

# **John Carroll University Integrative Core Curriculum Faculty Guidelines**

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## I. THE INTEGRATIVE CORE CURRICULUM: RATIONALE

The Integrative Core Curriculum, approved by JCU Faculty in May 2013, provides the foundation and the structure upon which all students build the major focus of their John Carroll University studies. The courses that make up the Core are informed by nine academic learning goals (approved by JCU faculty in May 2012), which are rooted in the fundamental Jesuit heritage of the University and the particular history of John Carroll. These learning goals are value statements about what the University deems essential for each student's educational experience. They highlight key aspirations the JCU faculty and administration have for our students: We expect graduates of John Carroll University will be able to:

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;
5. Act competently in a global and diverse world;
6. Understand and promote social justice;
7. Apply a framework for examining ethical dilemmas;
8. Employ leadership and collaborative skills;
9. Understand the religious dimensions of human experience.

The Core Curriculum intentionally ensures that these nine academic learning goals are met—not superficially, but in multiple places and times throughout the student's undergraduate years so that the skills, knowledge, competencies, and values they seek to instill are re-iterated, deepened, and actualized.

The principles underlying the Core Curriculum are the following:

- The Core highlights foundational competencies in writing, oral expression, and quantitative analysis, and ensures that these competencies are re-iterated and refined in subsequent courses both in the Core and in major requirements.
- The Core prepares students for the future through integrated coursework that combines more than one content area and requires students to hone critical thinking and problem-solving skills that cross disciplines. The Core prepares students to participate, as leaders, in a world marked by increasing complexity, greater collaboration and interdependency, and intra-professionalism. The Core emphasizes different modes of pedagogical delivery, and it prizes the discovery of knowledge via collaboration and multiple perspectives. The Core is intentional about the role of the student as a producer of knowledge in the classroom, not merely the recipient of information.
- The Core includes integrated courses that are significant for their creation of a community of shared inquiry, for the topics upon which students and teachers will jointly reflect, and for their expression of the University mission. The Core foregrounds the responsibility our students have as global citizens, entrusted stewards of the earth, and creators of just societies. The integrated courses invite faculty to join with colleagues in other disciplines to ask significant questions about human experience, the natural world, global problems.
- The Core's commitment to understanding cultural difference and acting as competent world citizens is incorporated into the Engaging the Global Community requirement, which focuses on trans-national issues, and in the Issues in Social Justice component, which includes attention to human diversity. This commitment to global citizenship and intercultural competence is re-

iterated in the Core's requirement that a student demonstrate basic competency in a language other than English.

- The Core underscores essential principles of Ignatian pedagogy: it prizes the rich history of Jesuit education with its emphasis on currency, relevance, communication skills, care for the learning of each student, discernment, and justice. The Core also highlights disciplines traditionally thought of as Jesuit heritage in higher education with courses in Philosophy and Theology & Religious Studies and a course in the creative and performing arts. A course on issues in social justice also asks that students consider important questions about justice, diversity, and ethics.

In sum the Core Curriculum asks students to be engaged learners who bring new knowledge into being through their study and collaboration and who do so with the realization that all knowledge has the capacity to raise ethical questions, and that the questions they raise and answer are meaningful and liberating.

## II. CORE CURRICULUM OVERVIEW

The following components make up the Integrative Core Curriculum:

### FOUNDATIONAL COMPETENCIES (9-12 credits)

- Written Expression: one or two courses, depending on placement, EN 125 or EN 120/121 (3-6 cr.)
- Oral Expression: one course, COMM 125 (3 cr.)
- Quantitative Analysis: one course (3 cr.)

*Note: technological/informational literacy will be included in each of these foundational courses.*

### LANGUAGE (0-9 credits, depending on placement)

Students must complete the 201 level or equivalent in the language they continue from high school; those who place above this level (201) are exempt from the requirement. Students must complete a two-course sequence (101-102) if they begin a new language at JCU.

### DISTRIBUTION COURSES (9 credits)

- Humanities Experience [HUM]: one course (3 cr.)
- Social Science Experience [SOC]: one course (3 cr.)
- Natural Science Experience [SCI]: one course (3 cr.)

### INTEGRATED COURSES (9 credits)

- Linked Courses [LINK]: two courses (co-requisites), from different disciplines (6 cr.)
- Engaging the Global Community [EGC]: one course (3 cr.)

### JESUIT HERITAGE (16 credits)

- Philosophy: two courses, one from each of the following categories:
  - Knowledge & Reality [PLKR] (3 cr.) AND
  - Values & Society [PLVS] (3 cr.)
- Theology & Religious Studies: two courses
  - One lower division Core course, TRS 1xx or TRS 2xx (3 cr.) AND
  - One TRS 3xx Core course (3 cr.)
- Issues in Social Justice [ISJ]: one course (3 cr.)
- Creative and Performing Arts [CAPA]: one course (1 or more cr.)

Total credits for Core: 43-55

### CORE REQUIREMENTS IN THE MAJOR

- Additional writing course [AW]
- Additional presentation component [OP]
- Capstone experience

### III. CRITERIA FOR CORE COURSES

The following provides more detailed criteria on the different components of the Core Curriculum. Please see the University's assessment webpage for the specific dimensions emphasized in required academic learning goals for each Core category: "Assessment of the Integrative Core Curriculum"):

<http://sites.jcu.edu/assessment/sample-page/assessment-expectations/>

*[Note: the required academic learning goals indicated below retain the original numbering of the nine learning goals (discussed above on pg. 2.)]*

#### **FOUNDATIONAL COMPETENCIES**

*These courses are designed for students to take their first year at JCU; they introduce the skills necessary at the beginning of a university career, and the skills will be re-iterated later in a student's coursework: students will continue their focus on written expression in all integrated courses and in a writing course in the major; and they will continue their focus on oral expression and technological/information literacy in the major.*

#### Written Expression (3-6 credits)

Students will gain knowledge of the expectations of college writing, including the discovery and revision components of the writing process, and other principles of coherent and persuasive writing. The course(s) will focus on the development of fundamental writing skills not tied to any particular discipline and will address the following academic learning goals:

2. Develop habits of critical analysis and aesthetic appreciation
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

In addition:

- Writing placement at entry to JCU will determine whether a student takes one or two courses in composition; students needing more basic work in writing will take the two-course sequence: EN 120 and EN 121. All other students will take one course, EN 125.
- Students taking EN 125 and earning a grade below C- will be required to repeat the course; students taking EN 121 and earning a grade below C- will be required to repeat the course.
- Because the integrated courses (EGC and LINK) include a writing component, students must complete the foundational writing course before taking any of the integrated courses. As indicated above, successful completion of foundational writing is a C- or better in EN 125 and EN 121.
- Students in the Honors program can fulfill their Core written expression requirement by successfully completing (with a C- or above) HP 101, the Honors Colloquium.

