Curriculum Committee 2022-2023

Santa Monica College

Welcome

SMC

Thank you for volunteering your time and expertise!

We are so glad you are here!

The Team

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“People will forget what you said, people will forget what you did, but people will never forget how you made them feel."

- Maya Angelou

Our space welcomes everyone's thoughts,
support and encourages each other,
and always allows room for praise.

Outline and Goal

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Goals today and...

Identify topics impacting Curriculum this year. Understand our roles as members and representatives. Provide guidance on curriculum proposals to best support our students' needs.

Meetings

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Curriculum meets every ***1st and 3rd Wednesday*** of the Month

The ***5th Wednesday*** is tentatively scheduled– we have some catching up to do!

See updated schedule on next page…

Timeline for Proposals

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Curriculum Timelines 2021-2022

Please refer to the timeline/meeting dates when submitting courses/programs. All courses and programs (including changes) must be approved by the Curriculum Committee, Academic Senate, Board of Trustees, and Chancellor's Office to be offered.

The timeline will be updated with specific Spring 2022 dates for the Board of Trustees in late Fall.

Curriculum Committee	Academic Senate	Board of Trustees	Estimated Effective/Start Date*
September 1, 2021	September 14, 2021	October 5, 2021	**Items approved in Fall 2021 are effective:** • Winter or Spring 2022 ○ Non-Substantial Changes, Distance Education, and Global Citizenship • Summer or Fall 2022 ○ New Courses, New Programs, and Substantial Course/Program Changes
September 15, 2021	September 28, 2021		
September 29, 2021 (tentative)	October 12, 2021	November 2, 2021	
October 6, 2021			
October 20, 2021	October 26, 2021	December 7, 2021	
November 3, 2021	November 9, 2021		
November 17, 2021	November 23, 2021	January 2022	
December 1, 2021	December 7, 2021		
February 16, 2022	March 8, 2022	April 2022	**Items approved in Spring 2022 are effective:** • Summer or Fall 2022 ○ Non-Substantial Changes, Distance Education, and Global Citizenship • Summer or Fall 2023 ○ New Courses, New Programs, and Substantial Course/Program Changes
March 2, 2022			
March 16, 2022	March 29, 2022	May 2022	
March 30, 2022 (tentative)	April 26, 2022	June 2022	
April 6, 2022			
April 20, 2022			
May 4, 2022	May 10, 2022		
May 18, 2022	May 24, 2022	July 2022	
June 1, 2022	June 7, 2022		

Please note additional time for courses submitted for UC, IGETC, CSUGE:

- UC transfer courses are submitted June 2022; if approved, they're effective Fall 2022.
  - If a course is denied UC transfer, there usually is an appeal process in October 2022.
  - If the approved UC course is to be submitted for IGETC/CSUGE, the course cannot be offered until Fall 2023.
- IGETC/CSUGE courses are submitted December 2022; if approved they're effective Fall 2023.

Timeline example: A new program is approved at the May 4 Curriculum Committee meeting. It will then go to the Academic Senate in May. If approved by Senate, it will appear on the Board of Trustees agenda in June. If approved by the Board, the program will be uploaded to the Chancellor's Office. The Chancellor's Office can take up to 60 days to review, so approval will likely happen in August. The catalog for 22-23 academic year is finalized in July, so the program will be offered the following academic year, Summer/Fall 2023.

Rachel – *our amazing Curriculum Specialist* – created a timeline. It shows course submission and effective start dates.

Curriculum Webpage

Curriculum Committee 2021-2022

Santa Monica College

Training

Ed Code, Title V

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AB 1725 Landmark Legislation 1988
Title 5 § 53200 (b): Academic Senate addresses "Academic and professional matters" meaning the following policy development and implementation matters

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Board Policy 2511

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SMC BP 2511 PARTICIPATORY GOVERNANCE: ACADEMIC SENATE
Rely Primarily or Mutually Agree

1.Curriculum including establishing prerequisites and placing courses within disciplines
2.Degree and certificate requirements
3.Grading policies
4.Educational program development
5.Standards or policies regarding student preparation and success
6.District and college governance structures, as related to faculty roles
7.Faculty roles and involvement in accreditation processes, including self-study and annual reports
8.Policies for faculty professional development activities
9.Processes for program review
10.Processes for institutional planning and budget development
11.Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Administrative Regulations

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AR 4020 CURRICULUM COMMITTEE STRUCTURE, FUNCTIONS, RESPONSIBILITY, AND CURRICULUM APPROVAL PROCESS

AR 4100 GRADUATION REQUIREMENTS FOR DEGREES

https://www.smc.edu/administration/governance/board-of-trustees/board-policy-manual.php

Senate

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http://www.academicsenate.com/

Academic Senate By-laws

https://www.smc.edu/administration/governance/academic-senate/documents/senate-bylaws.pdf

The "Packet"

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- Useful things to have on hand during meetings
- Information to help review curriculum courses and programs
- Information you might need to help your department build curriculum

The "Packet"

Things you might need while in a Curriculum Meeting:

- META website
- College Catalog 2020-2021
- College Catalog 2021-2022
- Approved DE courses

Things you might need while reviewing Curriculum proposals:

- Any of the above plus...
- META Handbook
- Blooms Taxonomy

Things you might need as you help your Department create, design, and innovate curriculum:

- Any of the above plus...
- META Workflow Types
- Deadlines
- Pre-requisites, corequisites, and Advisories forms and information
- TOP Codes (Taxonomy of Programs)
- Career Education (CE) course and program requirements
- Regional Program Approval - LMI Form
- Minimum Qualifications for Faculty and Admin
- CSU General Education Requirements
  - Prior to Fall 2021 College Catalog Page 46
  - Beginning Fall 2021 College Catalog Page 49

Miscellaneous Information:

- Roles and Responsibilities: META Quick Guide for Curriculum Representative
- Curriculum Resources Page
- The Course Outline of Record: A Curriculum Reference Guide
- PCAH 7th Edition

Representative vs Member?

