

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

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

RE: Proposed revision to Integrated Courses component of the Integrative Core Curriculum

I. Proposal Summary

While much has gone well with the development of the Integrative Core Curriculum, in the course of implementation, the Core committee and our faculty colleagues have identified four key challenges:

1. a shortage of linked course offerings
2. a shortage of offerings to meet distribution requirements
3. a shortage of courses appropriate for the first year
4. limited transferability

In an effort to address the challenges, the Integrative Core Committee **proposes the following revisions to the Integrated Courses component of the Core:**

- 1. Have an explicit distribution requirement, asking students to take one course in the Humanities (PL and TRS excluded), one course in the Social Sciences, and one course in the Natural Sciences.**
- 2. Require one set of linked courses. The goals for these pairs would exclusively be the integration of knowledge across disciplines or domains of knowledge (we would no longer have the content requirement associated with ENW and EHE).**

This proposal would maintain Engaging the Global Community (EGC) as currently designed, to allow for global engagement, as well as integration, in the Core.

II. Rationale:

This model for revision addresses each of the four challenges indicated above:

1. A shortage of linked course offerings: To date, we have developed and approved 34 linked pairs of courses. To meet the steady-state demand of the present Integrative Core Curriculum, we would need to develop about 62 more for a total of 96. Conversations with chairs and administrators have revealed this to be an unrealistic expectation. This model shrinks the need for linked pairs to 48, a more realistic goal, given current availability of faculty.
2. A shortage of offerings to meet distribution requirements: This model addresses the distribution problem head-on and would more intentionally ensure that all students gain grounding in these academic fields (more so than the current Core design) before moving on to more advanced work in their fields, either in other Core courses (linked or EGC) or in their major.
3. A shortage of courses appropriate for the first year: Because this model would introduce more introductory courses into the Core, students would have greater course selection in their first year.

4. Limited transferability: Under this model, students would have more opportunities for transferring in Core credit. The distribution courses should have transferable cognates at other schools and should provide more opportunities for students to apply AP/IB credit toward Core requirements.

Further, in retaining the single pair of links and in retaining the learning community and team-teaching integration in the EGC requirement, the proposed revision remains true to the principles underlying JCU's integrative Core Curriculum, specifically the focus on a multidisciplinary approach to real world issues.

Lastly, the distribution requirement that already existed within the original design of the integrated courses had no assessment requirement or procedure; thus, this revised model strengthens assessment in the Core curriculum overall.

III. What the Revised Integrative Core Would Look Like in Total (proposed revisions in boldface):

FOUNDATIONAL COMPETENCIES (9-12 credits)

- Written Expression: one or two courses, depending on placement (3-6 cr.)
- Oral Expression: one course (3 cr.)
- Quantitative Analysis: one course (3 cr.)

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: one course (3 cr.)**
- Social Science Experience: one course (3 cr.)**
- Natural Science Experience: one course (3 cr.)**

INTEGRATED COURSES (9 credits)

- Linked Courses: two courses, any two disciplines (6 cr.)**
- Engaging the Global Community: one course (3 cr.)**

JESUIT HERITAGE (16 credits)

- Philosophy: two courses (one from each of the following categories)
 - Knowledge & Reality (3 cr.) AND
 - Values & Society (3 cr.)

Theology & Religious Studies: two courses *[note that the TRS/Jesuit Heritage requirements have been changed to reflect the proposal just approved by the faculty (vote reported 4/7/2017) and endorsed by the University president (4/10/2017)]*

- One lower division Core course, TRS 1XX or TRS 2XX (3 cr.) AND
- One TRS 3XX Core course (3 cr.)
- Issues in Social Justice: one course (3 cr.)
- Creative and Performing Arts: one course (1 or more cr.)

Total credits for Core: 43-55

CORE REQUIREMENTS IN THE MAJOR

Additional writing course
Additional presentation component
Capstone experience

IV. What the Core Document Would Look Like: (changes to the text to align it with the proposed revisions)

- A. *A new section added to explain the rationale and requirements for the three distribution courses, which reads as follows:*

Distribution Courses: General Rationale

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.