#### Oral Expression (3 credits)

Students will be expected to become competent in the effective oral presentation of ideas in informative, argumentative, and persuasive situations and to use appropriate technology. Based on communication theory, competence in oral expression includes the study of audience analysis and adaptation, critical listening, and research. This foundational course focuses on general speaking skills not tied to any particular discipline and will address the following academic learning goals:

2. Develop habits of critical analysis and aesthetic appreciation
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

### Quantitative Analysis (3 credits)

Students will be expected to apply mathematical and logical tools to solve real-world problems. A course in quantitative analysis asks students to interpret and reason with numeric data within a particular, authentic context. Students should develop sufficient analytical skills to find and pose precise questions that can be appropriately analyzed by quantitative methods; draw inferences from data; represent data; think critically about quantitative statements; and recognize sources of error. Because quantitative analysis is closely tied to context, it can be developed across the curriculum. QA courses address the following academic learning goal:

2. Develop habits of critical analysis

### **LANGUAGE (0-9 credits)**

Language study promotes our students' development into more competent global citizens by putting them into direct interaction with authentic cultural materials created in other languages and increasing their capacity to understand the perspectives of other people and cultures. These courses will actively involve the four skills of language learning: speaking, listening, reading, and writing. Each course will also introduce students to cultural materials relevant to the area of language study. When students communicate in another language, even at a basic level, they experience new modes not only of speaking but also of listening and interpreting the expressions of others. Language study has been a part of Jesuit education since its inception, but now, increased global connectedness make it all the more important that our students have experience communicating in languages other than English. Language study in the Core will address the following academic learning goals:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
5. Act competently in a global and diverse world

In addition:

- All students will be required to take a proctored placement exam.
- Students continuing the language they took in high school are required to complete the early-intermediate level (201 level) in that language.
- Students who place above the 201 level will have their Core language requirement waived.
- Students who choose to begin a new language will be required to take two semesters of that language (usually the 101-102 course sequence).

### **DISTRIBUTION COURSES**

*As a liberal arts institution, John Carroll University prizes its dedication to all academic realms. To ensure that our students receive a broad introduction to academic inquiry, we require them to take one course*

*each in the Humanities, the Social Sciences, and the Natural Sciences. Each course will introduce students to the foundational knowledge and/or methods of the respective discipline.*

Distribution courses will address the following academic learning goal:

1. Demonstrate an integrative knowledge of the human and natural worlds

In order to achieve fully an integrative knowledge of the human and natural worlds, students must understand the perspectives of the humanities, social sciences, and natural sciences. These introductions to disciplinary knowledge will be an important step toward integrative or interdisciplinary knowledge.

Requirements:

Humanities Experience (3 credits)

one approved course from AH, CMLC/CL/IC, CO, EN, or HS

SLO Goal: Demonstrate informed interpretations of texts, art, or other cultural products or practices within their social, cultural, and/or historical contexts.

Social Science Experience (3 credits)

one approved course from EC, PO, or SC

SLO Goal: Demonstrate how social science insights and approaches can be used to understand contemporary social, economic, or political issues.

Natural Science Experience (3 credits)

one approved course from BL, CH, MT/CS, EP/PH, PS<sup>1</sup>

SLO Goal: Demonstrate scientific literacy by conveying the knowledge and understanding of concepts or processes within the discipline.

## INTEGRATED COURSES

*The major challenges societies have faced have always been complex and are becoming even more so. In order to appreciate these complexities and to work toward just solutions, John Carroll students need the ability to integrate knowledge from more than one perspective or discipline. Thus, part of the responsibility of a liberal arts core curriculum is to assist students in gaining that competency through exposure to interdisciplinary and integrated models of learning. This competency will help them better understand past and present while preparing them for the future. The Core Curriculum provides students two opportunities for interdisciplinary and integrated learning: (1) a pair of **linked courses**, each from a different academic department and which examine a shared topic or a shared set of topics from different disciplinary perspectives; and (2) a single course on **Engaging the Global Community**, which is either team-taught or offered as part of a learning community and offers a multi-disciplinary approach to the course subject.*

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<sup>1</sup> The departments listed here for Humanities, Social Science, and Natural Science courses are consistent with divisions II, III, and IV of the old, Distributive Core Curriculum ; and they were approved by faculty as areas of distribution for the new, Integrative Core Curriculum (formerly included within the Integrated Courses category).

Engaging the Global Community (1 course, 3 credits)

Global interdependence brings about new widely-shared meanings, values, and understandings of the natural and social worlds. An emphasis on global learning recognizes that every person occupies simultaneously a range of positions between the local and the global and that changes in one part of the system will result in changes in other parts. Because global issues likewise cross disciplinary and national boundaries, this component is best addressed by an interdisciplinary course that examines issues of global impact. EGC courses will address the following learning goals:

1. Demonstrate an integrative knowledge of the human and natural worlds
4. Communicate skillfully in multiple forms of expression (focus on writing)
5. Act competently in a global and diverse world

In addition:

- This course will be either team-taught by faculty from different disciplines or part of a faculty learning community in which faculty from a variety of disciplines share perspectives.
- Prerequisite: Because writing/writing as a process is emphasized, students must complete their foundational writing requirement before enrolling in an EGC course.

Linked Courses (2 courses, 6 credits)

Few critical issues facing us today can be adequately addressed through a single perspective. Equipping our students to examine real-world problems and key intellectual questions through multiple disciplinary lenses is the goal of our linked courses. Two three-credit courses from different departments and disciplinary perspectives will focus on a shared theme or a shared set of topics and ask students to use the methodologies of each discipline to gain a deeper understanding of the shared theme, intellectual question, and/or real-world problem. Linked Courses address the following academic learning goals:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis
4. Communicate skillfully in multiple forms of expression (focus on writing)

In addition:

- Two linked 3-credit courses, each with its own instructor, to be taught as co-requisites in the same semester; instructors may choose to both be present in each of the classrooms at least part of the time to enrich discussion. Team-teaching is acceptable but not required for this component. Instructors receive credit of one course toward teaching load.
- Instructors may design new courses or modify existing courses. There are no disciplinary restrictions for the combination of linked courses, other than the two courses must come from different academic departments. Ideally both of the instructors will be full-time faculty. The instructors involved in each pair of three credit hour courses will interact closely to identify conceptual connections around a shared theme. These courses should not be an introduction to a discipline but rather an exploration of a particular topic. Instructors will develop syllabi in consultation with each other, in order to intentionally link methods, content, and/or pedagogic delivery (each of the former can be complimentary or deliberately divergent) with the intention to provide students with an interdisciplinary approach and integrative learning experience. Instructors will have ownership over their own courses, yet ongoing discussion between the paired colleagues during the semester will ensure the linkage. Assignments could be course

specific, across the two courses, or both. The majority of these courses will be suitable for non-majors, but more specialized courses at the junior/senior level can also be offered.