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Representatives start at the beginning of a proposal. You are the connection between your department and the committee. You will help answer questions about the curriculum process.

Representatives

Members review all curriculum proposals and provide feedback. In this role, you will check that requirements are met and help proposals to best serve our students.

Members

You are not expected to know everything – we are all learning about each department and program. If you have questions, reach out to us.
Sal Veas and Patricia Ramos.

The Team

Roles and Responsibilities

Login curriQunet META

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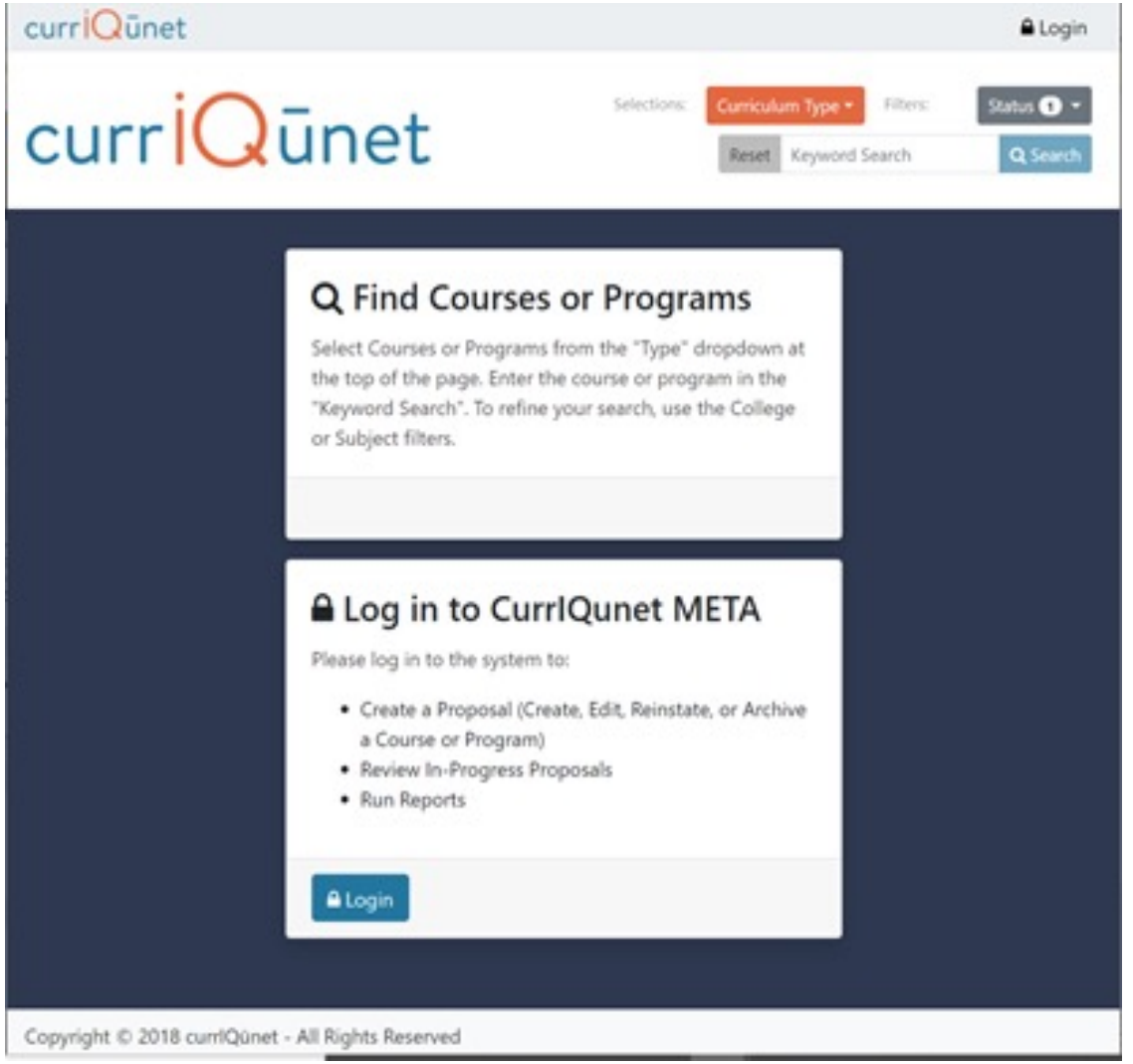
curriQunet META Login

If this is your **first time** and you need an account, please contact Rachel. demski_rachel@smc.edu



Before curriQunet META

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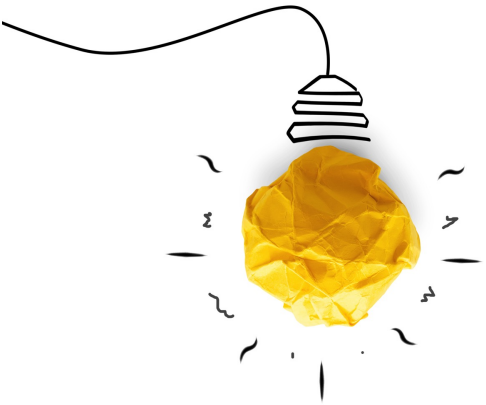

as a **Representative**...