Assessment:

Assessment of the distribution courses in the Integrative Core Curriculum will be consistent with other parts of the Core curriculum, which are based on the nine Academic Learning Goals adopted by the faculty and the specific dimensions of these learning goals as indicated in the original Core document, pgs. 23-25. *[see Appendix for link to original Core document]*

Distribution courses will be assessed according to one of the dimensions identified for Academic Learning Goal #1 (“Demonstrate an integrative knowledge of the human and natural worlds”), which is “**Understand the perspectives of science, social science, and humanities.**” 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. While students will not yet be expected to demonstrate the *integration* of knowledge, these introductions to disciplinary knowledge will be an important step toward later integrative or interdisciplinary knowledge.

Requirements:

Humanities Experience (3 cr.)

one approved course from AH, CMLC/CL/IC, CO, EN, or HS¹

Learning Goal Addressed:

1. Demonstrate an integrative knowledge of the human and natural worlds: **understand the perspectives of humanities**

Social Science Experience (3 cr.)

one approved course from EC, PO, or SC

Learning Goal Addressed:

¹ The departments listed here for Humanities courses, as well as those listed later for Social Science and Natural Science courses, are consistent with the departments noted in the original Core document for distribution within the Integrated Courses (pg. 11), with the exception of additions approved by faculty vote in April 2016 and indicated in bold: “Integrated Courses must include one science (BL, CH, MT/CS, PH/EP, PS), one social science (EC, PO, SC), and one humanities (AH, CMLC/IC/CL, CO, EN, HS).” These categories are also similar to divisions II, III, and IV of the old, Distributive Core.

1. Demonstrate an integrative knowledge of the human and natural worlds: **understand the perspectives of social science**

Natural Science Experience (3 cr.)

one approved course from BL, CH, MT/CS, EP/PH, PS

Learning Goal Addressed:

1. Demonstrate an integrative knowledge of the human and natural worlds: **understand the perspectives of science**

Mode of Delivery:

Each course will be a stand-alone course, most likely an introductory course for the major, though upper-division courses may also be appropriate. Because many students will be taking distribution courses early in their college career, we recommend no pre-requisites or a limited number of pre-requisites.

Expectations:

Each course will introduce students to the foundational knowledge and/or methods in the respective discipline. The Core committee, in consultation with department chairs in each of the three academic areas (Humanities, Social Sciences, and Natural Sciences) will approve criteria that ensures the learning goal (**Understand the perspectives of humanities/social sciences/natural sciences**) will be met and will create an appropriate rubric for assessment. Once the criteria and rubric have been approved, academic departments can submit either single courses or a slate of courses to the Core committee, requesting designation as Distribution Courses. [see the Appendix, section V., for explanation of the process by which Distribution courses will be proposed, approved, and assessed—and a timeline for this process]

Note on Core courses with multiple Core designations:

Some courses that can be used for distribution may have other Core designation, such as ISJ or EGC. Core policy states that single courses can carry multiple Core designations. But because double-dipping is not allowed among Core courses, a course that has been designated for both ISJ (for example) and Humanities, will satisfy just one of these categories for individual students (this will be automatically managed via graduation audits). This policy is similar to the old Core model in which a course that carries both a “D” and “S” designation can be satisfy just one of these categories.

- B. *The section of the Core Document that describes the Integrated Courses would be revised to read as follows:*

Integrated Courses: General Rationale

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.

Linked Courses: Rationale

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.

Assessment:

The following Academic Learning Goals will be addressed in each of the linked courses:²

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

Mode of delivery:

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.

Expectations:

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. We expect that the majority of these courses will be suitable for non-majors, but more specialized courses at the junior/senior level are also an option.

Prerequisite:

Because writing/writing as a process is emphasized in the linked courses, students must complete their foundational writing requirement before enrolling in the linked courses.

