



CURRICULUM COMMITTEE | AGENDA

Wednesday, December 2, 2015 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

- | | | | |
|---------------------------------------|----------------------|--------------------|-------------------|
| Guido Davis Del Piccolo, <i>Chair</i> | Helen LeDonne | Emin Menachekanian | David Shirinyan |
| Jennifer Merlic, <i>Vice Chair</i> | Karen Legg | Estela Narrie | Mark Tomasic |
| Brenda Antrim (non-voting) | Emily Lodmer | Darryl-Keith Ogata | Odemaris Valdivia |
| Ida Danzey | Georgia Lorenz | James Pacchioli | |
| Sandra Hutchinson | Walt Louie | Rachel Petrocelli | |
| Maral Hyeler | Kymia Mahjouri (AS) | Elaine Roque | |
| William Konya | Steve Maldonado (AS) | Gita Runkle | |

Interested Parties:

- | | | | |
|-----------------|--------------------|---------------|----------------|
| Maria Bonin | Jonathan Eady (AS) | Pete Morris | Linda Sinclair |
| Patricia Burson | Kiersten Elliott | Steven Myrow | Esau Tovar |
| Vicki Drake | Erica LeBlanc | Estela Ruezga | Julie Yarrish |

Ex-Officio Members:

- | | |
|---------------|--------------|
| Fran Chandler | Jesse Randel |
|---------------|--------------|

AGENDA

(Items for action are listed alphabetically; items for information are listed numerically)

- I. Call to order
- II. Public Comments*
- III. Approval of Minutes3
- IV. Chair’s report:

V. Information Items:

(Course Updates)

- 1. Dance 15 Intermediate Modern Jazz
- 2. Dance 16 Advanced Modern Jazz
- 3. Dance 22 Beginning Mexican Dance
- 4. Dance 23 Intermediate Mexican Dance
- 5. Dance 33 Ballet 3
- 6. Dance 55A Dance Performance – Modern
- 7. Dance 55B Dance Repertory – Modern
- 8. Dance 57A World Dance Performance
- 9. Dance 57B Repertory World Dance (title change: see below)
- 10. Dance 59A Dance Performance – Ballet
- 11. LIBR I Library Research Methods

VI. Action Items:

(Consent Agenda)

Change in Hours

- a. English 20 Reading and Writing 2 (exchange 2 “arranged hours” for 1 “lab hour”)

*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.

Change current Skills Advisory to Prerequisite for the following courses:

- b. Dance 18
- c. Dance 32
- d. Dance 33
- e. Dance 34
- f. Dance 35
- g. Dance 36
- h. Dance 42
- i. Dance 43
- j. Dance 44
- k. Dance 45
- l. Dance 46
- m. Dance 61
- n. Dance 62

Co-requisite Expansion for the following courses:

- o. Dance 55A: include Modern Dance Courses
- p. Dance 55B: include Modern Dance Courses
- q. Dance 57A: include World and Modern Dance Courses
- r. Dance 57B: include World and Modern Dance Courses
- s. Dance 59A: include Dance 37 & 38

Title Change:

- t. Dance 57B: from “Repertory Ethnic Dance” to “Repertory World Dance”
- u. Dance 57C: from “Ethnic Dance Staging Techniques” to “World Dance Staging Techniques”

(New Courses)

- v. ECE 54 Documentation: Making Learning Visible (replacing 1 unit ECE 52)5
- w. ECE 55 Environment As The Third Teacher (replacing 1 unit ECE 53).....8

(New Business)

- x. Review of AR 5110: Curriculum Committee Structure, Functions, Responsibilities, Meetings..... 11

VII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Jennifer Merlic (x. 4616) or Irena Zugic (x. 4403) if you are unable to attend this meeting.



CURRICULUM COMMITTEE I MINUTES

Wednesday, November 18, 2015 / 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Emily Lodmer	Estela Narrie	Mark Tomasic
Brenda Antrim (non-voting)	Georgia Lorenz	Darryl-Keith Ogata	Odemaris Valdivia
Sandra Hutchinson	Walt Louie	James Pacchioli	
Maral Hyeler	Kymia Mahjouri (AS)	Rachel Petrocelli	
William Konya	Steve Maldonado (AS)	Gita Runkle	
Karen Legg	Emin Menachekanian	David Shirinyan	

Members Absent:

Jennifer Merlic, <i>Vice Chair</i>	Helen LeDonne
Ida Danzey	Elaine Roque

Others Present:

Jamie Cavanaugh	Daniel Cohen (AS)	Perviz Sawoski
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MINUTES

(Items for action are listed alphabetically; items for information are listed numerically)

I. Call to order:

The meeting was called to order at 3:11pm.

II. Public Comments*:

None.

III. Approval of Minutes:

The minutes of November 4, 2015 were approved as presented.

IV. Chair’s report:

- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on November 17, 2015.
- Guido presented Academic Senate Resolution Affirming Credit ESL. Georgia explained that there is an expectation that more non-credit coursework will follow (i.e. Emeritus courses). For this reason, there will be a presentation on non-credit curriculum at a future curriculum meeting.
- Guido reported that submission of materials for students interested in Bachelor’s degree is open now. In addition, Jamie already facilitated a workshop for students interested in our Bachelor of Science in Interaction Design.

V. Information Items:

(Course Updates)

- I. BUS 45/ACCTG 45 Individual Financial Planning

VI. Action Items:

(Course Revisions)

- a. TH ART 15B Advanced Stage Movement For The Actor (course update and increase in units from 1 to 2) – presented by Perviz Sawoski
(Approved with minor edits to phrasing and course renumbering to TH ART 16.)