- Prerequisite: Because writing/writing as a process is emphasized in both of the linked courses, students must complete their foundational writing requirement before enrolling in the linked courses.
- Block schedules for Linked Courses: Because of the complicated nature of scheduling linked courses, and to minimize conflicts with labs and other major courses, we have identified the following time blocks to aid in academic advising and to ease student registration of linked courses. It is important to provide predictability from semester to semester, both for chairs planning schedules and for students completing their Core requirements. With these blocks, if one pair linked courses does not work for a student (is cancelled or the student decides to change classes during add/drop week) having other options offered at the same time will be helpful. Linked courses must be offered at the following times:
  - Time Block I: MWF at 8:00 - 8:50 AM and 9:00 - 9:50 AM
  - Time Block II: MW at 3:30 - 4:45 PM and 5:00 - 6:15 PM
  - Time Block III: MWF at 12:00-12:50 PM and 1:00-1:50 PM
  - Time Block IV: TR at 9:30 -10:45 AM and 11:00 AM - 12:15 PM
  - Time Block V: TR at 3:30 - 4:45 PM and 5:00 - 6:15 PM
  - Time Block VI: MWF at 12:00-12:50 PM and TR at 12:30-1:45 PM
  - Time Block VII: MW at 3:30-4:45 PM and TR at 3:30-4:45 PM

## **JESUIT HERITAGE**

*As a Jesuit university, John Carroll values the essential principles of Ignatian pedagogy. While the entire Core Curriculum addresses elements of Ignatian teaching, this component of the curriculum underscores fields of study traditionally part of the Jesuit heritage in higher education: philosophy, theology and religious studies, issues in social justice, and the creative and performing arts.*

### Philosophy (2 courses, 6 credits)

These courses provide students the opportunity to reflect on the most fundamental questions of our lives that often go unexamined. They acquaint students with the intellectual and moral traditions of world civilizations and aim to develop the critical thinking skills necessary to question assumptions, to weigh propositions fundamental to personal responsibility, and to consider ethical implications of their decisions. An understanding of philosophy is one of the hallmarks of Jesuit education. PL courses address the following learning goals:

1. Demonstrate an integrative knowledge of human and natural worlds
  - Acquire knowledge about human experience
2. Develop habits of critical analysis and aesthetic appreciation
  - Identify and understand the fundamental elements of a problem
  - Demonstrate the ability to analyze multiple forms of expression (such as oral, written, digital, or visual)
  - Develop critical thinking skills
7. Apply a framework for examining ethical dilemmas
  - Identify ethical questions
  - Analyze and assess ethical theories

- Apply ethical frameworks to personal, professional, and institutional dilemmas
- 9. Understand the religious dimensions of human experience
  - Recognize the importance of fundamental questions of human existence

In addition:

- Students will complete this Core requirement by taking one course from the “Knowledge and Reality” (PLKR) list of courses and one course from the “Values and Society” (PLVS) list of courses.
- Students may take courses in any order and can take any combination of 200-level and 300-level courses.
- A philosophy course that is used to fulfill another Core requirement (Integrated Courses, ISJ, etc.) may not be used to fulfill the PL requirement for Jesuit Heritage; no double-dipping of Core courses.

*Theology and Religious Studies (2 courses, 6 credits)*

These courses provide students with the knowledge and skills necessary for the analysis of religion; for investigation of the historical development and contemporary practice of particular religious traditions; for critical reflection on personal faith as well as sympathetic appreciation of the beliefs of others; and for resources to understand and respond to the religious forces that shape our society and world. Because of its commitment to the Catholic and Jesuit heritage of the university, there is particular attention paid to the Roman Catholic tradition. TRS courses address the following academic learning goals:

1. Demonstrate an integrative knowledge of human and natural worlds
  - Acquire knowledge about human experience
2. Develop habits of critical analysis and aesthetic appreciation
  - Develop critical thinking skills
5. Act competently in a global and diverse world
  - Examine the global impact of actions or issues
6. Understand and promote social justice
  - Examine the conditions that have given rise to injustice
  - Understand the consequences of injustice
9. Understand the religious dimensions of human experience.
  - Recognize the importance of fundamental questions of human existence
  - Examine religious beliefs’ response to the fundamental questions of human existence
  - Examine religious beliefs’ relevance to other fields of knowledge
  - Discover spiritual dimensions in art, literature, and science

In addition:

- Students are required to take two courses: one lower division TRS Core course (1xx or 2xx) and one 300-level TRS Core course.
- A TRS course that is used to fulfill another Core requirement (Integrated Courses, ISJ, etc.) may not be used to fulfill the TRS requirement for Jesuit Heritage; no double-dipping of Core courses.

Issues in Social Justice (1 course, 3 credits)

Courses focusing on issues in social justice ask students to understand and interrogate concepts of inclusion and empowerment and to analyze systems and structures of oppression and marginalization. These courses may pose questions about equality, access, multiculturalism, economic and social barriers, or discrimination based on gender, sexuality, class, age, race, and/or ethnicity. They challenge students to recognize institutionalized impediments or de facto assumptions that result in an individual or group having less than full voice and participation in societies. The courses may focus on historical issues or contemporary problems or both. Social Justice courses address the following academic learning goals:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis
5. Act competently in a global and diverse world
6. Understand and promote social justice

Creative and Performing Arts (1 course, 1 credit minimum)

From their beginnings Jesuit colleges and universities were distinguished by their attention to the arts and architecture, painting, sculpture, music, theater, dance and poetry as methods of religious communication. These courses will allow all students to practice an art form that will give them a new mode of expression and a new voice. These courses may also include experiences off campus, taking advantage of the rich cultural resources of the Cleveland area, as long as there is a creative/productive assignment in the course. Creative and Performing Arts courses address the following academic learning goals:

2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression

**ADDITIONAL REQUIREMENTS IN THE MAJOR**

Additional Writing (AW)

Every student as part of their major is required to take a course that emphasizes writing skills within their discipline. These courses should build on skills students learn in their foundational writing course and refine in the writing components of the integrated courses. Consistent with expectations in these writing experiences, the writing course in the major must focus on the following:

AW Minimum Pedagogical Expectations

- Instructors in every AW course will help students connect and synthesize knowledge related to the discipline. This includes introducing students to and expecting them to produce assignments within the appropriate genre(s) in the discipline.
- Instructors in every AW course will devote at least some time to issues of writing as a process within the discipline. For example: composing multiple

drafts, collaborating, one-on-one conferencing, peer review, and revising and editing to produce polished writing.