V. Changes that would be made to the Core Committee structure and membership:

- A. Replace the ENW subcommittee and the EHE subcommittee with a single “Linked Courses” subcommittee and director.

² The Integrative Core Committee will follow the same procedures as in the past in establishing criteria and assessment measures for the linked courses: the Linked Courses subcommittee (see below) will recommend the objectives to be addressed in each linked courses and create the rubrics to be used in Core assessment. The full Core committee will then review and approve the criteria and rubrics.

The **director of the linked courses** will be open to any full-time faculty member from any academic department. This will be an elected position. The director will be a voting member of the Integrative Core Curriculum committee. The linked courses subcommittee will include two elected, full-time faculty members, and at least one of them must be from outside the director's department. The term for the director and subcommittee members will be three years.

B. Add three representatives to the Core Committee, one for each of the distributions.

The **distribution courses representatives** will be open to any full-time faculty member from the academic departments represented in the distribution courses (see above): one from the humanities, one from the social sciences, and one from the natural sciences. Each will be a voting member of the Core Curriculum committee. Having each on the full committee ensures that each of these areas has committee representation. Each will be an elected position with a three-year term. The distribution courses representatives will work together to review Core course applications for this Core category and participate in assessment activities of distribution courses.

APPENDIX

I. Link to original Core document:

<http://webmedia.jcu.edu/core/files/2017/02/APTF-Curriculum-Report-FINAL-April-2013.pdf>

II. Process by which Core committee decided to propose a revision to the Integrated Courses component of the Core curriculum and the particular model proposed above:

The process by which we came to propose the specific model (detailed below) included many steps: tracking our progress in developing linked courses; considering data on student completion of parts of the Core; discussing the Core with faculty at various points (including chairs meetings and individual meetings with departments); consulting with the Academic Advising office, the Registrar's office, and the Enrollment division; creating possible models to address the challenges we have identified; sharing the models with CAS and Boler department chairs (asking for feedback from academic departments) and the full faculty (at the Special Faculty Meeting on the Core Curriculum, 2/15/17); and, finally, receiving feedback from two faculty meetings (2/15/17 and the following week, 2/22/17) and a survey sent to all full-time faculty.

In the survey we asked faculty to give preference to one of two proposed models. 102 faculty (out of 198 full-time faculty members) submitted surveys:

- 8 did not respond to any of the survey questions
- 90 responded to the question "Should the committee move forward with developing a formal proposal to revise the integrated course Core category?": 85 voted yes and 5 voted no
- 85 responded to the question "Which model should the Core Committee use to develop the formal proposal": 8 preferred Model #1 and 74 preferred Model #2.

With Model #2 given the clear preference, the Core committee has focused on that model to propose for our revised Integrated Courses component.

Faculty comments from the survey are available on request.

[See attached power point presentation, "Status Report on the Integrative Core Curriculum," for supporting documentation.]

III. Faculty questions and concerns about proposed model: responses

While many faculty members who responded to the survey also commented that this model would best address the four challenges, several respondents raised other important considerations regarding this proposed revision.

Number of Credits: One concern that has been expressed with this model is that it adds 3 credits to the Core: the original design of the Integrated Courses component requires 5 courses (15 credits), while this revised model, with a more intentional focus on distribution courses, requires 6 courses (18 credits). Because the distribution courses will, in many cases, include gateway courses, supporting courses, and

electives for majors and minors, the three additional credits will more likely be absorbed into a student's overall academic program than was possible with the original design of the Integrated Courses.

