

**CCC Agenda**  
**April 21st, 3:00–4:30pm**  
**BJW 213**

1. Upcoming CCC Meetings.

- May 5th, Filippi Academic Hall 205 3:00-4:30pm
- Year End Party: May 5th 5:30 – ?? Jim's House

2. Updates and Open Items

(a) CCC meeting Dates for 2015-16

- August 25th 2015. LOCATION TBA. Morning (Committee Day)
- September 8th, 2015 Filippi Academic Hall 205 3:00-4:30pm
- September 22nd, 2015 Filippi Academic Hall 205 3:00-4:30pm
- October 6th, 2015 Filippi Academic Hall 205 3:00-4:30pm
- October 20th, 2015 Filippi Academic Hall 205 3:00-4:30pm
- November 3rd, 2015 Filippi Academic Hall 205 3:00-4:30pm
- November 17th, 2015 Filippi Academic Hall 205 3:00-4:30pm
- February 9th, 2016 Filippi Academic Hall 205 3:00-4:30pm
- February 23rd, 2016 Filippi Academic Hall 205 3:00-4:30pm
- March 8th, 2016 Filippi Academic Hall 205 3:00-4:30pm
- March 29th LOCATION TBA 3:00-4:30pm
- April 12th LOCATION TBA 3:00-4:30pm
- April 26th LOCATION TBA 3:00-4:30pm
- May 10th LOCATION TBA 3:00-4:30pm

(b) Deadlines for Community Engagement courses

All (almost all?) Fall 2015 CE courses met the necessary deadlines. Yay!

(c) CE Issues

Zach and Jim met with CILSA to discuss issues that have arisen. Given the enormity of the needs we faced in 2011 all are very pleased with the current situation, even while continued progress will be made. See the attachment.

(d) Ranked Teaching in Collegiate Seminar and January Term: At Senate

Failed to appear on 3/25 or 4/8 agendas. A 'pocket veto' is still a veto – is this ok with us?

(e) LEAP – no update since last time

(f) Integral – no update since last time

(g) Incorporation of Languages into Global Perspective

Unanimously endorsed by the UEPC on 4/13. To appear on a future Senate agenda.

(h) Risk Assessment

Is being electronicalized and will soon be posted on Provost's website.

(i) 4-1-4 plus.

3. Discussion Item: Designation Renewals – Do we wish to continue to push this? How hard?

Was briefly discussed by the UEPC on 4/13. It will likely be a main topic of a soon-to-be-announced 4/27 special meeting.

The UEPC discussions of the CCC's 'redesignation proposal' seems to have several implicit assumptions. Among them are

- (a) Most courses are fully (and more naturally) reviewed by their departments and so need no additional review,
- (b) The Program Review Process already results in departments doing assessment of all of their courses, and reviewing them wrt the Core learning goals, and
- (c) Asking for a routine submission of syllabi and assignments is like policing and shows a lack of trust in our colleagues.

In other conversations, it has been suggested that we should worry less about redesignation and more about assessment. That once we have a robust assessment mechanism then the only courses we pre-designate are those whose assessment data suggests troubles. And so we should not really worry were the UEPC to decide upon a very simple redesignation process, instead we should focus on doing more robust assessment.

How strongly do we still support our proposal?

4. Voting Item: Jan Term 2016

Elena, Zach and Jim met April 9th to the 2016 Jan Term travel proposals, and posted their recommendations on the google docs. We will vote to endorse (or not!) these recommendations.

5. Discussion Item: Assessment

6. Discussion Item: Working Group membership 2015-16

CCC members are appointed to Working Groups by the CCC Chair. Generally desire continuity, and interest and expertise. Appointments to occur after elections.

Working Group members appointed by Senate upon CCC recommendation. Generally desire 2 continuing and 2 new members, and a mix of expertise and interested others. Please provide Jim with (private) comments on usefulness of your WG members.

