CCIC to Academic Senate
The Disciplinary Expertise requirement for Core Curriculum courses
November 8th, 2010

- **Rationale** – The faculty at SMC desire to preserve and enhance the rigor of the disciplinary ways of knowing in the core curriculum by requiring that all faculty teaching courses that meet these disciplinary goals (#5-8) possess the appropriate disciplinary expertise.

- **Definition** – Disciplinary expertise is taken to mean that a faculty member has sufficient academic training and/or experience in a disciplinary field to educate students in that field at a substantive, collegiate level.

- **Guidelines**
  - The requirement of disciplinary expertise on behalf of the instructor applies only to faculty submitting courses for goals #5-8 (Mathematical and Scientific Understanding, Artistic Understanding, Theological Understanding, and Social, Historical, and Cultural Understanding). The Habits of Mind (#1-4) and Engaging the World (#9-12) goals are intentionally designed to be foundational and cross-disciplinary, extending throughout the college’s curriculum.
  - It is assumed that a faculty member teaching in a department that matches the disciplinary areas meets the criterion of disciplinary expertise. E.g., it is assumed that a faculty member teaching in the department of Sociology has disciplinary expertise in the discipline of Social, Historical, and Cultural Understanding. As such, no further demonstration of disciplinary expertise is required.
    - Corollary point – If the Sociology department is willing to cross-list the course of another member of the faculty in another department, that action will “certify” the disciplinary expertise of said faculty member in the discipline of Social, Historical, and Cultural Understanding. The same would apply to all of goals #5-8.
  - A faculty member teaching outside of the standard department for a discipline (e.g., a philosopher teaching theology in the Philosophy department) and whose course is not cross-listed has the responsibility to demonstrate disciplinary expertise when submitting courses to the Core Curriculum Committee. Such demonstration must take one of two forms:
    - An advanced degree in the discipline – e.g., an advanced degree in a social science or history in order to teach a course in Social, Historical, and Cultural Understanding
    - Substantive scholarly production in the discipline – e.g., a publication history in the social sciences or a production history in the arts
  - Due to the intentionally integrative (and exceptional) nature of the Integral Program, tutors in the program are deemed to be qualified to teach learning goals #5-8 in Integral courses. (This certification applies only to courses within the Integral Program, not courses offered in the rest of the college’s curriculum, for which the same guidelines would apply as listed above.)