Double-Dipping: Several faculty members have inquired about the possibility of double-dipping within this model. In other words, would we allow the distribution requirements to be satisfied by a course or courses in the linked pair or by the EGC course. The Core committee understands this interest, especially in terms of student experience (completion of degrees) and staffing pressures. We believe, however, that the double-dipping issue impacts the entire Core curriculum and its possible ramifications for the whole Core must be the subject of a broader conversation. The issue, therefore, goes beyond the scope of this proposal, and we suggest that it be addressed at a later time. We will need to consider such factors as an agreed baseline on the number of Core credits students should complete (this can include a comparative analysis, looking again at other university Core curricula, as originally done by the APTF working group), credit burden of majors, potential delays in graduation, and so on. It is possible that work on this issue can begin in the Fall 2017 semester. At this point (for this proposal), we propose that double-dipping within the courses of this Core component not be allowed, and for the following reasons:

- Just as in the current design of the Integrative Core Curriculum, Core classes can continue to count toward major/minor degree requirements, depending on the policies of individual academic departments and programs. In that sense, one form of “double-dipping”—Core and major/minor—has been and will continue to be allowed.
- We argue for the value of keeping separate the foundational grounding in a discipline, which the distribution courses will offer, from the focus on interdisciplinary inquiry, which the linked courses and EGC will offer. While not required in the first year nor considered a pre-requisite to the integrated courses, we imagine that most students will take at least some of their distribution courses during the first year. Most students will then begin taking their integrated courses in their second year. Gaining the disciplinary knowledge first will likely assist students in their integrated courses. Integrated knowledge is a long-term academic learning goal for our students—and not just in the Core's integrated courses. Thus, distribution courses will help provide necessary skills for students to meet this goal.
- If we allow a linked or EGC course to count for distribution credit as well, each of these integrated courses will need also to address (and assess) the learning goals for distribution, in addition to the learning goals for a linked course or an EGC course. Our hope is that we simplify the requirements for the integrated courses, not make them more complicated or burdensome for the instructors. Tracking completion of the requirements will also put an additional burden on advisors.

Writing and QA in linked courses: Currently all integrated courses (EGC, EHE, and ENW) include a writing component, and the ENW courses include a QA component. With the reduction of required linked courses from two pairs to one pair, and with the elimination of subject categories, we must adjust learning goals. We propose that the writing component remain for both courses in the linked pair (as it would remain for EGC), and that we remove the QA requirement from the links.

In the current integrated courses design, each of the five required courses (1 EGC, 2 ENW, and 2 EHE) includes a writing component or some emphasis on writing—this is writing appropriate for the discipline and focused on content of the course. With the potential reduction from two sets of links to one, we eliminate two courses in which writing is emphasized. Therefore, we argue that an emphasis on writing in the discipline be maintained in each of the remaining linked courses.

As it currently stands, QA is required as an emphasis in at least one of the ENW courses—and this is meant to give students additional training in quantitative methods. It should be noted that in the original Core document, QA skills and methodology were expected to be used and built upon in many majors,

minors, and interdisciplinary minors. Currently ENW courses are required to address just two of the five QA objectives that are required for foundational QA courses (SLO #2: Students are able to draw inferences from data³, and SLO #4: Students are able to think critically about quantitative statements). With the addition of separate distribution requirements, students will likely get the same or perhaps more emphasis on quantitative methods in their natural science or social science courses: these methods are often already embedded into the design of these courses. Therefore, we propose taking out of the Core an explicit requirement for QA in the linked courses, with the understanding that students will be able to address elsewhere in the Core what the QA experience in ENW provided them. We anticipate and will encourage faculty teaching current ENW linked courses that include a QA component to continue to include QA material in these courses. Furthermore, we will use assessment data to track which programs include QA methods and skills, and subsequently we will be able to determine if there are students who are not getting additional QA experience.

In any event, we understand that QA is important to the Core curriculum, and the Core committee remains open to further discussion on this issue.

Aesthetic Appreciation in linked courses: With the reduction of linked courses from two sets to one set, and the elimination of EHE and ENW categories, we also recommend that we eliminate an emphasis on aesthetic appreciation in the linked courses, which is currently required of at least one of the two courses in an EHE pair. As noted above, the reduction of linked pairs and the subject categories demands that we simplify the learning goals. However, the core committee recognizes that most students will receive an emphasis on aesthetic appreciation in their CAPA courses.

