

Integrative Core Committee Minutes
Monday, January 28, 2019 2:00-3:15 p.m.

John Carroll University Integrative Core Committee:

Voting Members

Brent Brossmann, Director (CO)
Chrystal Bruce, Natural Science (CH)
Gloria Vaquera, Issues in Social Justice (SC)
Andreas Sobisch, Engaging the Global Community (PO)
Sheila E. McGinn, Theology & Religious Studies (TRS)
Karen Gygli, Creative & Performing Arts (CO)
Tom Pace, Writing & Written Expression (EN)
Gwen Compton-Engle, Humanities (CMLC)
Andy Welki, Quantitative Analysis (EC)
(also BSOB representative)
Rich Clark, Social Sciences (SC)
Julia Karolle-Berg, Humanities (CMLC)

Tamba Nlandu, Philosophy (PL)
John McBratney, Link Courses (EN)

Ex Officio Members:

Todd Bruce, Director of Assessment
Margaret Farrar, CAS Dean
Rodney Hessinger, CAS Associate Dean
Graciela Lacueva, CAS Associate Dean
Pam Mason, CAS Associate Dean
Michelle Millet, Director, Grasselli Library
Nevin Mayer, Coordinator of Instruction, Grasselli Library
Michelle Reynard, Registrar
Maryclaire Moroney, Asst. Provost for Academic Advising
Catherine Sherman, Asst. Dean, Academic Advising
Carlo DeMarchi, Asst. Dean, Academic Advising

Voting Members Present T. Nlandu, G. Compton-Engle, J. McBratney, B. Brossmann, S. McGinn T. Pace, A. Welki, R. Clark, G. Vaquera, C. Bruce, A. Sobisch, K. Gygli **Ex Officio Members Present:** C. DeMarchi, T. Bruce, C. Sherman, R. Hessinger, A. Krugar, A. Jones

Documents distributed at the meeting:

- A. Agenda
- B. Meeting Minutes from 1/14/19
- C. Current Policy on EGC Courses
- D. Proposed Policy on EGC Courses
- E. EGC Study Abroad Reflective Essay Prompt

1. AP implications for core and Honors –

A. Jones joined the Core Committee to Core requirements and how it affects Honors students. She indicated that some first year honors students are on the transfer core, and thus when enrolled at JCU, they will take Jesuit tradition courses to fulfill the core requirements. The estimate is that approximately 10 freshman per year enroll with 45 or more AP credits, and this allows them to be on the transfer core. A disproportionate number of those students are in the honors program. This is in conflict to the past as it policy that these students wouldn't be treated as transfer students and would have to take all their core requirements. It was noted that the federal government sees transfer hours as transfer hours. Questions arose as to whether how many AP hours are transferred and whether there should be a policy to limit the number of AP courses transferred in. The committee felt that this conversation is a larger university conversation. B. Brossmann suggested that some members of this committee should work with A. Jones to develop a policy when it comes to core requirements and Honors students. A. Welki, S. McGinn, and C. Sherman will meet and discuss this.

2. Opening Business:

- Minutes were reviewed from prior meeting. Corrections made. Motion to accept minutes was made, seconded, and passed (12 approve votes; 0 abstention; 0 No's.).

3. Course Votes

A. The Committee discussed on the following courses:

FR 320 – B. Brossmann followed up on the instructor on this course. The instructor thought about including a Lab component option for this course, which would have 0 credit. Students who then needed the core credit for this course would take the lab component and complete the appropriate work. Discussion turned towards how this Lab would be numbered and who the instructor of record would be. Examples of what works and doesn't work in a situation like this were given from other departments. B. Brossmann thought that this course should not yet be voted on, and asked that volunteers help him look at these options. J. McBratney, G. Compton-Engle, C. Bruce and T. Bruce, and A. Kruger will meet to discuss the best way to implement this idea.

An update was given on K. Gatto's IC 370's application for ISJ. K. Gatto provided to G. Vaquera the necessary changes the committee was looking for to give this course an ISJ designation. G. Vaquera spoke about the changes and that she was satisfied with them. The committee then voted on this application:

IC 370 – seeking ISJ designation. After reviewing the application it was put to a vote:

Proposal	Vote
Approve ISJ for IC 370: Hispanic Women Writers	YES – 12 NO – 0 AB – 0

4. EGC Policy updates:

B. Brossmann then reviewed with the committee the current and proposed policy on EGC Courses that include travel abroad. There was some discussion as to the proposed policy and item marked #4 – question as to what EGC “rubric” was, and should it be changed from rubric to learning goals. If not changed, then maybe attached the rubric. Committee voted that the word “rubric in item #4 would be changed to “learning goals” to make it consistent with the rest of the policy verbiage. Discussion turned to item #1 – and whether or the not the student would need to go thru the whole process that is outlined – it was stated yes they would in order to get EGC credit. This includes mandatory meetings with the EGC Director prior to the trip and in a debriefing session after the trip. Completed essays are reviewed by a faculty member, and must meet a quality threshold to earn credit. Those not meeting that threshold will be returned for revision.

The committee then voted:

Proposal	Vote
Approve the new Proposed Policy to get EGC Credit for Study Abroad policy	YES – 12 NO – 0 AB – 0

The committee then reviewed the writing prompt that would be used by the student to submit a reflective essay at the end of their Study Abroad to get EGC credit. J. McBratney reviewed with the committee some clarification language. Committee agreed with these changes that were reviewed. A question as to whether the word “reflective” should be changed to describe the essay. Concern behind changing this word is that the committee would want the student to write a substantive essay and not just provide their thoughts and feelings. Other names to think about are “critical essay” or an “essay prompt”. Other concerns were that students would take a scaffolding approach to this prompt and that the whole essay may not be cohesive, that it would just be a “fill in the blanks” essay. The committee decided to vote on J. McBratney's word changes for the interim. B. Brossmann will reconvene the subcommittee that worked on the EGC proposal (Sobisch, McBratney, Brossmann and Berg) to examine the prompt more fully. T.Pace will also serve on that subcommittee.

Proposal	Vote
Adopt the writing prompt for EGC Study Abroad Reflective Essay	YES – 12 NO – 0 AB – 0

5. Vote on funds for Rosenthal and & Wilson Reitz:

The committee then reviewed and voted on applications for the following course enrichment grants:

Proposal	Vote
Approve \$350 for food for SC355 and COMM323 Bafafa event being held on a weekend. The Sociology and Criminology Department owns the BaFa’ BaFa’ simulation and so they are only requesting funding for a meal for the participating students. The activity takes around two hours to complete and we are asking students to come in on a weekend afternoon to participate. As an incentive to attend we would like to provide the students with lunch from Chipotle.	YES – 11 NO – 0 AB – 1

Proposal	Vote
\$80 for TRS 315-51, The Holocaust and its Meaning. To take the class on Wednesday, January 30th, 2019, at the Maltz Museum, Irene Shaland will be discussing her new book that discusses how ten countries have responded to the Holocaust and Holocaust remembrance (Austria, Germany, Hungary, Cuba, India, China, Norway, Sweden, Former Soviet Union, and Belarus).	YES – 12 NO – 0 AB – 0

Proposal	Vote
\$450 for HS296 and EN 299 to take the students to Ohio State Reformatory in Mansfield. \$450 will cover cost of tickets and travel.	YES – 10 NO – 1 AB – 1

4. Linked Pairs

B. Brossmann indicated that there are only 8 linked pair courses offered for Fall of 2019. The university needs 18. There is an ABSOLUTE NEED for linked pairs to be taught. He ask that the committee reach out to their departments to see if more can get rescheduled.

Adjourned 3:20 pm.

