

**CCC Agenda**  
**October 7th, 3:00–4:30pm**  
**Filippi Academic Hall 205**

1. Upcoming CCC Meetings.

- October 21st, Filippi Academic Hall 205
- November 4th, Filippi Academic Hall 205
- December 2nd, Filippi Academic Hall 205
- December 15th, Filippi Academic Hall 205. 9:00-1:00 (tentative)
- December 16th, Filippi Academic Hall 205. 9:00-1:00 (tentative)

2. Updates

(a) Ranked Teaching in Jan Term and Seminar

Proposal (attached) is before the Academic Senate on October 8th.

(b) Language requirement and the Core Curriculum

Jim met with the Department of Modern Languages at their department meeting September 24th. At their August departmental retreat DoML discussed ways to move the language requirement into one of the areas of the Core. Based on the 9/24 discussion Jim believes DoML will apply to the CCC that languages become one of the Pathways to Knowledge. He asked that they provide Learning Goal language, learning outcomes, and rationale. He indicated that the CCC would consider it, and, if in favor, would send the proposal on to the UEPC and Senate. Finally, we talked how this involved no graduation requirement change – the level 3 proficiency would continue.

(c) LEAP & BALOS

While we await the final BALOS/Core proposal (most of which we have tentatively approved), on October 8th the Academic Senate will consider a proposal to continue, for one year, the current situation in which BALOS students satisfy their religion requirement via their second Seminar course.

Cathy Davlos is now the faculty chair of LEAP. She and Jim have met to discuss the status of that program wrt the Core. Students who entered the LEAP program this year will also need a waiver from certain Core requirements. Jim believes Cathy is preparing to submit such a proposal to the GPSEPC.

(d) Integral

The Provost has rejected the Academic Senate's recommendation that the students in the Integral Program not be bound by the Core Curriculum. Jim believes that the Senate is currently trying to determine its next action.

(e) Completion Information

Gregg Thompson, Director of Institutional Research, is studying the progress of students through the Core. Based on about 20% of those starting at SMC in fall 2012:

	The Common Good	Community Engagement
Fall 2012	28%	0%
Jan 2013	8%	2%
Spring 2013	8%	6%
Fall 2013	24%	4%
Jan 2014	4%	2%
Spring 2014	10%	16%
Total Completed	82%	30%

Gregg expects to have numbers for the other EtW goals, and for the class beginning 2013 soon.

(f) Jan Term 2015 Update

After the 9/23 CCC meeting and subsequent posting of Jan Term 2015 designations, several instructors asked that their courses also be considered. These are now complete. There is one course yet unsettled (as of 10/6).

(g) Course Listings

Core Designations can now be found at <http://stmarys-ca.edu/core-curriculum>. The lists include the semesters (and instructors, if appropriate) that a course or experience satisfies a core requirement. Please refer those with questions to these lists

(h) Splitting Learning Outcomes

We received a proposal that a course satisfy only some of the learning outcomes for a particular learning goal. Jim responded to the proposer that the CCC would not consider such a proposal. Comments?

### 3. Action Items

(a) Designation Renewal

At its 10/1 meeting the UEPC considered our proposal for Designation Renewals, rejecting it by a vote of 4-5-0. Among the concerns were

- The renewal process involved too much work for the department
- Some courses are taught every semester, and/or have numerous sections. Others consist of only one section taught occasionally. A universal 'every four years' rule seems wrong.
- The request of such submissions implies a lack of trust in our colleagues - if a department indicates no change has occurred in the course, then no renewal should be needed.

Our possible actions include

- a) Nothing. (It is possible the UEPC will reconsider the proposal. Or may still send particular comments to the CCC.)
- b) Revise the proposal. (Possible changes: (1) Putting the form online – which is believed to reduce work, (2) Indicating that the frequency of teaching would impact the frequency of renewals, and (3) Leading with the “explain the changes in this course” questions.)

(b) .5 Credit Pathways to Knowledge Courses

We have received a proposal that a particular .5 credit course satisfy Artistic Analysis. Jim indicated to the proposer that the “2 course requirement” for AA clearly implied a “2 full credits of work in” requirement. The proposers still wish us to at least consider the question of .5cr PtK courses. Will we?

4. Assessment Updates

5. Google Docs and fall 2014 Working Group considerations

1) Proposal documents are all online, via Google Docs. Jim has made all WG Chairs co-editors of the appropriate folders. He has invited all WG members, as well.

2) Discussion of Working Group consideration process. Collegial advice.

To: Valerie Burke  
Chair, Academic Senate  
September 30<sup>th</sup>, 2014

**From:**

Sue Fallis, Director January Term  
Jose Feito, Director Collegiate Seminar  
Jim Sauerberg, Chair Core Curriculum Committee

**RE: Ranked Faculty Participation in January Term and Collegiate Seminar**

We are concerned about the lack of participation of ranked faculty in two of the college's signature programs, January Term and Collegiate Seminar, and ask that the Academic Senate join us in endorsing the statement given below.

There are at least two ways to measure participation. We could look at the courses taught. During Jan Term 2014 only 44% of the courses were taught by ranked faculty. During fall 2013 only 42% of Collegiate Seminar courses were taught by ranked faculty. This is significantly less than the corresponding percentage for all undergraduate courses taught, which was 55%. (Numbers provided by the Collegiate Seminar Office and Robert Henderson.)