- Instructors in every AW course will provide and explain expected citation style(s) and discourse conventions appropriate to the discipline.
- Instructors in every AW course will require students to produce 3,000-3,750 words (approximately 12-15 pages) of polished writing over the course of the semester through assignments appropriate to the discipline. *If one is teaching writing in a discipline where the suggested page numbers as described above do not correspond to how writing is done in that discipline, then the committee asks for a rationale.*

Note:

While the Core Committee expects that in most cases departments will offer a writing course for their majors within the department, the committee has also determined that departments can approve appropriate writing courses outside their department, if such courses meet the disciplinary requirements for their majors. The departments need to identify such courses and get the approval of the Core Committee.

Oral Presentation (OP)

Courses in the major should include assignments that allow students to further cultivate oral presentation skills and the use of technology to collect and share information. Departments and Program must certify with the Core Committee that they provide their majors with the additional presentation training that focus on the following:

OP Minimum Pedagogical Expectations

- The instructors in every course that is approved for Oral Presentation skills in the major (OP) will devote at least some time to issues of oral presentation. This includes introducing students to issues of defending a thesis, organizing material to develop a limited number of meaningful ideas, speaking extemporaneously and professionally, while tailoring the address to a specific audience.
- Each student must provide a personal presentation, although that may be part of a larger presentation, such as the oral component of a poster presentation or a stand-alone element in a group presentation.
- Must be informative, persuasive or argumentative, as chosen by the instructor in consideration of the class purpose and/or field of study.
- Must be delivered to an actual audience of at least five people who should be the target audience of the presentation. Consequently, all areas of the rubric are assessed with respect to the speaker's ability to convey material relevant to the field of study to that particular audience.
- Should be a minimum of five minutes in length. This makes it comparable to the speeches delivered in COMM 125, which are typically 5 to 7 minutes. Longer presentations are acceptable.
- Incentives should be taken to ensure that students strive for success in their presentations. For in class presentations, the most common approach is to make the presentation a meaningful portion of the student's final grade for the course.

- Departments/Programs may also request that student presentations outside of a course (at a conference, department symposium, etc.) count toward Core.
- Departments/Programs will be on a three year cycle in which they are expected to provide video recordings of all of the Oral Presentations in their assigned year. Presenters are responsible for ensuring that their presentations are recorded and uploaded through Canvas. Electronic copies should include Instructor Name, Course Number, Section Number, Semester and year.
- For assessment purposes, faculty should complete the relevant assessment rubric for each presentation. It is three questions long and available in Canvas.

### Capstone Experience

Capstone experiences are valuable not solely for the opportunity they afford the student to demonstrate mastery of skills and knowledge in a specific discipline, but because they represent the culminating expression of a broad liberal arts education that prepares students for future success in a wide range of activities. The capstone experience should focus on some feature of the student's major area(s) of interest and should require the disciplined use of skills, methodology and knowledge taught through that curriculum.

Capstones must meet one or more of the following criteria:

- Synthesize and apply disciplinary knowledge and skills
- Foster reflection on undergraduate learning and experience
- Demonstrate emerging professional competencies
- Apply, analyze and/or interpret research, data, or artistic expression

The capstone may be satisfied through a course, created work or product, or some form of experiential learning. Departments may allow specific courses, honors theses, mentored research projects, and other special student activities to fulfill the capstone. The capstone may occur during the student's junior or senior year. Examples of possible capstone experiences include (but are not limited to) the following:

- A senior seminar that requires a major project
- An upper-level course that integrates material from the major
- An honors thesis
- Independent student research (summer or academic year)
- An internship or practicum with a paper that requires the students to analyze and evaluate the experience

Each department/program must certify the capstone experience with the Core Committee.

#### IV. **ADDITIONAL INTEGRATIVE CORE CURRICULUM POLICIES**

##### Waiver of Core Requirement

Recognizing that personal achievement is the ultimate goal, the University is aware that some individuals may achieve desired competence in specific areas without formal course work (e.g., through private study, or by means of particular moral or religious formation). Where such proficiency can be established, the dean of the College of Arts and Sciences is empowered to waive a specific Core requirement. Such a waiver does not include or imply the granting of credit hours.

##### Fulfilling Core Requirements

Students may not use a Core course to fulfill more than one Core requirement. However, students may use Core courses to fulfill requirements in majors or minors, depending on the expectations of the academic departments and programs.

##### Transfer of Credits

Students who transfer in **0-44 credits** to John Carroll University from other institutions are responsible for all Core requirements not already met through transferred coursework. Students may transfer in credits for the Integrative Core Curriculum, but the courses transferred in must conform substantially to the requirements, including learning goals, of Core courses offered at JCU.

Given the centrality to mission of the Jesuit Heritage component in the Integrative Core Curriculum, students who bring in 0-44 credits to JCU may apply no more than 6 transfer credits to the Jesuit Heritage portion of the Core. No more than 3 credit hours may count toward fulfilling the Philosophy requirement; no more than 3 credit hours may count toward fulfilling the Theology and Religious Studies requirement.

Requests for transfer credit require submission of an academic petition, unless transfer credit has already been given automatically by the Registrar.

Students who transfer in **45+ credits** from other institutions may waive most of the Core Curriculum requirements with the following exceptions:

a. Students must transfer in or take the following courses at John Carroll to meet core or program prerequisites:

- (1) EN 125, Seminar on Academic Writing, or its equivalent.
- (2) Some programs of study require foundational coursework in oral communication, foreign language, or quantitative analysis. The prerequisites for these programs will not be waived.

b. In addition, students who transfer in 45+ credits must complete all of the following core requirements at John Carroll:

- (1) One linked pair of courses [LINK] from the Integrated Courses component of the core curriculum.
- (2) One Engaging the Global Community course [EGC] from the Integrated Courses component of the core curriculum.
- (3) A minimum of two courses (6 credits) from the Jesuit Heritage component of the core curriculum.

#### Linked Courses: policy on course drops, withdrawals, and failures

Linked courses are co-requisites, so students must sign up for both courses. During add/drop week, if a student decides to **drop** one course, she/he must drop both courses because the courses are co-requisites. The student may then select another pair of linked courses during add/drop week. After add/drop week, if a student must **withdraw** from a linked course, she/he may continue in the other course, but she/he will need to complete another set of linked courses in that category in order to complete the Core requirement. If a student **fails** one of the courses in a linked pair, she/he must re-take the same set of linked courses or take another set of linked courses in order to complete the Core requirement.