Before curriQunet META

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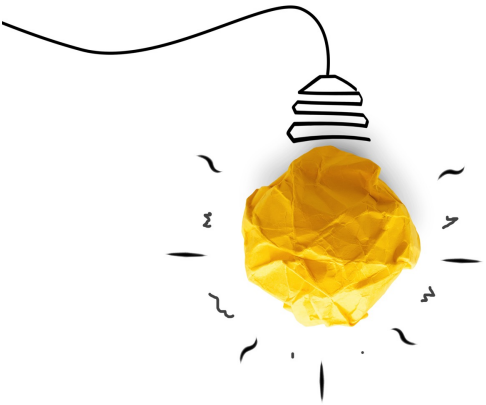
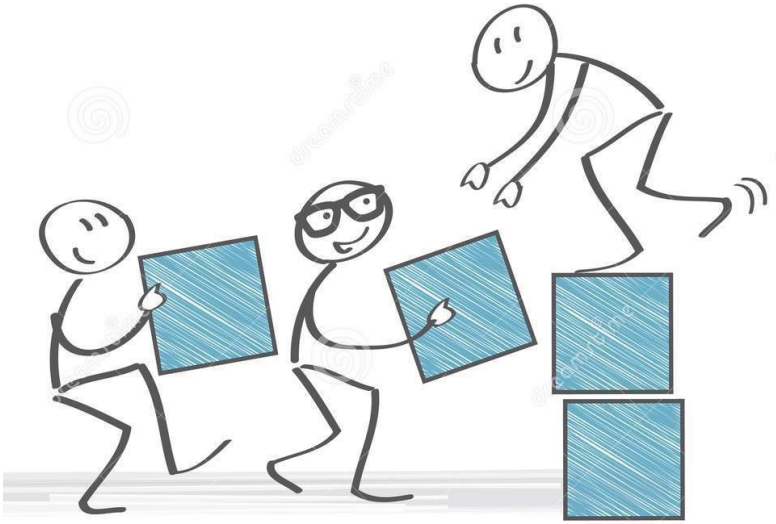


Faculty has an **idea** for a course or program (new or change)

Faculty talks to **Department Chair** to decide how the idea fits into the program and **benefits our students**



Before curriQunet META

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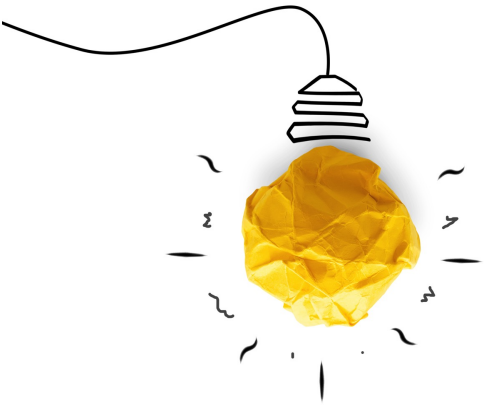

Faculty
+
Department Chair

confer with
Department Representative
(that's you!)

- **CE Program**
- **Credit**
- **Non-Credit**
- **Global Citizenship**
- **ADT (see FYI)**
- **Other**