Jesuit Heritage transfer policy: While some responding to the survey expressed reservations about the current transfer policy for Jesuit Heritage courses, this also is an issue beyond the scope of the proposal, and can be taken up at a later time. This proposal does address limited transferability of courses by opening up more possibilities for distribution courses to be transferred to JCU for Core credit.

IV. Engaging the Global Community (EGC): criteria (unchanged from current Core design)

Engaging the Global Community: Rationale

The global interconnectedness of the 21st century requires a curricular component in which students engage with diverse cultural perspectives and develop a sense of global responsibility. 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.

A focus on the global community in all of its complexities is especially appropriate to Jesuit education. In his “Challenges to Jesuit Higher Education Today,” delivered in Mexico City in 2010, Father Adolfo Nicolás, S.J., the Superior General of the Jesuits, said: “Now, more than ever, we see that, in all our diversity, we are in fact, a single humanity, facing common challenges and problems. . . The positive realities of globalization bring us, along with this sense of common belonging and responsibility, numerous means of working together if we are creative and courageous enough to use them.”

³ How this is done will depend upon the context of the discipline and does **not** need to be accomplished through a statistical test.

Learning Goals Addressed:

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

Mode of Delivery:

Courses can either be team-taught or taught as part of a learning community in which faculty from a variety of disciplines share perspectives. In either case, the instructors collaborate on the plan of the course. Faculty must commit to teaching this course three times in four years. Instructors each receive full credit toward load. The target seat count will be 25-30 per section.

Expectations:

Each course will include the perspectives of more than one discipline. There are no disciplinary restrictions.

Prerequisite:

Because writing/writing as a process is emphasized in the linked courses, students must complete their foundational writing requirement before enrolling in the linked courses.

Study Abroad option:

Students who complete a credit-bearing study abroad experience may satisfy their Engaging the Global Community requirement via submission of a reflective essay, assessed in regular process of Core assessment.

V. Forthcoming Work

Final decisions on Distribution courses:

Because the distribution requirement of this model is new—and because distribution courses have not yet been subject to specific criteria or assessment procedures—the Core committee will work with relevant departments to craft application criteria and rubrics that align with the relevant objective of the stated Core learning goal (“Understand the perspectives of science, social science, or humanities”) as it is best understood within those respective fields. The committee’s intention is to design criteria and rubrics so as to fold in existing courses with as little change to those courses as possible. As we did for all new core categories up to this point, the Core committee will approve the developed application criteria and rubrics. In order to assign designations as quickly and efficiently as possible, the application process will follow the model used to approve EN 125, CO 125, languages, philosophy, and theology & religious studies courses: department chairs will submit a list of courses to the Core committee, with the understanding that these courses will include the distribution learning goal in the syllabus and the instructors will participate in the assessment process. Courses will be approved as a group by the entire Core committee. Instructors wishing to create new courses to in the distribution category will complete an application to be reviewed, first, by the elected Distribution Courses committee members and second, by full Integrative Core Curriculum committee.

Timeline:

If this proposal is approved by the faculty this semester (Spring 2017), we expect that the new design will go into effect for the Fall 2017 semester and that in-coming JCU students, registering for courses in Summer 2017 will be governed by this proposed change to the Core curriculum. Because it is not

realistic to have all distribution course criteria and assessment procedures formally approved in the limited time we have left this semester, we propose the following steps and timeline for development:

1. Identify distribution courses for Fall 2017 and Spring 2018 by **June 1, 2017**. We will ask each department chair, working with respective divisional chairs and associate deans, to identify courses within their department that can receive preliminary designation as “distribution courses” for the humanities, the social sciences, and the natural sciences. To do this, chairs (in consultation with their departments) should consider the following criteria:
 - a. Courses with no or few pre-requisites;
 - b. Courses that introduce students to the foundational knowledge and/or methods in the discipline;
 - c. Courses that are similar to (or the same as) courses that received designation as Division II, III, and IV courses in the old, Distributive Core Curriculum.