#### Double-Dipping or Multiple Designations in the Core

No single Core course can count for more than one Core category. For instance, a TRS course that is part of a pair of Linked courses can count for the LINK (Integrated Courses) or TRS (Jesuit Heritage), but not for both. Likewise, a course that counts as Distribution (HUM, SOC, or SCI) cannot simultaneously count for another Core category. In theory, a single class might be designed to meet the Student Learning Outcomes for more than one category, but the potential confusion caused by multiple designations and the logistical difficulty of assigning the appropriate Core credit to students, has caused the Core Committee (in concert with the Registrar) to currently only allow a single designation to be assigned to a course.

#### Approval of transfer credit for Core

Requests for transfer credit for Distribution courses, EGC, Linked courses, ISJ, CAPA, or QA will be routed to the Core Director. When necessary, the Core Director will consult with the representative of a particular Core category. Requests for these designations should be accompanied by a course syllabus. Requests for EN 125, CO 125, PL, TRS, or Languages will continue to be routed to the appropriate department chairperson before being routed to the Core Director. Supporting materials may be requested.

#### Multiple sections of Core courses

The Core designation for a class is not tied to a particular instructor or to a particular section. However, if a new instructor inherits Core designation for a class, they are obligated to meet the Student Learning Outcomes and any assessment duties tied to the course.

#### Length of Core designation

Core designation for courses will remain for six years; afterward, instructors will need to re-submit an application for renewal.

## V. APPLICATION PROCESS FOR CORE COURSE DESIGNATION

Applications for Core designation for the following Core courses are processed through the University's OnBase workflow system:

- Quantitative Analysis (QA)
- Engaging the Global Community (EGC)
- Linked Courses (LINK)
- Issues in Social Justice (ISJ)
- Creative and Performing Arts (CAPA)
- Additional Writing in the Major (AW)
- Oral Presentation in the Major (OP)
- Capstone

*[Applications for other Core courses that normally reside within the major do not currently have OnBase applications: foundational writing, foundational speaking, languages, PL, and TRS]*

The link to the OnBase application can be found in the Faculty Resources section of the Integrative Core Curriculum website.

Given the way the workflow system operates, **you must save your work as soon as you enter your contact information and course information**, otherwise you will lose your work (it will time out after **20 minutes**). Required fields include: Requested Core Designation, Learning Community (if applicable) and Instructor(s) Name(s) and Email(s). Clicking the Save Core Application Form button will highlight the remaining required fields.

Once you have saved your work, you can return to the application at any time.

When you are saving a brand new form, the information will be stored in OnBase, your browser will redirect you to the JCU website, and you will receive a personalized email with a link to continue the Core application. Using the link to log into OnBase, you will be able to continue entering / saving information into the application. Please note: when using the link to continue a Core application, saving the form will cause the form to momentarily reload, but you WILL NOT be logged out of the form.

Once you finish your application and submit it, the application follows this pathway toward approval:

- **From applicant to Department Chair** (if an EGC team-taught course or Linked Course, it will go to the two relevant department chairs). The chair is not required to evaluate the course according to Core criteria, but needs to indicate that the department is able to offer the course if approved by the Core committee. If the department is able to offer the course, the chair will forward the application to the Core committee.
- **From Department Chair to Core committee** While the committee as a whole will review proposals, particular insight will be sought by the members who represent the category or a subcomponent thereof (for example, the Writing representative, will give the writing assignments in Linked classes particular scrutiny).
- **From Core committee to Registrar** (approved courses to be recorded in Banner)

Applicants are informed of the progress of their applications through OnBase.

The Core committee will approve, reject, or ask for revisions (revise and re-submit). If rejecting or asking for revisions, the Director of the Core will provide comments explaining their decision. If requiring revision, the application will be sent back to the applicant via the OnBase system, and the applicant will be able to make appropriate changes to the application and upload additional documents if necessary.

Deadlines for applications:

November 5: for courses offered in the following Summer and Fall semesters

April 5: for courses offered in the following Spring semester

## VI. ASSESSMENT PROCESSES FOR THE INTEGRATIVE CORE CURRICULUM

### *Integrative Core Curriculum Assessment Plan (revised Fall 2017)*

#### **Overview:**

A subset of instructors for each category will fill out a rubric approved by the Integrative Core Curriculum Committee for evaluating student work. She/he should select at least one assignment per learning goal, with the possibility of one assignment being used for multiple goals. This process should happen through Canvas where possible. When Canvas isn't used, the instructor should submit scores and student work for a representative sample of students from the course.

Each year, the Integrative Core subcommittees will use these rubrics to evaluate a sample of student work from across multiple courses on a selected goal or goals.

The process includes a feedback loop where the various stakeholders use the data they've collected about student learning to make changes in the process and in the core itself.

The process is faculty-centered with a high level of faculty involvement and multiple opportunities for communication and feedback and includes reporting at multiple steps of the process.

#### **Assessment Processes in the Integrative Core Curriculum:**

##### *Instructor Assessment Work*

When faculty members propose to teach a core course (in most categories), they are asked to identify the assignments that might be used to assess student learning that addresses the selected learning goals for the course.

When the time comes to actually implement the course, faculty members will be asked to select at least one assignment that addresses each learning goal (with the possibility that one assignment may address multiple goals). As part of (or parallel to) grading those assignments, the faculty member will complete a rubric approved by the Core committee and provide the rubric scores (not student grades) as well as some record of the student's actual work to the Core committee. The committee and the Director of Assessment strongly recommend the use of Canvas, the institution's learning management system, to complete this process.

At the end of the semester, faculty teaching in each category will be asked to provide feedback for the Core committee. The assessment process will be included in the topics queried.

While faculty teaching a class for the 1<sup>st</sup> time will be asked to collect and score student work, in subsequent semester they will enter a sampling pool. Here is how this sampling process and discussion of results will work:

1. Every semester one-quarter of all classes in a particular Core category will be randomly selected for assessment. We will collect data for selected goals within that category.

2. If an instructor's class is picked for that category, the professor will be automatically out of the running for other categories; they also cannot be picked for this same category the following year.
3. All selected professors will score their student work against the selected goals for the given category. The aggregate results will be ready to analyze for an "assessment day" in late Spring.
4. Five professors from the selected classes (along with the Core category representative) for each category will take part in an assessment day meeting.
5. In advance of the meeting, these selected professors will have scored a subset of papers. At the start of the meeting, the group will engage in norming, comparing and discussing scores, so as to achieve a consensus about standards.
6. The group will then break to score additional sets of student papers.
7. Finally, the group will reconvene, compare findings, and answer a series of questions meant to prompt some larger conclusions about the strengths and weaknesses of the results. These conversations will be used to suggest changes and development opportunities.