META Workflows

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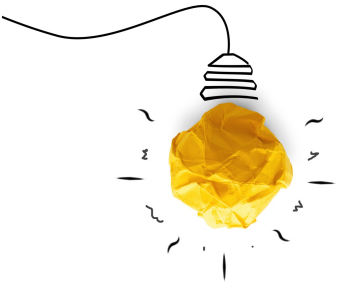
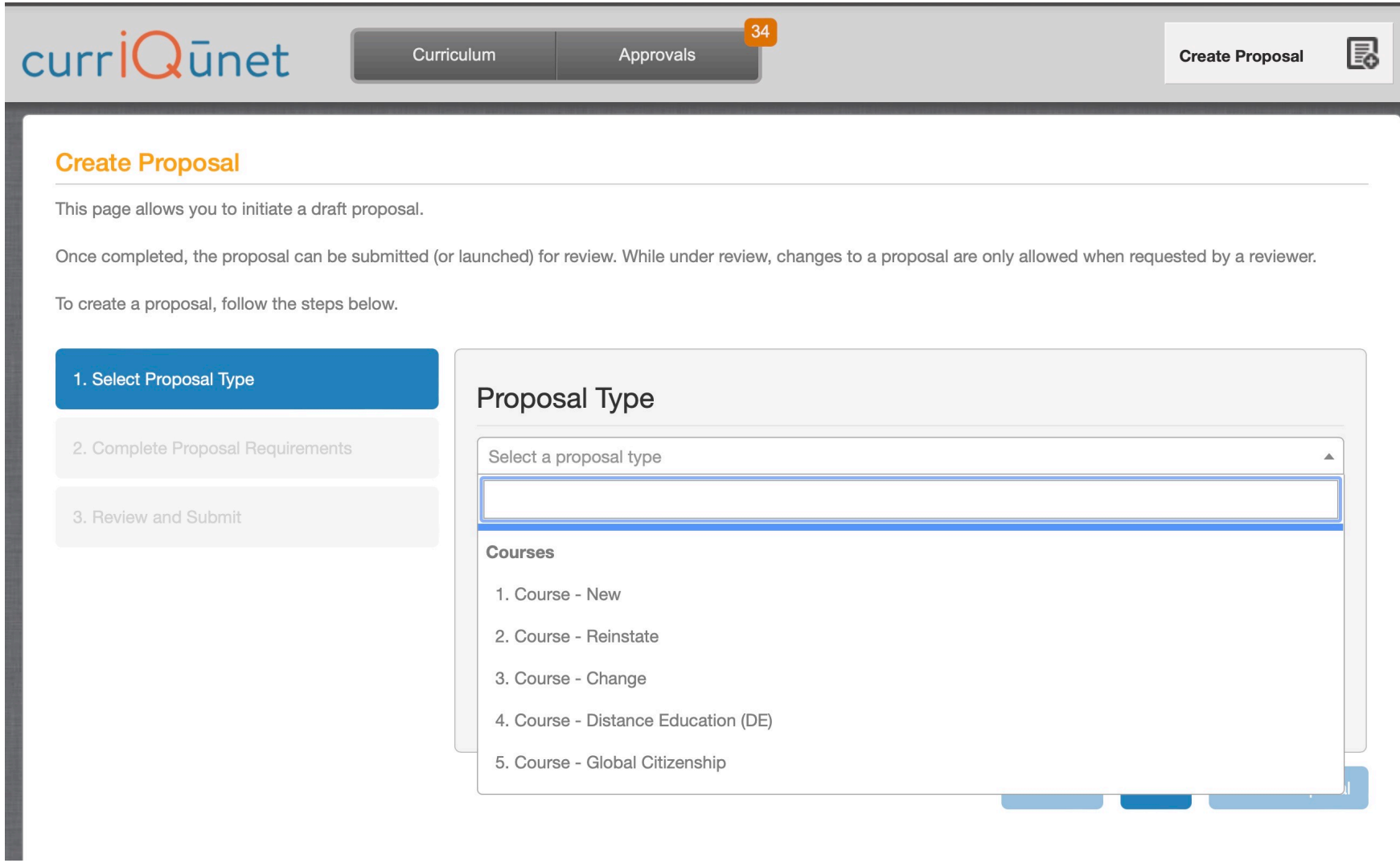


What type of proposal is being created?



Course Proposals in META

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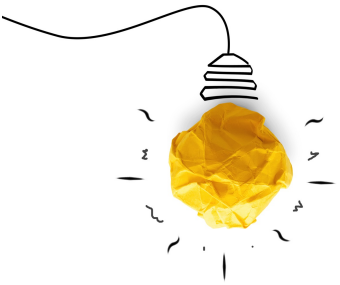


1. Course: New
Proposing a new course

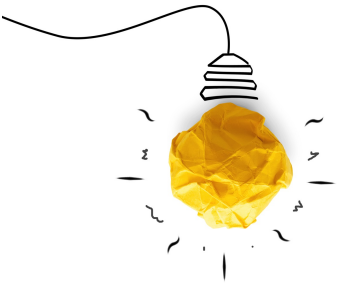
New Course

2. Course: Reinstate
Proposing the reactivation of a previously deactivated course

Reinstate Course

Course Proposals in META

SMC



3. Course: Change

Proposing a change to an existing course. May be a substantial or non-substantial change.

Change Course

4. Course: Distance Education *

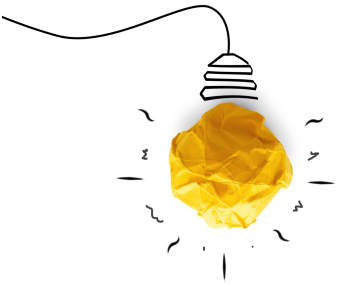
- Propose new DE, change existing DE (including Emergency DE)

Distance Education

** NOTE: the course must also be updated as part of this procedure if it has been more than two years since the last update.*

Course Proposals in META

SMC



5. Course: Global Citizenship *

- Proposing an existing course to fulfill the SMC Global Citizenship Graduation Requirement

Global Citizenship

** NOTE: the course must also be updated as part of this procedure if it has been more than two years since the last update.*

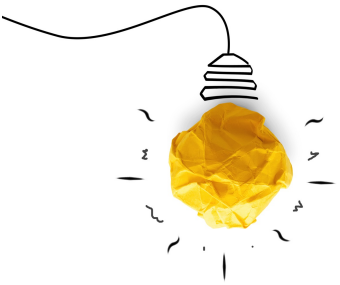
6. Course: Deactivation

Deactivating an unused course

Deactivation Course

Course Proposals in META

SMC



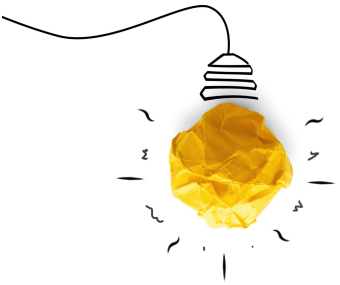
Course: Substantial Change

- Changes that do alter the essence of the course; *or*
- Changes in units or hours; *or*
- Changes in pre/co-requisite(s)/skills advisories; *or*
- Substantial changes in objectives or outcomes (alters essence of the course); *or*
- Significant changes in content, presentation, evaluation (alters essence of the course)