Alternately, we could look at faculty load. Since 2/9ths, or about 22%, of a student's yearly load is in Jan Term and Seminar we would expect that about 22% of the aggregate ranked faculty teaching assignments would be to Jan Term and Seminar. According to numbers provided by Vice Provost Carp, during 2013-14 ranked faculty in the schools of Science, Liberal Arts and Economics & Business Administration had 762 undergraduate course assignments. (This number is ranked faculty times 6 courses minus other assignments, e.g., graduate/professional assignments, teaching reassignments and reduced status.) Of these 106 were to Collegiate Seminar and January Term, for a percentage of about 14%.

Without dismissing the hard work of our many non-ranked colleagues, we feel it is self-evident that the inability of Seminar and Jan Term to rely on a reasonable supply of trained and interested ranked faculty is damaging to the quality of the curriculum. Further, as a faculty with tenure not to a department or program but to the College, providing reasonable staffing for these programs is our responsibility.

We have discussed this issue with the January Term Committee, Collegiate Seminar Governing Board and Core Curriculum Committee, and the Undergraduate Educational Policies Committee, and have received their endorsements of the following statement:

**"The proportion of ranked faculty teaching in January Term and in Collegiate Seminar should be broadly representative of this proportion across the undergraduate college."**

This is a position, not a policy or procedures meant to make the position a reality. We ask that the Academic Senate to also endorse this statement.

Sincerely,

Sue Fallis  
Jose Feito  
Jim Sauerberg

Goal	Course	Title	Comments		
American Diversity	Politics 107	American Legal Institutions			
American Diversity	Psychology 163	Prejudice and Stereotyping	does not yet have UEPC approval.		
American Diversity	Seminar 144	Multicultural Thought	coming 10/17		
American Diversity	Spanish 9	Spanish for Spanish Speakers			
American Diversity	Modern Languages 186	From San Francisco to Genoa and Back: Discovering the Birthplace of Italian Immigrants.	summer 2015 course. To be submitted late		
American Diversity	History 140	African-American History: 1619-1865			
Artistic Analysis	Art 101	Advanced Drawing			
Artistic Analysis	Art 102	Advanced Painting			
Artistic Analysis	Spanish 140	Latin American Literature I			
Artistic Analysis	Spanish 141	Latin American Literature II			
Artistic Analysis	Modern Languages 126	Italian Film	(intended largely for the Italian version of t		
Artistic Analysis	Performing Arts 42	Introdction to Technical Theatre	Experimental Course. .5 Credit course		
Artistic Analysis	French 130	Thematic and Stylistic Study of a Single French Author or Genre			
Artistic Analysis	Ethnic Studies 150	Creating Community Through Advance	Going for several designations		
Christian Foundations					
Community Engagement	Communication 133	Video Production			
Community Engagement	Communication 161	Communication and Social Justice			
Community Engagement	Kinesiology 14		didn't we already approve this?		
Community Engagement	Womens and Gender Studies 126	Engaging Communities: Gender Violenc	experimental approval for 2013-14. Need p		
Community Engagement	Ethnic Studies 150	Creating Community Through Advance	Going for several designations		
Creative Practice	Art 4	Basic Photography			
Creative Practice	Art 101	Advanced Drawing			
Creative Practice	Art 102	Advanced Painting			
Creative Practice	Performing Arts 47	Technical Theatre/Design Lab	.25 cr		
Creative Practice	Ethnic Studies 150	Creating Community Through Advance	Going for several designations		
Global Perspectives	Politics 143	Middle East Politics			
Global Perspectives	Seminar 145	World Traditions	coming 10/17		
Global Perspectives	Spanish 9	Spanish for Spanish Speakers	not a proposal		

Mathematical Understanding	Psychology 105	Advanced Psychological Statistics			
Scientific Understanding	Chemistry 2/3	Principles of Chemistry			
Scientific Understanding	Biology 40/41	Introduction to Microbiology			
Scientific Understanding	Biology 80/81	Human Biology			
Social Cultural Historical	History 114	Warfare in Medieval Europe			
Social Cultural Historical	Politics 110	Politics and Race			
Social Cultural Historical	Politics 115	Theories of Justice			
Social Cultural Historical	Communication 106	Intercultural Communication			
Social Cultural Historical	History 140	African-American History: 1619-1865			
Social Cultural Historical	Justice, Community and Leadership 12	Theory and Inquiry in Justice, Community and Leadership			
The Common Good	Communication 118	Media Law			
The Common Good	Communication 161				
The Common Good	Politics 110	Politics and Race			
The Common Good	Psychology 115	Health Psychology			
The Common Good	Psychology 165	Cross-Cultural Psychology			
The Common Good	Spanish 9	Spanish for Spanish Speakers			
The Common Good	Spanish 10	Conversation Composition			
The Common Good	Spanish 140	Latin American Literature I			
The Common Good	Spanish 141	Latin American Literature II			
The Common Good	Kinesiology 106	Women in Sport			
The Common Good	Theology & Religious Studies 128	The Trinity	post experimental, pre final UEPC approval		
The Common Good	Theology & Religious Studies 135	Christian Liturgy and Sacrament	post experimental, pre final UEPC approval		
The Common Good	Mathematics 4	Introduction to Probability and Statistics			
The Common Good	new Seminar	new	consider for 'provisional' once it gets experi		
The Common Good	Womens and Gender Studies 126	Engaging Communities: Gender Violence	experimental approval for 2013-14. Need p		
The Common Good	Ethnic Studies 150	Creating Community Through Advance	Going for several designations		
Theological Explorations	course 1		due 10/8		
Theological Explorations	course 2		due 10/8		
Theological Explorations	TRS 135	Christian Sacrement and Liturgy	needs full UEPC approval first. Then will ap		
Theological Explorations	TRS 128	The Trinity	needs full UEPC approval first. Then will ap		