#### Core Committee Assessment Meeting

During a subsequent designated half-day in August, the entire Core committee will hold an open meeting to review the work of the subgroups and accept, modify, or reject their recommendations. A record of this meeting will serve as the Annual Assessment Report for the Integrative Core Curriculum, which will be available for faculty review and comment.

#### Institutional Assessment Committee Review

Early in the subsequent fall semester, the Institutional Assessment Committee will review all Annual Assessment Reports, providing feedback and suggestions to their originators.

#### Core Committee Actions

Once the Institutional Assessment Committee has provided feedback to the Core committee, the Core committee can then begin to act on the Annual Report and subsequent faculty input to potentially make changes to assessment processes and/or elements of the curriculum.

## VII. ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB)

Please see the following charts (updated Summer 2017), which indicate how AP and IB credit is used for Core requirements.

### ADVANCED PLACEMENT

Advanced Placement (AP) courses, administered by the College Board, are college-level classes in six academic areas that students can take while in high school. Those who opt to take the year-end AP Examinations can also potentially receive college credit.

Once students commit to John Carroll and submit their enrollment deposit, they should request that their Advanced Placement test scores be sent directly from the College Board to John Carroll for an official credit evaluation. The tables below show current departmental practice for AP tests.

Courses that satisfy the Integrative Core Curriculum are denoted as such:

HUM Satisfies the Humanities distribution requirement.

CAPA Satisfies the Creative and Performing Arts requirement.

SOC Satisfies the Social Science distribution requirement.

SCI Satisfies the Natural Science distribution requirement.

QA Satisfies the Quantitative Analysis (foundational competencies) requirement.

+ Satisfies the Written Expression (foundational competencies) requirement.

++ Satisfies the Language requirement.

### AP CAPSTONE

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Research	3	3	GE 1XX*
Seminar	3	3	GE 1XX*

\* To be considered for more specific designations, the student must provide a syllabus from his or her high school for this course, along with a transient petition form.

### ARTS

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Art History	3	3	GE 1XX
	4	3	AH 101 <sup>HUM</sup>
Music Theory	3	3	FA 160 <sup>HUM</sup>
Studio Art: 2-D Design*	3	3	GE 1XX
	4	3	AH 110 <sup>CAPA</sup>
Studio Art: 3-D Design*	3	3	GE 1XX
	4	3	AH 1XX <sup>CAPA</sup>

Studio Art: Drawing*	3	3	GE 1XX
	4	3	AH 240 <sup>CAPA</sup>

\* Studio Art credits will not count toward the 33 credit hours required to earn a degree in Art History.

## ENGLISH

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
English Language and Composition	3	3	GE 1XX
	4	3	EN 125 <sup>+</sup>
English Literature and Composition	3	3	GE 1XX
	4	3	EN 125 <sup>+</sup>

## HISTORY AND SOCIAL SCIENCE

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Comparative Government and Politics	3	3	PO 102 <sup>SOC</sup>
European History	3	3	HS 296 <sup>HUM</sup>
Human Geography	3	3	HS 271
Macroeconomics	3	3	EC 202 <sup>SOC</sup>
Microeconomics	3	3	EC 201 <sup>SOC</sup>
Psychology	3	3	PS 101 <sup>SCI</sup>
United States Government and Politics	3	3	PO 101 <sup>SOC</sup>
United States History	3	3	HS 211 <sup>HUM</sup>
	4	6	HS 211-212 <sup>HUM</sup>
World History	3	3	HS 201 <sup>HUM</sup>
	4	6	HS 201-202 <sup>HUM</sup>

## MATH AND COMPUTER SCIENCE

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Calculus AB (or AB subscore on BC exam)	3	4	MT 135 <sup>SCI</sup>
Calculus BC	3	4	MT 135 <sup>SCI</sup>
	4-5	8	MT 135-136 <sup>SCI</sup>
Computer Science A	3	3	CS 228 <sup>SCI</sup>
Computer Science Principles	4	4	CS 128, CS 128L <sup>SCI</sup>
Statistics	3	3	MT 122 <sup>QA</sup>
	4-5	3	MT 229 <sup>QA</sup>

## SCIENCES

<b>AP Test</b>	<b>Minimum AP Score Required for Credit</b>	<b>Semester Hours</b>	<b>JCU Course Equivalent (Course Credit)</b>
Biology	3-4 5*	4 8	BL 112, BL 112L <sup>SCI</sup> BL 155-158 <sup>SCI</sup>
Chemistry	3-4 5	3 6	CH 1XX <sup>SCI</sup> CH 1XX <sup>SCI</sup>
Environmental Science	3	4	BL 109, BL 109L <sup>SCI</sup>
Physics I: Algebra-Based**	3	4	PH 125, PH 125L <sup>SCI</sup>
Physics II: Algebra-Based**	3	4	PH 126, PH 126L <sup>SCI</sup>
Physics B	3 4 5***	3 8 8	PH 1XX <sup>SCI</sup> PH 125-126, PH 125L-126L <sup>SCI</sup> PH 135-136, PH 135L-136L <sup>SCI</sup>
Physics C: Electricity and Magnetism	3 4	4 5	PH 126, PH 126L <sup>SCI</sup> PH 136, PH 136L <sup>SCI</sup>
Physics C: Mechanics	3 4	4 5	PH 125, PH 125L <sup>SCI</sup> PH 135, PH 135L <sup>SCI</sup>

\* Students who earn a 5 on the AP Biology exam may:

Receive 4 credits for BL 156/158, and enroll in BL 155, Principles of Biology I (Honors; 4 credits), and BL 157, Principles of Biology I Lab; -or- Receive 8 credits for BL 155-158, Principles of Biology I and II (lectures and labs).

\*\* Students who have a score of 5 on both the AP Physics **and** Physics II exams, and who have the equivalent of MT 136 (Calculus and Analytic Geometry II), may receive a total of 8 credit hours for PH 135-136 and PH 135L-136L. If students do not have the MT 136 equivalent, they will be awarded credit for PH 125-126 and PH 125L-126L.

\*\*\* Students who have a score of 5 on the AP Physics B exam, and who have the equivalent of MT 136 (Calculus and Analytic Geometry II), may receive credit for PH 135-136 and PH 135L-136L. If students do not have the MT 136 equivalent, they will be awarded credit for PH 125-126 and PH 125L-126L.