Substantial Change to Course

Course Proposals in META

SMC



Non-Substantial Change to Course

Course: Non-substantial Change

- No changes that alter the essence of the course; *and*
- No change in units or hours; *and*
- No change in pre/co-requisite(s)/skills advisories; *and*
- No substantial change in objectives or outcomes (essence remains the same); *and*
- No significant change in content, presentation or evaluation

Program Proposals in META

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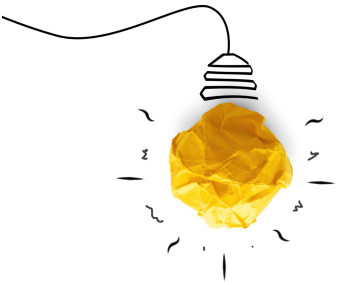


1. **Program: New Degree/Certificate**
   - Proposing a new degree of certificate

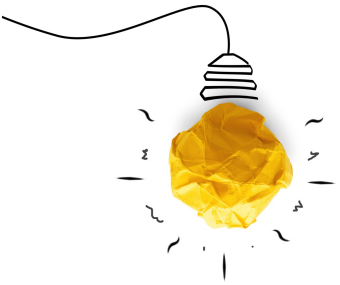
New Degree or Certificate

Change to Program

2. **Program: Change**
   - Proposing a substantial or non-substantial change to a program.

Program Proposals in META

SMC



Substantial Change

- Changes that alter the essence of the program (including significant title change); *or*
- Change in total units; *or*
- Change in required courses; *or*
- Additions or deletions of "concentration options"

Substantial Change to Program

Program Proposals in META

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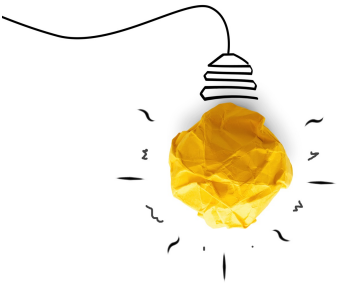

Program: Non-Substantial Change

- No changes that alter the essence of the program; *and*
- No change in total units; *and*
- No change in required courses; *and*
- No substantial change in program learning outcomes (essence remains the same).

Non-Substantial Change to Program

Ready for curriQunet META

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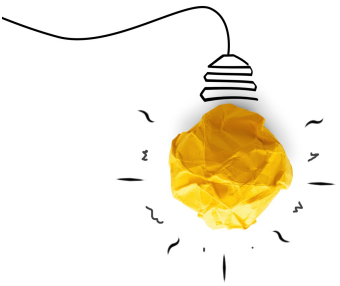

Faculty Originator develops and discusses the proposal with their department. Then it is entered into META and submitted

Official review by you...

curriQunet META

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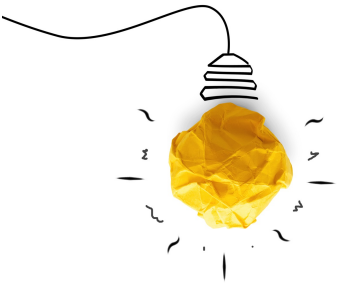

Let's look at META

On a scale of 1-10, how comfortable are you with META?

1= I'm scared to open it!
10 = I got this!

curriQunet META

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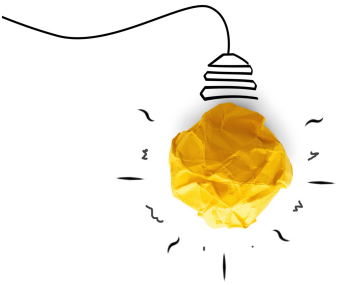

Have faculty make you, the Representative, a ***co-contributor*** so you can make minor updates (spelling, grammar, etc.) as needed

curriQunet META

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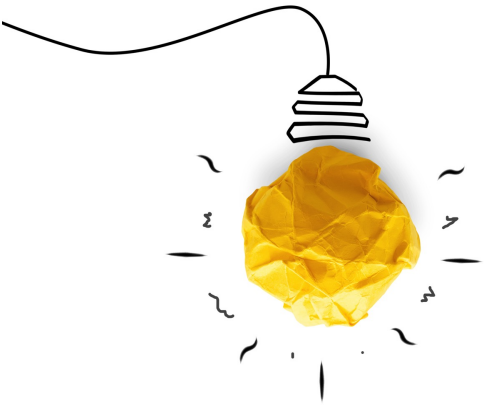

as a **Member**...