After June 1, the registrar’s office will add a distribution attribute (HUM, SOC, or SCI) to these courses on the Banner schedule so that these designations will be in place for summer registration. The understanding is that these designations are preliminary for AY 2017-2018; and all these courses (and potentially others) will be evaluated through the formal approval process during the coming academic year once the official criteria/assessment mechanisms are formally approved.

2. Establish official distribution criteria and assessment mechanisms: by October 15. Having determined that the objective (“Understand the perspectives of humanities/social sciences/natural sciences”) under Academic Learning Goal #1 (“Demonstrate an integrative knowledge of the human and natural worlds”) must be assessed for each distribution course, the Integrative Core Committee asks that the assessment coordinator of each department listed above (under humanities, social sciences, and natural sciences) work in consultation with assessment coordinators within their divisions and in consultation with the divisional associate deans to determine the criteria for each distribution course to address the respective objective: “Understand the perspectives of humanities/social sciences/natural sciences”. Once criteria are determined for humanities, social sciences, and natural sciences, the criteria will be submitted to the Integrative Core Curriculum committee for approval. The Core committee, under the direction of the Core committee Distribution Courses representatives, will then formulate rubrics for Core assessment of the learning objectives for distribution courses in the humanities, the social sciences, and the natural sciences.
3. Approve distribution courses for AY 2018-2019 and subsequent semesters: by end of Fall 2017 semester. See explanation above for expected procedures of application and approval process for distribution courses. The goal here is to have distribution courses officially approved by the time department chairs work on Fall 2018 schedules—due to the Registrar January 2018. *[note: Once courses are approved, the Core designation will be in place for six years; this is consistent with other Core courses—a length of time that allows for adequate time for courses to go fully through assessment cycles.]*
4. Assess distribution courses for Core: **beginning AY 2018-2019**.

VI. Advising

If approved, we will make the revised integrated courses component retroactive so that any of our current new Core students (mostly in our freshman and sophomore cohorts) will be governed by the new (proposed) model. However, students will get credit for all the work they have done under the current design. Those who have taken a linked pair will (during this transition period only) earn the distribution requirements represented by the disciplines in the pair.

Once the new requirements are in place (if this proposal is approved) the Core Director, the Registrar, and the Advising office will work to make the transition as smooth as possible for students and advisors. The guiding principle will be that no student who came in under the Integrative Core will be “penalized” (forced to take additional credit hours) by this proposed revision to the Integrative Core. If it appears that in the transition a current new Core student would need more credits than in the old model (this will be rare), the student and advisor will work with the Core director to determine the best plan forward. Graduation audits will be adjusted, so that faculty and students can simply run an audit to determine what requirements they have left.

However, for those who wish to better understand how the transition will operate, we have developed the tables below. Currently, to evaluate the integrative component of the Core, the Registrar’s Office must track ENW, EHE, EGC, and SOC. In the future, it will need to now track LINK, EGC, HUM, SOC, and SCI.

For students who have finished only one integrated course(s):

Taken:	EGC only	Will Receive:	EGC, HUM or SOC
	EGC+SOC		EGC, SOC
	EHE only		LINK, HUM
	EHE+SOC		LINK, HUM, SOC
	ENW only (CH/PH, CH/ER, and EP/ER pairs)		LINK, SCI
	ENW only (all others)		LINK, SCI, HUM

NOTE: No ENWs have been offered with a social science component. No EGC team-taught courses have crossed divisions

For students who have completed two integrated courses:

Taken:	EGC + EHE	Will Receive:	EGC, HUM or SOC, LINK
	EGC + ENW		EGC, HUM, LINK, SCI
	EHE + ENW		LINK, HUM, SCI
	EGC+SOC + EHE		EGC, SOC, LINK, HUM
	EGC+SOC + ENW		EGC, SOC, LINK, SCI, HUM
	EHE+SOC + ENW		LINK, HUM, SOC, SCI