## WORLD LANGUAGES AND CULTURES

<b>AP Test</b>	<b>Minimum AP Score Required for Credit</b>	<b>Semester Hours</b>	<b>JCU Course Equivalent (Course Credit)</b>
Chinese Language and Culture	3	6	CN 201-202 <sup>++</sup>
French Language and Culture	3	6	FR 201-202 <sup>++</sup>
German Language and Culture	3 4	3 6	GR 102 GR 102, GR 201 <sup>++</sup>
Italian Language and Culture	3	6	IT 201-202 <sup>++</sup>
Japanese Language and Culture	3	6	JP 201-202 <sup>++</sup>
Latin	3 4	3 6	LT 1XX LT 201, LT 232 <sup>++</sup>
Spanish Language and Culture	3	6	SP 201-202 <sup>++</sup>
Spanish Literature and Culture	3	6	SP 201-202 <sup>++</sup>

## INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) Diploma Programme prepares high school students for success at the university level. The academically challenging, internationally focused curriculum includes courses in six subject areas. Students taking year-end IB examinations can also potentially receive college credit.

Once students commit to John Carroll and submit their enrollment deposit, they should request that a transcript from International Baccalaureate North America (IBNA) be sent directly to John Carroll for an official credit evaluation. The tables below show current departmental practice for IB exams.

For courses not listed below, the student must also provide a syllabus from his or her high school for each course being considered for credit. A copy of the syllabus will be sent to the department chair at John Carroll for input on what credit may be given before the official credit evaluation is sent to the student.

Courses that satisfy the Integrative Core Curriculum are denoted as such:

CAPA Satisfies the Creative and Performing Arts requirement.

HUM Satisfies the Humanities distribution requirement.

SOC Satisfies the Social Science distribution requirement.

SCI Satisfies the Natural Science distribution requirement.

+ Satisfies the Written Expression (foundational competencies) requirement.

++ Satisfies the Language requirement.

**John Carroll accepts Higher Level (HL) course work only, except as noted below.**

## STUDIES IN LANGUAGE AND LITERATURE

<i>IB Course</i>	<i>IB Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
English A: Language and Literature	6-7	3	EN 125 <sup>+</sup>
English A: Literature	6-7	3	EN 125 <sup>+</sup>

## LANGUAUGE ACQUISITION\*

<i>IB Course</i>	<i>IB Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Arabic B	SL 6-7	6	AB 101-102
	HL 5-7	6	AB 201-202 <sup>++</sup>
Classical Languages	SL 6-7	6	LT 101-102 or
		6	GK 101-102
	HL 5-7	6	LT 201, LT 232 <sup>++</sup> or
French B	SL 6-7	3	GK 299 <sup>++</sup>
	HL 5-7	6	FR 101-102
German B	SL 6-7	6	FR 201-201 <sup>++</sup>
	HL 5-7	3	GR 102
		6	GR 102, GR 201 <sup>++</sup>

Italian B	SL 6-7	6	IT 101-102
	HL 5-7	6	IT 201-202 <sup>++</sup>
Japanese B	SL 6-7	6	JP 101-102
	HL 5-7	6	JP 201-202 <sup>++</sup>
Mandarin/Chinese B	SL 6-7	6	CN 101-102
	HL 5-7	6	CN 201-202 <sup>++</sup>
Russian B	SL 6-7	6	RS 101-102
	HL 5-7	6	RS 201-202 <sup>++</sup>
Spanish B	SL 6-7	6	SP 101-102
	HL 5-7	6	SP 201-202 <sup>++</sup>

\* For language courses not listed, the student must also provide a syllabus from his or her high school for each course being considered for credit.

## INDIVIDUALS AND SOCIETIES

<b>IB Course</b>	<b>IB Score Required for Credit</b>	<b>Semester Hours</b>	<b>JCU Course Equivalent (Course Credit)</b>
Business and Management	5-7	3	GE ELEC
Economics	5	3	EC 201 <sup>SOC</sup>
	6-7	6	EC 201-202 <sup>SOC</sup>
Geography	6-7	3	HS 271
Global Politics	6-7	3	PO 3XX <sup>SOC</sup>
History	6-7	3	HS 195, 196, 197 or 2XX* <sup>HUM</sup>
Information Technology In a Global Society	-	-	NA 000**
Philosophy	6-7	3	PL 101
Psychology	5-7	3	PS 101 <sup>SCI</sup>
Social and Cultural Anthropology	6-7	3	SC 245 <sup>SOC</sup>

\* Credit awarded for History is dependent on the student's course. To be considered, the student must provide a syllabus from his or her high school for this course, along with a transient petition form.

\*\* Not currently accepted for credit. To be considered, the student must provide a syllabus from his or her high school for this course, along with a transient petition form.

## SCIENCES

<b>IB Course</b>	<b>IB Score Required for Credit</b>	<b>Semester Hours</b>	<b>JCU Course Equivalent (Course Credit)</b>
Biology	4-5	4	BL 102, BL 102L <sup>SCI</sup>
	6-7	8	BL 155-158 <sup>SCI</sup>
Chemistry	5	3	CH 1XX <sup>SCI</sup>
	6-7	6	CH 1XX <sup>SCI</sup>
Computer Science	5	3	CS 128 <sup>SCI</sup>
	6-7	6	CS 128, CS 228 <sup>SCI</sup>
Design Technology	6-7	3	EP 1XX <sup>SCI</sup>

Physics	5 6-7	4 8	PH 1XX, PH 1XXL <sup>SCI</sup> PH 125-126, PH 125L-126L <sup>SCI</sup>
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## MATHEMATICS

<i>IB Course</i>	<i>IB Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Mathematics	5 6-7	4 8	MT 135 <sup>SCI</sup> MT 135-136 <sup>SCI</sup>
Further Mathematics	5 6 7	3 6 8	MT 271 MT 271, MT 2XX MT 271, MT 2XX

## THE ARTS

<i>IB Course</i>	<i>IB Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Dance	5-7	3	FA ELEC <sup>CAPA</sup>
Film	5-7	3	CO 2XX (does not count toward major) <sup>HUM</sup>
Music	5-7	3	FA ELEC <sup>CAPA</sup>
Theatre	5-7	3	CO 2XX <sup>CAPA</sup> (may petition for Theatre minor)
Visual Arts	5-7	3	AH 1XX <sup>CAPA</sup>

## VIII. ADMINISTRATIVE STRUCTURE: INTEGRATIVE CORE CURRICULUM COMMITTEE<sup>2</sup>

The membership of the Integrative Core Curriculum Committee combines appointed faculty positions (by the Dean of the College of Arts and Sciences) with elected directorships.