7. Discussion Item: Summer Orientation

2014-15	<p><b>Habits of Mind</b>  Chair: Jim Sauerberg, CCC Chair, Mathematics*  Kathryn Koo, English/Composition  Jose Fatio, Psychology/Seminar  Sue Paliss, Communication/jan Term  Aeleah Soine, History*</p> <p><b>Mathematical and Scientific Understanding</b>  Chair: Alice Baldrige, CCC Member, Environmental Science  Kristen Beck, Mathematics  Helga Lenart-Chang, Modern Languages*  Mark Lingwood, Chemistry*  Paul Zarnoth, Psych</p> <p><b>Artistic Understanding</b>  Chair: Greg Merrill, CCC Member, Accounting*  Peter Freund, Art &amp; Art History*  Wesley Gibson, English*  Felicia Martinez, Integral  Matthew Zapndner, English</p> <p><b>Theological Understanding</b>  Chair: Michael Nathanson, CCC Member, Mathematics  Anne Carpenter, TRS  Norrie Palmer, TRS  Lino Rivera, Performing Arts  Mindy Thomas, Politics*</p> <p><b>Social, Historical, Cultural Understanding</b>  Chair: Jennifer Heung, CCC Member, Anthropology*  Liz Hamm, Integral  Makiko Inamura, Communication  Sawako Suzuki, SOE  Claire Williams, Kinesiology*</p> <p><b>American Diversity and Global Perspective</b>  Chair: Elena Songster, CCC member, History  Zeynep Atalay, Sociology  Cathy Davalos, Performing Arts*  Constanza Doppel, Modern Languages  Caitlin Powell, Psychology</p> <p><b>The Common Good and Community Engagement</b>  Chair: Zach Flanagin, CCC Member, Theology &amp; Religious Studies  Ron Ahnen, Politics  Mike Hadami, Management  Monica Fitzgerald, Liberal and Civic Studies  Raina Leon, Single Subject Credential, Education</p>	2013-14	<p><b>Habits of Mind</b>  Chair: Jim Sauerberg, CCC Chair, Mathematics*  Ken Brown, Chemistry*  Lisa Manner, English*  Ellen Rigsby, Communication*  Aeleah Soine, History</p> <p><b>Mathematical and Scientific Understanding</b>  Chair: Michael Nathson, CCC Member, Mathematics  Helga Lenart-Chang, Modern Languages  Mark Lingwood, Chemistry  Hiroko Nakano, Psychology*  Kathy Porter, Mathematics*</p> <p><b>Artistic Understanding</b>  Chair: Greg Merrill, CCC Member, Accounting*  Peter Freund, Art &amp; Art History  Wesley Gibson, English  Ellen Veomett, Mathematics*  Jia Wu, Performing Arts*</p> <p><b>Theological Understanding</b>  Chair: Wayne Harter, CCC Member, Philosophy  Michael Barran, Theology &amp; Religious Studies  Alexis Doval, Integral*  Br. Mark McVann, Theology and Religious Studies*  Mindy Thomas, Politics</p> <p><b>Social, Historical, Cultural Understanding</b>  Chair: Jennifer Heung, CCC Member, Anthropology*  Elena Escalera, Psychology*  Anh Nguyen, Operations &amp; Quantitative Methods*  Elena Songster, History  Claire Williams, Kinesiology</p> <p><b>American Diversity and Global Perspective</b>  Chair: Paul Zarnoth, CCC Member, Psychology*  Hissham Ahmed, Politics*  Cathy Davalos, Performing Arts  Kathryn Koo, English*  Weiwei Pan, Mathematics*</p> <p><b>The Common Good and Community Engagement</b>  Chair: Zach Flanagin, CCC Member, Theology &amp; Religious Studies  John Ely, Sociology*  Monica Fitzgerald, Liberal and Civic Studies*  Raina Leon, Single subject Credential, Education</p>	2012-13	