For students who have completed all three:

Taken:	EGC + EHE + ENW	Will Receive:	EGC, HUM, LINK, SCI
	EGC+SOC + EHE + ENW		EGC, SOC, LINK, HUM, SCI

To look at it another way:

Currently Have:	Needed in Current Core:	Need in Model 2:
EGC	ENW, EHE+SOC (12 cr.)	LINK, SOC, SCI (12)

EGC+SOC	ENW, EHE (12)	LINK, HUM, SCI (12)
EHE	EGC+SOC, ENW (9)	EGC, SOC, SCI (9)
EHE+SOC	EGC, ENW (9)	EGC, SCI (6)
ENW	EGC, EHE + SOC (9)	EGC, SOC (6)
EGC + EHE	<u>ENW+SOC (6)</u>	SCI, SOC (6)
EGC + ENW	EHE+SOC (6)	SOC (3)
EHE + ENW	EGC+SOC (3)	EGC, SOC (6)
EGC+SOC + EHE	ENW (6)	SCI (3)
EGC+SOC + ENW	EHE (6)	nothing
EHE+SOC + ENW	EGC (3)	EGC (3)
EGC + EHE + ENW	<u>waiver of SOC</u>	SOC (3)
EGC+SOC + EHE + ENW	nothing	nothing

VII. Projections of Demand

Integrated courses: As we have stated in presentations to the faculty, we anticipate needing 18 pairs of linked courses and 18 sections of EGC courses each semester, at full implantation of the Integrative Core Curriculum (by Fall 2018). We estimate that we would need to develop at least 48 pairs of linked courses and 48 EGC courses so that we have an adequate rotation of courses each academic year. [See the attached power point presentation for more details.]

Distribution courses: If we expect to enroll cohorts of 740 students each year, and if we expect that most of them will take their distribution courses their first year at JCU, we can estimate that we would need approximately 15 sections of “distribution courses” each semester per category:

Natural Science courses: 740 (students) / 2 (semesters) / 25 (approx. number of students/class) = 14.8

Social Science courses: 740 (students) / 2 (semesters) / 25 (approx. number of students/class) = 14.8

Humanities courses: 740 (students) / 2 (semesters) / 25 (approx. number of students/class) = 14.8

Many additional factors exist, of course. For example, we assume that many of our students will transfer in distribution credits for one or more classes through advanced placement or courses taken at another institution. And so it is likely that we won't need as many seats as the calculation above predicts.

Do we have the capacity to offer enough distribution courses/semester?

In addressing this question we looked at Fall 2013 and Fall 2014, the last two academic years with only the old (distributive) Core curriculum in place. We have selected the fall semesters as representative of the numbers and types of courses we generally offer to first-year students and because we anticipate that many incoming students and advisors will be looking to schedule one or more distribution courses in the first semester. In addition, we have selected courses that, if continued to be offered, could possibly meet the distribution requirements.

Fall 2013:

Total sections for Natural Science courses: 35 sections

Total sections for Socials Science courses: 32 sections

Total sections for Humanities courses: 37 sections

Fall 2014:

Total sections for Natural Science courses: 34 sections

Total sections for Socials Science courses: 31 sections

Total sections for Humanities courses: 27 sections

We understand that several of the instructors who have taught these courses have been and will be called upon to teach linked courses or EGC courses. However, we believe that our departments will have the capacity to offer an adequate number of courses per semester.

Please see the attached chart for Fall 2013 and Fall 2014 semesters (Core courses offered for old, Distributive Core Curriculum). The chart also includes freshman enrollment in these courses. It is important to keep in mind that enrollment for several of these courses includes upper-division students—many students have waited until later years to complete their divisional requirements. Also, we should keep in mind that while this proposed distribution model may have some similarities with Divisions II, III, and IV of the old Core, the proposed requirement is that each student take just one course in each of these categories, not multiple courses as in the old Core (three for Division II, two for Division III, and three for Division IV).