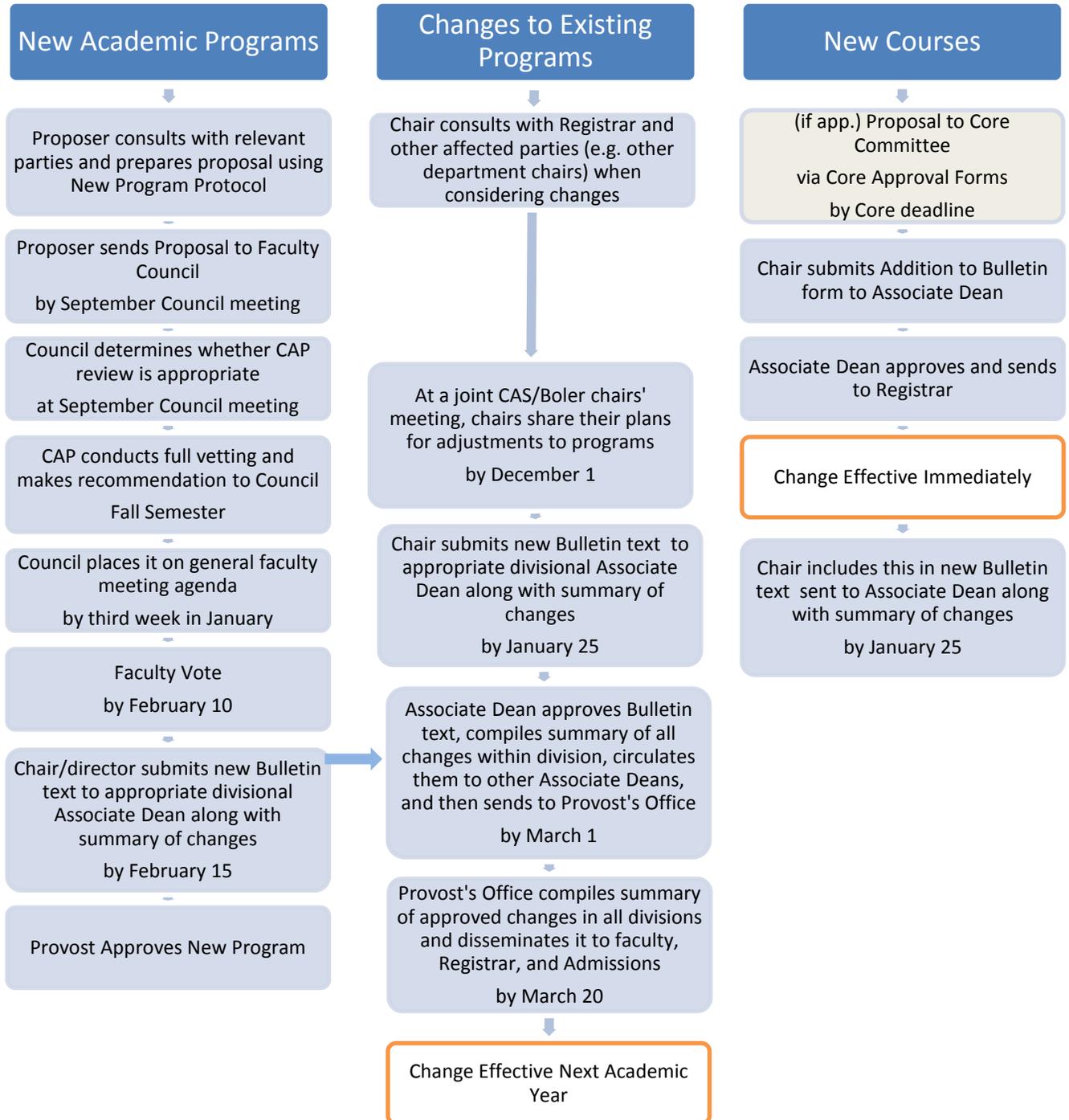
- new major, minor, or certificate program;
- new interdisciplinary program;
- formation of new department, office of director, or head of program;
- change in Core requirements;
- change in type of degree awarded for existing program

Dual degree programs are a special circumstance. CAP recommends that a separate procedure involving both faculty and administrators be developed. Until such a procedure is developed, we urge consultation among parties involved in dual degree programs.

Included in the category "Changes to Existing Programs" are:

- adjustments to requirements for an existing major, minor, or concentration
- a new concentration (formerly known as "track") within an existing major
- elimination of a major, minor, or concentration
- changes in the name of an existing department, major, minor, or interdisciplinary program
- course renaming or renumbering

Proposed Procedures¹



¹ All procedures will happen annually, except that in non-Bulletin years the text of the Bulletin does not need to be included, only the summary of changes.