

**CCC Agenda**  
**March 3rd, 3:00–4:30pm**  
**Filippi Academic Hall 205**

1. Upcoming CCC Meetings.

- March 24th, Filippi Academic Hall 205 3:00-4:30pm
- April 7th, Filippi Academic Hall 205 3:00-4:30pm
- April 28th, Filippi Academic Hall 205 3:00-4:30pm
- May 5th, Filippi Academic Hall 205 3:00-4:30pm

2. Updates

(a) Ranked Teaching in Collegiate Seminar and January Term

Discussed in executive session 2/25. May be on the Senate agenda 3/4.

(b) Designation Renewals

Either our initial proposal or a UEPC-produced proposal to be on 3/9 agenda.

(c) CLEP Exams and Balos:

Jim has told Balos that we would not support the use of the general CLEP exams for Science, and for Social Science. Open is the coupling of IGETC (Intersegmental General Educational Transfer Curriculum) -approved humanities courses with the general CLEP Humanities test.

(d) LEAP

After conversations among the provost, vice provost of undergraduates, and vice provost for graduates and professionals, it was agreed that the latter will insure that LEAP's use of extra-departmental courses (e.g. Anthro 1) will be done in cooperation with that department. And that our advertising of LEAP will be sufficiently generic so that any potential changes between now and the start of enrollment in summer is no a bait-and-switch. See attachment for outstanding issues.

(e) Integral

The Senate is volunteering to mediate between the Integral Program and the CCC. Do we feel this is necessary?

3. Action Item: Revising Global Perspective Learning Goal

Jim and Elena are proposing changing the Global Perspective learning goal to incorporate the language requirement. (See attached.) If we determine we are ready, we will vote on recommending this change to the EUPC.

4. Discussion Item: Updates on Learning Goal Assessment

5. Discussion Item: "The Core at Four"— Initial planning ideas.

The Core responsibilities for LEAP are

- Two Collegiate Seminars: two courses
- English 4 & 5
- WID
- Mathematical Understanding: one course
- Scientific Understanding: one course
- Artistic Understanding (but not Creative Practice): two courses
- Social/Historical/Cultural Understanding: two courses
- Theological Understanding: one course
- American Diversity
- Global Perspectives
- Community Engagement
- The Common Good

Current Situation

- Collegiate Seminars: CS 102 and CS 144.
- Composition: English 4\* & 5
- WID: Perfa 184: Dance in Performance.
- Mathematical Understanding: Math 10.
- Scientific Understanding: Kines 17 still in process. (Submitted material insufficient to make judgment. Need updated syllabus and full proposal.)
- Artistic Understanding: Perfa33 and Perfa197.
- Theological Understanding: TRS: The Bible & Its Interpretation: Great Themes as adapted.
- SHCU: Anthro 1 and ?? (via transfer?)
- American Diversity: Perfa 184: Dance in Performance.
- Global Perspectives: Anthro 1: Introduction to Social and Cultural Anthropology.
- Community Engagement: To be met via new capstone course.
- The Common Good: To be met via version of the TRS "The Bible"

*\* With the exception of Collegiate Seminar (and TRS and ???) each named course should be interpreted as "or equivalent." So "English 4 = English 4 or equivalent")*

## **ORIGINAL**

### **Global Perspective (Engaging the World)**

Learning Goal: In today's interdependent world, college graduates need to work with people and communities from across the globe. This work will depend upon many factors, not the least of which is the understanding of a foreign language. Through the core curriculum, students will study and compare the social, economic, religious, and political structures of different global communities and cultures, and gain an understanding of the interdependence of these communities.

Learning Outcomes: Students will

1. Analyze the process of globalization by using different theoretical perspectives and debates on a broad range of issues (including issues of dependence and interdependence); or
2. Demonstrate an understanding of the world from a specific non-U.S. and non-Western European viewpoint.

Rationale (i.e., the intention of the proposed outcomes): Global Perspective can be understood in two different, but equally important, ways. First (as in outcome #1), it can be taken as a perspective that views the whole world at once (i.e., from a bird's eye perspective), focusing on the interdependence of multiple cultures in this global context. In this outcome, "globalization" is taken in its largest sense, as synonymous with the process of growing global interdependence. Second (as in outcome #2), it can be taken as a particular, non-Western perspective on the world – in essence, a global diversity outcome. The former would include, for example, courses on global economics, the spread of cultural or artistic traditions across the globe, and properly-structured study-abroad experiences. The latter would include any number of courses in globally-diverse cultures and topics, such as African literature, Asian history, or Eastern religions. Students fulfill their Global Perspective requirement by completing an approved course or experience in either one of these two areas.

Implementation: Global Perspective courses must satisfy one of the two outcomes. All of the goals within Engaging the World respond to broad areas of concern that flow out of the Saint Mary's mission. Thus, students and faculty should have a wide degree of freedom (under the oversight of the Core Curriculum Committee) in seeking ways to explore these areas in the SMC curriculum. In particular, courses that fulfill the Global Perspective goals will often fulfill other goals, i.e., double-dipping is encouraged. Overseen by the American Diversity/Global Perspectives Working Group. Chair: Paul Zarnoth.

## Global Perspectives (proposal)

Learning Goal: (No change)

Learning Outcomes: Students will

**1a.** Analyze the process of globalization by using different theoretical perspectives and debates on a broad range of issues (including issues of dependence and interdependence); or

**1b.** Demonstrate an understanding of the world from a specific non-U.S. and non-Western European viewpoint.

**Students will also**

**2a. Demonstrate the ability to use a second language for authentic communicative purposes; and**

**2b. Demonstrate an understanding of the cultural artifact and practices embodied by the language studied.**

**Rationale** (i.e., the intention of the proposed outcomes): A Global Perspective can be understood in two different, but equally important, ways. First (as in outcome #1a), it can be taken as a perspective that views the whole world at once (i.e., from a bird's eye perspective), focusing on the interdependence of multiple cultures in this global context. In this outcome, globalization is taken in its largest sense, as synonymous with the process of growing global interdependence. Second (as in outcome #1b #2), it can be taken as a particular, non-Western perspective on the world in essence, a global diversity outcome. The former would include, for example, courses on global economics, the spread of cultural or artistic traditions across the globe, and properly-structured study-abroad experiences. The latter would include any number of courses in globally-diverse cultures and topics, such as African literature, Asian history, or Eastern religions. Students fulfill their Global Perspective requirement by completing an approved course or experience in either one of these two areas.

**Studying a second language, whether modern or classical, helps us recognize universal aspects of the human condition and embrace the diverse backgrounds of people at home and around the world. By Outcomes #2a we mean that students will reach an intermediate level of proficiency with a second language, understanding that exactly what this entails will vary by language. But language is not just skill. Specific language artifacts (the use or not of pronouns, the types of tenses allowed, how honorifics are used) reflect the culture in which that language lives or lived. Second language acquisition therefore makes students conscious of the ways in which language shapes our world and our perceptions of it, on both a personal and collective level. This is reflected in Outcome #2b.**

**Implementation: Students must complete one** course satisfying either Outcome #1a or 1b. Students **must also** demonstrate intermediate level proficiency in a modern or classical language by (Continue with current Catalog language.)