curriQunet META

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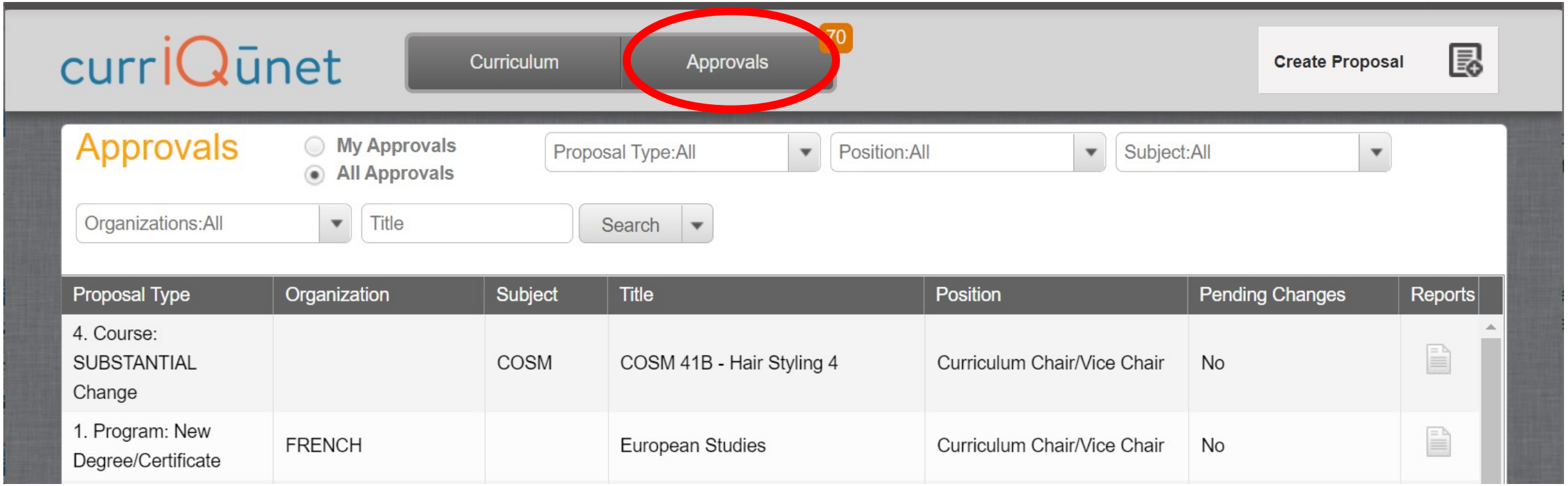

Go to Approvals

"My Approvals" are your Representative Approvals

curriQunet META

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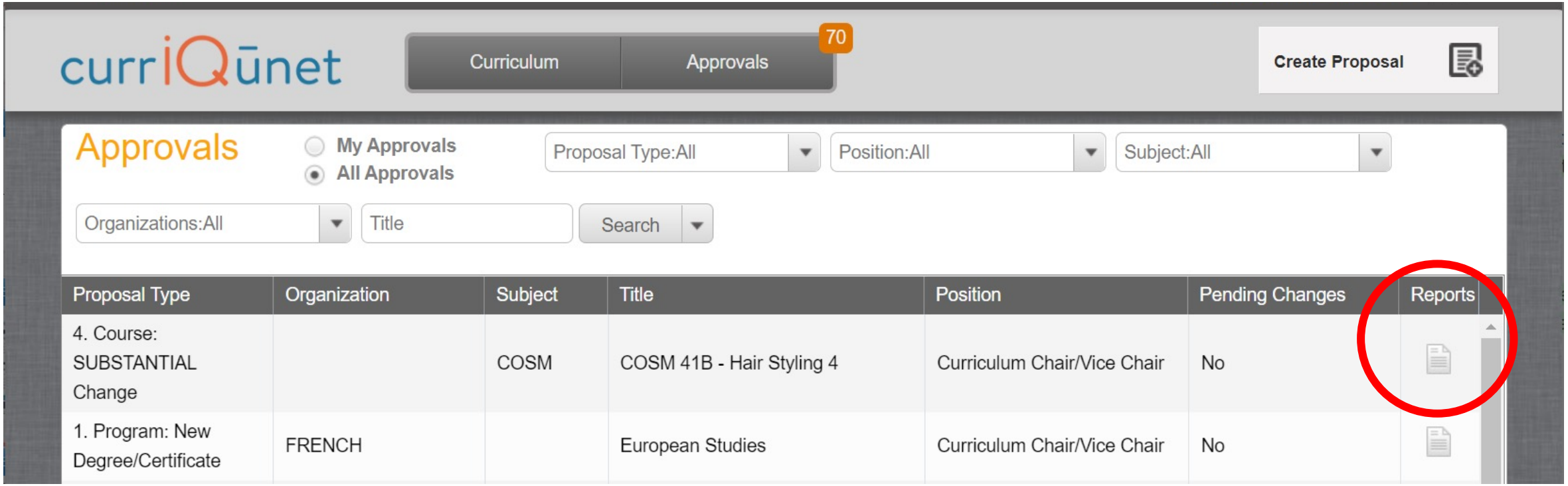

To see differences in a Program or Course...

