

**Integrative Core Committee Minutes**  
**Monday, November 05, 2018 2:00-3:15 p.m.**

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**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)  
Maria Marsilli, History (HS)

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

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**Voting Members Present** T. Nlandu, G. Compton-Engle, C. Bruce, J. McBratney, K. Gygli, B. Brossmann, N. Bickert (for S. McGinn) T. Pace, M. Marsilli, G. Vaquera, A. Welki **Ex Officio Members Present:** C. DeMarchi, T. Bruce, C. Sherman, R. Hessinger, N. Mayer, M. Reynard, M. Moroney

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**Documents distributed at the meeting:**

- A. Agenda
- B. Meeting Minutes from 9/24/18

**1. Opening Business:**

- Minutes were reviewed from prior meeting; Motion to accept minutes was made, seconded, and passed (11 approve votes; 0 abstentions; 0 No's.).

**2. Full Committee Review of Proposed Course Designations**

A. John Yost as Chair of Psychology Department is applying for AW for PS 301/L – Experimental Design and Analysis. B. Brossmann answered questions by the committee on the syllabus and signature assignment. Students have an independent writing assignment and a group writing assignment. Committee recommends that the instructors provide a separate assignment sheet to the students so they know what is expected of them. Feeling among the committee that all AW goals are met.

Committee voted to approve this course for AW:

Proposal	Vote
AW for PS 301/L Experimental Design & Analysis	<b>YES – 11</b> <b>NO – 0</b> <b>AB – 0</b>

B. Kathy Gatto is applying for ISJ for IC 370: Hispanic Women Writers. G. Vaquera has a reservation that the writing goals do not meet the ISJ goal. Although the books that would be used for class focus on Hispanic themes, there is concern that the books do not cover social just issues. Other committee members also though that reading these books is not enough, and that some of the assignments would not meet ISJ goals. Question is – does the output meet the ISJ learning goals? This course was “D” under the old core. Committee recommended that this application be returned to

the instructor as “Revise and Resubmit.”, as the instructor needs specific assignments to meet ISJ learning goals. B. Brossmann will notify the instructor and G. Vaquera will send the instructor the ISJ rubric.

Committee voted to return the application to the instructor for a Revise and Resubmit:

Proposal	Vote
Return & Resubmit Application for IC 370	<b>YES – 11</b> <b>NO – 0</b> <b>AB – 0</b>

C. Megan Thornton is applying for ISJ for SP 329: Migrant Voices. This course is about Migrant experiences. Committee felt this course was well designed and meets the learning goals, however the wrong rubric was used. With some tweaks to the assignments, and use of the correct rubric this is an ISJ course.

Committee voted to approve this course for ISJ:

Proposal	Vote
ISJ for SP 329: Migrant Voices	<b>YES – 11</b> <b>NO – 0</b> <b>AB – 0</b>

D. Committee reviewed Martha Pereszlenyi-Pinter’s request for Capstone for FR 370: “Versailles and French Revolution.” This course has already been granted OP & AW. Committee agreed that this is capstone course and felt that it is up the individual departments to assess Capstones.

Committee voted to approve this course for Capstone:

Proposal	Vote
Capstone for FR: 370 Versailles and French Revolution	<b>YES – 11</b> <b>NO – 0</b> <b>AB – 0</b>

E. There was an application put in late by Linda Seiter. Brent asked the committee to take the time and review and send him feedback and votes via email.

**3. Other Courses for vote that are not in OnBase:**

BL 116 – SCI Designation; C. Bruce said it was in line with all other SCI courses.

Committee voted to approve this course for SCI:

Proposal	Vote
SCI for BL 116 – Biology, Race and Gender	<b>YES – 11</b> <b>NO – 0</b> <b>AB – 0</b>

EPS/SPS 232 – B. Brossmann reviewed this with the committee – it is the same class/same syllabus/same students and same faculty. Both should have AW.

Committee voted that both of these courses are the same thing and should carry the same designation:

Proposal	Vote
Vote that EPS/SPS 232 are same course and carry same designation	<b>YES – 11</b> <b>NO – 0</b> <b>AB – 0</b>

An additional Motion was made that all cross listed courses carry same designation. B. Brossmann will look into this and report back to the committee as to the number and if it does make sense to do so.

ED 253, B. Brossmann reviewed with the committee that D. Shutkin inherited this course and at one time it had temporary approval for ISJ. Committee felt that it should still carry the ISJ designation.

Committee voted to approve this course for ISJ:

Proposal	Vote
ISJ for ED 253	<b>YES – 11</b> <b>NO – 0</b> <b>AB – 0</b>

#### **4. Paul Murphy and EGC Credit for HS 305:**

P. Murphy contacted B. Brossmann about EGC Credit for HS 305 for those students who took it in Spring of 2018. The instructor was under the impression that since this course travelled to Rome it was EGC. This was incorrect as this course has never applied for EGC. The instructor told the students in the course that it did count for EGC. B. Brossmann approved EGC credit for this course just for the students who completed the course. Discussion among the committee was that this is not an EGC Course and that students need to know when they sign up in banner that there was no EGC designation associated with it. P. Murphy will not be advertising this course again as an EGC.

**5. Combination of Honduras Immersion (Swearingen + AR 161 – McGuinness) for EGC.** Some students were seeing AR 161 as a 1 credit course that counted as EGC in banner. Not sure how it happened, but it was corrected. Students need to take both in conjunction with the other for EGC Credit. Discussion ensued on how to make sure this doesn't happen again. Suggestion was to add them as Pre-Reqs and uphold it.

#### **6. Double Majors and Core requirement:**

Committee discussed the core requirements for those students who have more than one major. Should the student fulfil core requirements in each major? There is no policy as to whether AW/OP/C need to be completed in more than one major. If the student does a degree audit, they will see that that only 1 major will fulfil these requirements. Questions as to whether this could be built into Banner and what the majors are. Different majors require different audiences and it may make sense for the student to complete the requirements for each of their majors. Subcommittee put together of B. Brossmann, C. DeMarchi, T. Pace, M. Reynard and G.Compton-Engle to determine this. T. Bruce will pull together data of how many double majors there are, what they are, etc. and send them to the committee.

#### **7. Double Designations:**

The topic of double designations was discussed with the committee, as there is confusion of TRS designation and what counts; some with philosophy as well. TRS courses that are linked course won't get double designations. Policy of the registrar that if it gets one designation it cannot have another. It was discussed that advisors are given a sheet to help with advisees on what counts and what doesn't.

**8. Linked course policy – what to do with withdrawals, drops and fails:**

B. Brossmann is looking for another person to help with verbiage on this topic in regards to the new Bulletin. C. Sherman and M. Moroney will help with this.

**9. Students with 45+ AP credits entering as freshmen and the core:**

Discussion as to whether initial policy is working well? Need to look at genuine transfer student – one coming from another college institution, and then look at those high school students matriculating with AP credits. Committee felt that this may need a larger faculty vote as some faculty when this issue was voted on felt that they were voting on something else. Discussion then turned to those AP students coming in with 45+ credits - they get processed as a transfer student and as such, it is not clear they are getting the whole “core” experience that they need. The guidelines as they stand are transfer friendly. Concern is that JCU may lose students if students are required to take more core credits and their transfer credits don’t count.

Adjourned 3:15 pm.