

SMC Core Curriculum Course Proposal Form Fall 2013

Electronically submit this course form and attachments to the Chair of the CCC by October 1. Please submit a separate proposal for each desired learning goal.

1. Name of Proposer: Maria Luisa Ruiz
2. Email address: mlruiz@stmarys-ca.edu
3. Department/Program of Proposer: Modern Languages
4. Name of Department/Program housing the course: Modern Languages
5. Name(s) of Program Director/Department Chair (if not the proposer): Lori Spicher
6. Course Acronym, Number and Title: Spanish 140
7. Proposal is for All Sections of the course: yes
Proposal is for instructor's section(s) (Pathways to Knowledge only): no
8. Course Prerequisites (if any): Spanish 11
9. Unit Value of Course: 1
10. Mark with an X the Learning Goal for which the course is being proposed.
(Please submit a separate proposal for each desired goal.)

Pathways to Knowledge (at most one)

Artistic Understanding – Artistic Analysis only: ____
Artistic Understanding – Creative Practice only: ____
Artistic Understanding – Both Artistic Analysis and Creative Practice: ____
Mathematical Understanding: ____
Scientific Understanding: ____
Social, Historical, Cultural Understanding: ____
Christian Foundations: ____
Theological Explorations: ____

Engaging the World (as appropriate, generally zero to two)

American Diversity: ____
Common Good: ____
Community Engagement: ____
Global Perspectives: X

11. Expected Attachments:

- a) Syllabus: Current course syllabus containing a course description and a list of learning outcomes. The course's learning outcomes must include coverage of the Learning Outcomes associated with the Core Curriculum Learning Goal for which the course is being proposed.
- b) Teaching and Learning: A narrative that explains how the course will guide students toward achieving each Learning Outcome and how coursework (e.g., papers, exams, videotaped presentations) will be used to measure student achievement of each Learning Outcome. Please address the outcomes directly and one by one.

Notes:

- a) While courses and individual sections within courses may vary, the Core should provide relatively consistent experiences. Thus our expectation is that each section of a course designated for a Pathways to Knowledge goal will satisfy all the corresponding learning outcomes. Further, that the features of any syllabus submitted are sufficiently generic to faithfully represent all sections of the course. The CCC relies on department chairs and program directors to oversee a reasonable degree of uniformity in how its courses address the learning outcomes.
- b) We encourage departments and programs to develop courses so that an Engaging the World goal can apply to all sections (in which case we will expect a representative syllabus). We also welcome proposals from individual instructors.
- c) Any course approved for the Core must provide data for the assessment of Core Curriculum learning goals at an institutional level. Via this proposal a chair/program director agrees to oversee the submission of the student work necessary for the assessment of the learning goals, and that his/her instructors of Core courses will participate in assessment exercises, if asked. Similarly, if the proposal is from an instructor, that individual agrees to oversee submission of work from appropriate sections of their course.
- d) (Legal and Logistical Workshop) Each instructor of a Community Engagement (CE) course must participate in a workshop each year before the course is taught. This workshop will outline the logistical and pedagogical support the College will be providing to CE courses, as well as provide updates on any legal or regulatory requirements of community-involved courses. At the workshops, instructors will be provided information about legal and logistical paperwork that must be completed by stated deadlines in order to ensure that each CE course / experience can run safely and effectively.
- e) (Pedagogical Workshops) Each instructor of a Community Engagement (CE) course is required to have training in the pedagogy of Community Engagement, as few faculty are trained in their disciplines to educate students outside of the traditional classroom. Faculty who have studied the pedagogy of CE or taught such courses in the past are invited to submit those experiences to the Community Engagement Working Group as evidence of qualification. For faculty without previous CE experience or training, CILSA will provide two two-hour workshops that will assist the instructor in integrating the community engagement learning outcomes into their course. (These workshops are also available for faculty who wish a refresher.)