Choose "Reports" , then Comparison
Compare with the Active Course/Program

curriQunet META

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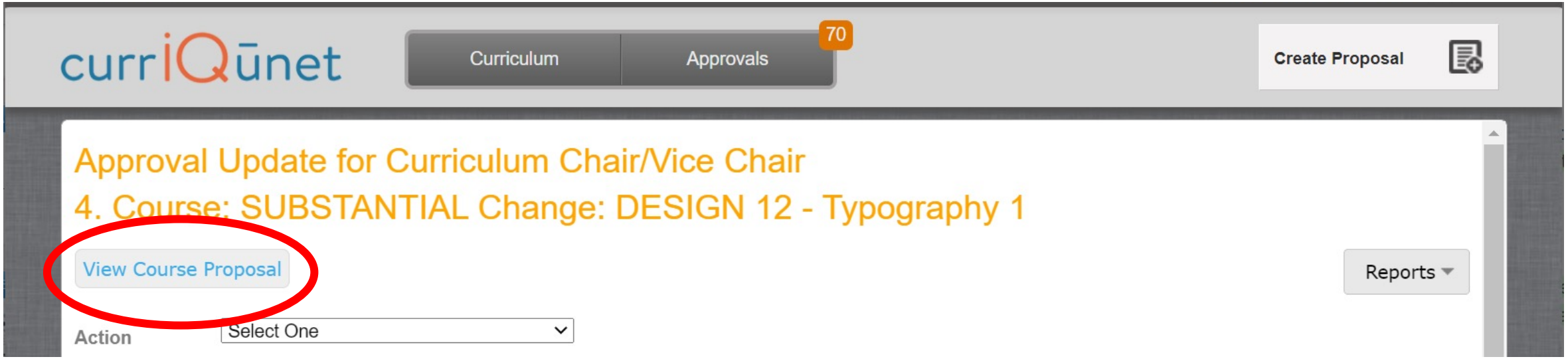

To see in detail or to make minor edits...

From the Previous page – click on the course
Choose "View Course Proposal"

curriQunet META

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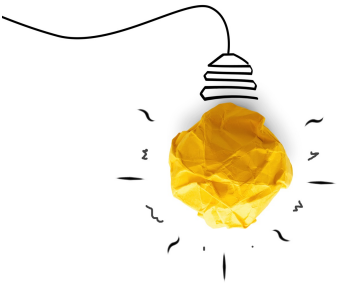

Once complete, Faculty submits proposal.

Proposal goes to you – the Representative – for review.

If there are no changes or only minor changes (spelling, grammar, etc.) you can make those minor changes and then choose: "Approve and forward to Department Chair" in the Action drop-down menu.

If significant changes are needed, add change requests in the Comments area. Then choose "Request Changes" in Action drop-down menu.
Faculty makes changes and re-submits.

curriQunet META

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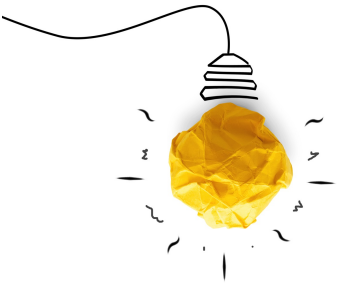

Department Chair
Reviews and adds department vote
Once approved, it is forwarded...

to the **Articulation Officer**, then the **Librarian**, and...

the **Tech Team** who review to place on the **Curriculum Agenda**

curriQunet META

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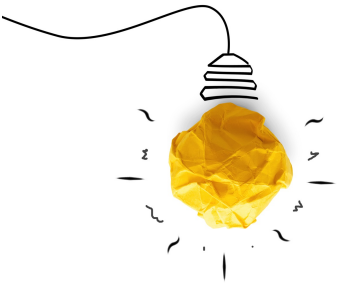

Curriculum Members pre-review proposals prior to meeting.

Comments and questions are added in META so the Faculty creator can respond prior to meeting.

curriQunet META

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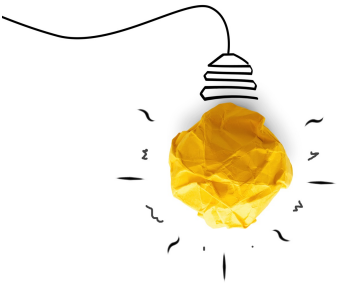

Faculty Creator and Department Chair present to **Curriculum Committee**

We review the proposal and either **approve**, approve with minor revisions, or return to originator for changes.

Final Approval: Academic Senate, Board of Trustees, and then the Chancelors Office!

Norms

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Discussion and Voting Norms for Zoom Meetings

- Proposal introduced and entered into Chat for record (Thank you, Rachel!)
- If you have a minor item to note (such as spelling errors, Canvas vs LMS, etc.)

  Type them into the Chat so Rachel has a record.
- If you have an item to discuss, raise your hand (Zoom - Reactions)
- Once the discussion is complete, the Motion and Second are placed in Chat.
- Votes will be entered into Chat. This gives us a record of who voted and how.

Note: We can revisit these Norms as needed.

Curriculum Committee
2021-2022

Santa Monica College

Additional Information (FYI)

Associate Degrees

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- Minimum of 60 units
- At least 18 units in a major or area of emphasis
- Can use local GE pattern
- Chancellor's Office approved

Associate Degrees for Transfer-ADT SMC

- Minimum of 60 units; no more than 60 units may be required
- At least 18 units in a major
- Must follow Transfer Model Curriculum (TMC); designated courses must have C-ID approval
- General education limited to a CSU or IGETC pattern
- Chancellor's Office approved

Certificate of Achievement

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- 16 or more related units **must** be Chancellor's Office approved, noted on transcript (used to be 18)
- 8–15.5 units **may** be Chancellor's Office approved, but it is not required (although recommended)* (used to be 12 min)
- Changes in funding formula will impel the majority of certificates to be Chancellor approved; if department (local) certificates are not being awarded (students are not earning them) decisions must be made on retaining them.