<p><b>Habits of Mind</b>  Chair: Jim Sauerberg, CCC Chair, Mathematics  Ken Brown, Chemistry  Lisa Manner, English  Ellen Rigsby, Communication*  Cynthia van Gilder, Anthropology*</p> <p><b>Mathematical and Scientific Understanding</b>  Chair: Rebecca Jabour, CCC Member, Biology  Derek Marks, Kinesiology*  Hiroko Nakano, Psychology  Kathy Porter, Mathematics  Michelle Shulman, Chemistry*</p> <p><b>Artistic Understanding</b>  Chair: Greg Merrill, CCC Member, Business Administration  Bob Gorsch, English*  Lori Spitzer, Modern Languages*  Ellen Veomett, Mathematics*  Jia Wu, Performing Arts*</p> <p><b>Theological Understanding</b>  Chair: Ed Tywonak, CCC Member, Communication  Norrie Palmer, Theology &amp; Religious Studies*  Patrick Downey, Philosophy*  Br. Mark McVann, Theology and Religious Studies  Alexis Doval, Integral</p> <p><b>Social, Historical, Cultural Understanding</b>  Chair: Jennifer Heung, CCC Member, Anthropology  Robert Bulman, Sociology*  Anh Nguyen, Business Administration  Elena Escalera, Psychology  Myrna Santiago, History*</p> <p><b>American Diversity and Global Perspective</b>  Chair: Paul Zarnoth, CCC Member, Psychology  Hissham Ahmed, Politics  Kathryn Koo, English  David Quijada, Ethnic Studies*  Weiwei Pan, Mathematics</p> <p><b>The Common Good and Community Engagement</b>  Chair: Cynthia Ganote, CCC Member, Sociology  John Ely, Sociology*  Monica Fitzgerald, Liberal and Civic Studies*  Patrizia Longo, Politics  Mary True, Psychology</p>	2011-12	<p><b>Habits of Mind</b>  Chair: Jim Sauerberg, CCC Chair, Mathematics  Zach Flanagin, Chair: CJC, Theology and Religious Studies  Rosemary Graham, English  Ellen Rigsby, Communication  Cynthia van Gilder, Anthropology</p> <p><b>Mathematical and Scientific Understanding</b>  Chair: Rebecca Carroll, CCC Member, Biology  Derek Marks, Kinesiology  Mike Nathanson, Mathematics  Michelle Shulman, Chemistry  Sally Stamp, Psychology</p> <p><b>Artistic Understanding</b>  Chair: Rebecca Carroll, CCC Member, Business Administration  Bob Gorsch, English  Lori Spitzer, Modern Languages  Ellen Veomett, Mathematics  Jia Wu, Performing Arts</p> <p><b>Theological Understanding</b>  Chair: Ed Tywonak, CCC Member, Communication  Norrie Palmer, Theology &amp; Religious Studies  Patrick Downey, Philosophy  Paul Giunanda, Theology and Religious Studies  Ron Olowin, Physics and Astronomy</p> <p><b>Social, Historical, Cultural Understanding</b>  Chair: Lisa Manner, CCC Member, English  Kara Boatman, Economics  Robert Bulman, Sociology  Myrna Santiago, History  Hoang Vu, Psychology</p> <p><b>American Diversity and Global Perspective</b>  Chair: Paul Zarnoth, CCC Member, Psychology  Ron Ahnen, Politics  Reid Davis, Performing Arts  David Quijada, Ethnic Studies  Elena Songster, History</p> <p><b>The Common Good and Community Engagement</b>  Chair: Cynthia Ganote, CCC Member, Sociology  John Ely, Sociology  Monica Fitzgerald, Liberal and Civic Studies  Emily Hulse, Psychology  Tom Poundstone, Theology &amp; Religious Studies</p>
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## CE Issues discussion

