

John Carroll University
Integrative Core Curriculum
Fall 2021

**Engaging the Global Community (EGC):
Proposed change to requirement for Faculty Learning Communities**

Background:

During the past academic year (2020-2021), an EGC working group (members of the Core committee) evaluated the Faculty Learning Communities (FLCs) and concluded, first, that the FLCs have not been active in general (likely caused by COVID restrictions, though the group also noted that many FLCs were not meeting regularly prior to COVID) and, second, that the FLCs were not always effective in fostering disciplinary integration in the EGC courses (non-team taught). The EGC Working Group recommended replacing FLCs with reading groups built around larger themes. At its final meeting of the 2020-2021 academic year, members of the committee also suggested eliminating the FLC requirement. In place of FLC participation, faculty applying for EGC designation would be required to provide additional information that demonstrates disciplinary integration in their courses.

The Core Curriculum committee discussed this issue further at its October 11 meeting. The committee considered the current status of FLCs and their impact on EGC courses, as well as the ability for faculty to work more independently to meet EGC standards (drawing on their own interdisciplinary training; providing reading materials, assignments and methodologies that demonstrate disciplinary integration; consulting faculty from other disciplines; etc.). After deliberation, the following motion was made (and seconded): **Instructors applying for EGC designation are not required to join a faculty learning community; however, in their applications they must provide additional information that demonstrates the integration of disciplines in their courses.**

Following discussion, the committee passed the motion: 13-yes, 0-no, 0-abstain.

It should be noted that the committee voted not to eliminate FLCs (or team-taught EGC courses), but to remove the FLC requirement for non-team-taught courses.

Because this proposal revises language in the original Core document (passed by the faculty in 2013; see below), the committee would like Faculty Council and Faculty to determine if it is a substantial change that would require a full faculty vote. While the proposal revises Core document language, the Core Curriculum committee believes it is a reasonable change based on assessment data and evaluation by the EGC Working Group. The committee also believes that this change will not compromise the integrity of EGC courses and may provide added flexibility allowing more faculty to propose EGC courses.

The following is the language from the 2013 Core document:

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 students per section.

Expectations: Each course will include the perspective of more than one discipline.