•*Certificates noted on students' transcript must be approved by the Chancellor's Office.

Locally Approved – Department Certificates

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- Fewer than 16 related units (or noncredit)
- Not Chancellor's Office approved
- Not noted on student transcript
- Not eligible for financial aid
- Not included in CCC funding formula

So why offer these?

Fewer than 8 units, experimental or short-term, quick response to industry or local need…

Non-credit Certificates

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Career Development and College Preparation Programs award two types of certificates which allow colleges to offer noncredit courses for higher apportionment levels:

- **Certificate of Competency** – a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution

- **Certificate of Completion** – a certificate leading to improved employability or job opportunities

Courses and Programs

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Credit	Noncredit
Courses	**Courses**
• Degree-applicable • Non degree-applicable • Refer to PCAH 7, **Part II**, **credit** curriculum standards and criteria	• Noncredit: no credit awarded for courses in 10 categories, but approved by CO and receives apportionment • Refer to PCAH 7, **Part III**, **noncredit** curriculum standards and criteria
Programs	**Programs**
• Associate Degrees (AA, AS) • Associate Degrees for Transfer (AA-T, AS-T) • Certificates of Achievement 8 to less than 16 units (semester) 16 or more units (semester) • Locally Approved Certificates <16 units, CO approval optional but not required	• Career Development and College Preparation (CDCP) ○ Certificate of Completion ○ Certificate of Competency • Adult High School Diploma • Noncredit Apprenticeship Program • Locally Approved Certificates (not CO approved)

CCCCO Vision for Success

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	Programs	Courses
Goal 1: **Increase number of students earning certificates and degrees.**	• **Communicate** program requirements and program function (e.g. learning outcomes, connections to jobs/earning potential, connections to future education opportunities, transfer, etc.) to students. • Build **academic maps** to display recommended sequencing of courses, including general education (GE).	• Maximize diversity/flexibility of offerings-encourage **alternate deliveries** of courses (e.g. Distance Education, Dual Enrollment). • Identify **crossover** with other courses to avoid teaching same material in multiple courses, unless intentionally scaffolding advanced skills development.
Goal 2: **Increase transfer to CSU and UC**	• Research **comparable programs** at transfer institutions. Use Transfer Model Curriculum (TMC), ASSIST.org, UC Pathways, etc. • Consult Articulation Officer and counselors during program development to **maximize alignment** with transfer institutions.	• Research **comparable courses** at transfer institutions. *Note: our courses must align to lower division courses at transfer institutions.* • Maximize general education (GE) and course-to-course **articulation**. Use statewide C-ID database, CSU GE and IGETC guidelines; consult with Articulation Officer.
Goal 3: **Decrease units to complete**	• Avoid extra program requirements. Use comparable programs, advisory committees, etc. • Avoid duplicate curriculum. Use courses from GE & other disciplines, when possible, to maximize double counting and flexibility for students.	• **Remove unnecessary prerequisites** *(see Prerequisite Validation Administrative Procedure 4260).* • Establish appropriate units. Use C-ID, comparable courses, advisory committee minutes, etc. to avoid excessive units on courses.

CCCCO Vision for Success

SMC

	Programs	Courses
Goal 4: **Increase employment in field of study and increase attainment of a livable wage**	• Leverage Advisory Committees to evaluate regional employment outlook and **establish partnerships** with employers in the community. • Use Labor Market Information (LMI) from Center of Excellence, ONET & Advisory Committee to **evaluate efficacy** of CTE Degrees and Certificates in your discipline. • Create scaffolded **stackable certificate(s) to degree pipelines** that build earning potential with additional education.	• Incorporate **career exploration** and **experiential learning** into Course Outline of Records (CORs), especially in courses taken early in student pathway. • Integrate **21st Century Skills** (e.g. adaptability, collaboration, communication, digital fluency, empathy, resilience, self-awareness, social diversity awareness, analysis, etc.) into course curriculum.
Goal 5 & 6: **Close equity gaps and reduce regional achievement gaps**	• Evaluate Student Learning Outcome assessments, Programs and Services Review (PSR) data, and student feedback to meaningfully inform program modifications and **improve the student experience** both during and after earning their certificate and/or degree.	• Design/Evaluate CORs using an equity lens. Make updates to various course components (ie. content, methods of instruction/ evaluation, resources). • Utilize **Zero Cost textbooks**/resources. Consult with Librarian. • Offer curriculum in **different modalities** (online, hybrid, California Institution for Women, dual enrollment, etc.) to maximize flexibility for students. • Maximize **credit for prior learning** (e.g. portfolios, work experience, military experience, industry certifications) and credit by exam opportunities (including Advanced Placement exams).

The reason we are here...

SMC

What we may have coming…..

SMC

- General Education and AB 928
- AB 1111 Common Course Numbering
- Competency Based Education (CBE)
- Credit for Prior Learning (CPL)
- DEI in Curriculum Practices
- Local General Education Requirements
  >>Ethnic Studies
  >>Global Citizenship