4/15/15

Jennifer, Jim, Marshall, Sarah, Zach

### 1) MOU's and Insurance

- \*An MOU outlines the nature of the relationship between the college and the partner.
- \*An insurance certificate is a necessary part – can't have one without the other.
- \*MOU is good for 2 years.
- \*We can have partners without MOU's, provided the Risk Assessment is complete.
- \*When a student is paid (as part of an internship or CE or pre-professional experience) the law dictates that that student is automatically under the insurance coverage of the employer. And so no MOU is needed in most cases.

### 2) Risk Assessment:

- \*Is document complete? Apparently approved.
- \*Posted? Not yet
- \*Who owns? Who updates? Where does it live? Seems like Richard's office, for now.
- \*Who decides when Risk Assessment document should be used? CISLA, for CE.
- \*Eventually all off-campus activities will be directed to this.
- \*Who evaluates it? Richard's Group.
- \*And reports their answer to whom? Richard's decides.
- \*Even when a CE uses this form, CAF's are still required.

### 3) "Normal" expectations for CE:

- \*Between 20 & 30 hours working with the community partner (excluding travel). "2 to 3 hours per week for 10 weeks".
- \*More hours only in special circumstance, as approved by the CE WG. This is to conform to the credit hour policy.
- \*NB: CE is to be done within a 1-credit course. The expectations of students overall for the course must still follow the credit hour policy. This means that adding CE expectations forces the removal of other requirements.

- \*Guideline is to reimburse up to 30 miles round trip in travel. Purpose is (1) to stay within the local community, (2) to help limit costs, and (3) to limit travel time. CISLA/CCC communicate when exceptions are proposed.
- \*CISLA compiles data of hours served and mileage. This is shared with CCC each semester.
- \*Reimbursements paid at end of semester (expect in special cases).

SMC courses are 3.5 hour credits, so 'normal' means 3.5 hours in class and 7 hours out of class each week.

If a course wants students to spend lots of hours each week in service, then the in-class and reading/writing requirements would need to be lowered to take that into account.

Credit Hour Policy: "SMC follows the federal government's definition for credit hours as follows: As an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less that: One hour of classroom or direct faculty instruction and a minimum of two hours of student work out of the classroom each week for approximately 15 weeks for one semester hour of credit. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of a credit hour."

4) 'Community Engagement' is now listed on GaelXpress.

\*Under what circumstances should more information be given:

\*When off campus? Yes

\*When specific locations or times? When demand is past 30 hours?

\*When out-of-pocket expenses are expected?

\*Perhaps at end of registration, send to students: "You registered for CE course. Typical requirement is 20-30 hours service off campus. Schedule your time accordingly. Contact instructor for details"

\*Jim will request that "Community Engagement (on campus/off campus). Typically 20-30 hours service required." If space, also "Contact instructor for details." be put on GaelXpress.

5) Which 'inequities' does the CCC care about?

\* Within a course there should be relatively equal expectations. (Ie. it shouldn't be the case that some are traveling 20 miles and some required to travel 80 miles. Or that some do 20 hours and others required to do 40, unless students make that choice in cases when 'fair' options are available.

\* Faculty should not be assigning students to significantly different expectations.

\* When course is required for major, then any support given by CILSA/CCC toward the course is extra for the students. In this case, we are concerned less about inequities.

\* Most of this feels addressed by #4) above. Will continue to be cognizant of the possibilities of concerns here.

6) Relations among internship, pre-professional practice, field-placement, internship and CE

\*Should we require it be clearer where the CE component of the out-of-class work ended and where the field placement-type work begins? Must an MOU be in place even when the work is placement and not CE? Must there be a CAF if the work is not or is only partially CE?

\*This has come up primarily in Jan Term EDUC. Are we subsidizing something we really shouldn't.

- \* CCC will need to read Jan Term proposals carefully, and should expect a more complete proposal for repeaters.
- \* This is a continuing issue.

#### 7) CE Training:

- \*The varieties of CE training existed only during the past couple years transition period. There is now just a one-size fits all Camp Cilsa type training for instructors.
- \*Repeat instructors, who need 'legal and logistical' updates, receive that from Sarah over coffee.
- \*Training for Jan Term CE instructors, who may be one-off instructors coming from off campus, is a challenge
- \*Maybe add more information to Jan Term proposal page??

#### 8) Faculty Recruitment

- \*Invitation sent for 4/30 event.
- \*ZF will invite chairs and deans
- \*SBD will invite to CE faculty

9) What to do when 'anomalies' arise? The CCC (and CILSA) don't check on instructors – we assume they are going to do what they told us they were planning to do. What when students come to CILSA with a situation that seems not to fit? Or ELF's raise an issue? If such a situation arises it should be brought to the CCC Chair.

10) A list of "Community Engaged Faculty" should be put on the CCC website.  
SBD will give Jim the list.