### Appointed positions:

Core Director<sup>3</sup>  
Director of Writing<sup>4</sup>  
Director of Public Speaking  
Director of Quantitative Analysis  
Chair, Classical and Modern Languages and Cultures<sup>5</sup>  
Chair, Philosophy  
Chair, Theology and Religious Studies  
Director of Creative and Performing Arts  
Representative from Faculty Council

### Elected positions:

Director: Engaging the Global Community (EGC)  
Director: Linked Courses  
Director: Issues in Social Justice  
Director: Humanities (Distribution Courses)  
Director: Social Sciences (Distribution Courses)  
Director: Natural Sciences (Distribution Courses)

### Ex-officio (non-voting) members:

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#### <sup>2</sup> Responsibilities for Core Committee:

- Give final approval of all new courses
- Oversee assessment of overall Core
- Offer opportunities for pedagogical innovation
- Meet regularly to discuss Core matters
- Consider general Core policy matters
- Approve course rubrics/learning expectations created by subcommittees

#### <sup>3</sup> Responsibilities for Core Director:

- Facilitate meetings of the Integrative Core Committee and set agenda
- Oversee administrative support (working with assistant to maintain correspondence with the university community; update Core website; track Core course applications [OnBase]; notify faculty of Core committee decisions; publish information/descriptions of Core courses)
- Oversee faculty development: course development grants, workshops, advising and faculty networking sessions
- Collaborate with Registrar, Advising, Enrollment, and Marketing
- Coordinate assessment (working with Director of University Assessment)
- Consider student petitions; address student questions/concerns
- Serve as general point person for Core: public relations; student/faculty questions; admissions and enrollment questions (including representing Core at student recruitment events); assistance in marketing Core
- Submit annual report to CAS Dean and Faculty (through the Chair of Faculty Council)

<sup>4</sup> For the Director of Writing, Director of Public Speaking, and chairs of CMLC, TRS, and Philosophy, it is possible that an alternative designee can be assigned to these posts. Please see the Core Minutes and Documents from 11/28/16 for details on this process.

<sup>5</sup> The CMLC, PL, and TRS departments serve as subcommittees for their respective requirements, selecting and assessing classes for the Core.

- Representative from Dean’s office, College of Arts and Sciences
- Representative from Dean’s office, Boler School of Business
- Representative from Grasselli Library
- Representative from Registrar’s office
- Representative from the Office of Academic Advising
- Director of University Assessment (or functional university equivalent)
- Director of Center for Teaching and Learning (or equivalent faculty development representative)

*Overview of Committee members’ responsibilities:*

Members of Core Committee	Terms of Office	Responsibilities of each Director
Director of Core Curriculum	Appointed by Dean of College of Arts and Sciences; reports to Dean of CAS; normally a three-year term	see note 3 above
Director of Writing	Current Director of Writing in Department of English or replacement (appointed by CAS Dean in consultation with EN Department chair and Director of Writing)	Oversee foundational writing courses, writing in integrated courses, and additional writing in the major (AW); develop/review rubric; oversee placement in foundational writing courses; lead workshops on writing across the curriculum; assist in developing writing in integrated courses and major courses; coordinate with Library Director to incorporate information literacy; oversee assessment of writing in Core.
Director of Public Speaking	Current Director of Public Speaking in Department of Communication or replacement (appointed by CAS Dean in consultation with CO Department chair and Director of Public	Oversee foundational oral expressions courses and oral presentation in the major (OP); develop/review rubric; include instruction on technology as a tool for research and presentation;

	Speaking	coordinate with Library Director to incorporate information literacy; offer workshops on oral presentation in the major; oversee assessment of oral expression in Core.
Director of Quantitative Analysis	Open (appointed by CAS Dean)	Review QA course applications and submit recommendations to Core committee; develop/review rubric; offer workshops on QA; oversee assessment of QA in Core.
Chair of the Department of Classical and Modern Languages	Current chair or replacement (appointed by CAS Dean in consultation with CMLC Department chair)	Oversee placement in language courses; oversee assessment of Core language courses.
Director of Global Community courses	Elected from any department by the faculty at large	Recruit faculty to develop and teach EGC courses (team-taught and FLC); develop/review rubric; review EGC course applications and submit recommendations to Core committee; oversee assessment of EGC courses.
Director of Linked courses	Elected from any department by the faculty at large	Recruit faculty to develop and teach linked courses; develop/review rubric; review LINK course applications and submit recommendations to Core committee; oversee assessment of LINK courses.
Director of Humanities courses	Elected from one of the following departments: AH, CMLC/CL/IC, CO, EN, or HS	Oversee humanities requirement; review HUM course applications and submit

		recommendations to Core committee; develop/review rubric; with SOC and SCI directors, oversee assessment of Core distribution courses.
Director of Social Science courses	Elected from one of the following departments: EC, PO, or SC	Oversee humanities requirement; review SOC course applications and submit recommendations to Core committee; develop/review rubric; with HUM and SCI directors, oversee assessment of Core distribution courses.
Director of Natural Science courses	Elected from one of the following departments: BL, CH, MT/CS, EP/PH, PS	Oversee humanities requirement; review SCI course applications and submit recommendations to Core committee; develop/review rubric; with HUM and SOC directors, oversee assessment of Core distribution courses.
Chair of the Department of Philosophy	Current chair or replacement (appointed by CAS Dean in consultation with PL Department chair)	Set schedule of PLKR and PLVS courses; review any additional PL courses for Core and submit recommendations to Core committee; oversee assessment of Core PL courses.
Chair of the Department of Theology and Religious Studies	Current chair or replacement (appointed by CAS Dean in consultation with TRS Department chair)	Set schedule of Core TRS courses; review any additional TRS courses for Core and submit recommendations to Core committee; oversee assessment of Core TRS courses.

Director of Issues in Social Justice	Open (elected by faculty at large)	Recruit faculty to develop and teach ISJ courses; develop/review rubric; oversee assessment of ISJ courses.
Director of Creative and Performing Arts	Appointed by CAS Dean	Develop 1-3 credit course offerings in the arts; coordinate hiring of adjuncts when necessary to teach CAPA courses; develop/review rubric; oversee assessment of CAPA courses.
Representative of Faculty Council	Appointed by Faculty Council	Participate in Core committee deliberations and actions as a full voting member of the committee; report on a regular basis to Faculty Council regarding the Core committee's proceedings.

*Additional note:*

Seats normally filled by election that are left vacant following a round of faculty elections shall be appointed from among faculty willing to serve by the Dean of the College of Arts and Sciences in agreement with the Chair of Faculty Council. All elected positions are for three-year terms.