Motion made by: Mark Tomasic **Seconded by:** Emily Lodmer
The motion passed unanimously.

(New Courses; Upper Division)

- b. IxD 410 Project Management for Design (prerequisite: admission to the Bachelor of Science in Interaction Design) – presented by Jamie Cavanaugh
(Approved with minor edits to phrasing.)
Motion made by: Maral Hyeler **Seconded by:** Estela Narrie
The motion passed unanimously.
Prerequisite admission to the Bachelor of Science in Interaction Design:
Motion made by: David Shirinyan **Seconded by:** Maral Hyeler
The motion passed unanimously.
- c. IxD 450 Interaction Design Portfolio (prerequisite: IxD 430) – presented by Jamie Cavanaugh
Motion made by: Gita Runkle **Seconded by:** Walt Louie
The motion passed unanimously.
Prerequisite IxD 430:
Motion made by: Estela Narrie **Seconded by:** Karen Legg
The motion passed unanimously.
- d. IxD 470 Interaction Design Senior Studio (prerequisite: IxD 430; pre/corequisite: IxD 410) – presented by Jamie Cavanaugh
(Approved with minor edits to phrasing.)
Motion made by: James Pacchioli **Seconded by:** Maral Hyeler
The motion passed unanimously.
Prerequisite IxD 430:
Motion made by: Estela Narrie **Seconded by:** Emily Lodmer
The motion passed unanimously.
Pre/corequisite IxD 410:
Motion made by: James Pacchioli **Seconded by:** Walt Louie
Y: 16
N: 1 (David Shirinyan)
A: 0
Not Present for vote: 1 (Steve Maldonado)
- e. Interaction Design Internship courses: IxD 490 A/B/C – presented by Jamie Cavanaugh
(Approved with minor edits to phrasing.)
Motion made by: Mark Tomasic **Seconded by:** David Shirinyan
The motion passed unanimously.
Prerequisite admission to the Bachelor of Science in Interaction Design:
Motion made by: Mark Tomasic **Seconded by:** David Shirinyan
The motion passed unanimously.

(Program Revisions)

- f. Theatre Associate in Arts (AA) (restructuring and increase in units) – presented by Perviz Sawoski
(Approved with TH ART 15B renumbering to TH ART 16.)
Motion made by: Odemaris Valdivia **Seconded by:** Karen Legg
The motion passed unanimously.

VII. Adjournment

The meeting adjourned at 4:55pm.

Santa Monica College

Course Revision (SUBSTANTIAL Changes)

Expanded Course Outline for ECE 54 - Documentation: Making Learning Visible

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	54
Full Course Title	Documentation: Making Learning Visible
Catalog Course Description	This course highlights documentation as a process focusing on children's experiences, thoughts and ideas during the course of their investigations, experiences, play, and relationship building. Documentation sharpens and focuses teachers own awareness of their role in further supporting children's experiences and development. In short pedagogical documentation is about reflections and being intentional. Students will be introduced to the forms, tools, and uses of documentation as well as the elements by which effective documentation can make learning visible to children, parents and teachers.
Rationale	The amount of work that is required of the students justifies it being a 3 unit course instead of 1 unit. This course is based on ECE 52 and will REPLACE ECE 52.
Proposal Information	
Proposed Start	Year: 2016 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Differentiate between documentation and display.	
2. Explain the purposes of documentation in Early Education Programs	
3. Analyze documentation and identify those elements which make learning visible through the inquiry process.	

4. Employ at least three different processes which are part of documentation such as forming learning groups, gathering data from video, images, text and artifacts, and using a rubric for analysis of the data collected.	
5. Create a sample piece of documentation which includes the elements of authentic observation, conversation with the children, images, a title, and a reflection.	
6. Define pedagogical documentation and compare and contrast it with summative forms of documentation.	
7. Demonstrate the difference in outcomes when experiences with the children are viewed from different lenses or perspectives.	
8. Engage in a conversation with young learners that is meaningful to both the child or children and the adult.	
Course Content	
15%	The meaning of documentation in education
15%	Current and future uses of documentation in early childhood programs
40%	Processes of documentation: observation, formation of small groups, establishing research questions and data collection to inform the ongoing process.
15%	Preparation of documentation to make learning visible using graphic design, photo editing, powerpoint, templates, and other platforms.
15%	Analysis of documentation: the co-inquiry process
Total: 100%	
Methods of Presentation	
Methods	Field Experience Group Work Lecture and Discussion Observation and Demonstration Online instructor provided resources Projects Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 25% - Class Participation Threaded discussions • 15% - Other Documentation Projects • 30% - Quizzes Three • 30% - Written assignments 4-6 assignments on text, articles, and other content. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	

1. Burman, Lisa. <i>Are You Listening</i> , First ed. St Paul MN: Red Leaf Press, 2009, ISBN: 978-1-933653-46-4.	
2. Krechevsky, Mara; Mardell, Ben; Rivard, Melissa; Wilson, Daniel. <i>Visible Learners: Promoting Reggio-Inspired Approaches in All Schools</i> , ed. Jossey-Bass, 2013, ISBN: ISBN 978-1-118-34569.	
Other	
1. Web sites and blogs identified by the instructor. Making Learning Visible Web site Harvard University.	
2. Articles from Young Children, National Association for Education of Young Children Negotiated Learning Through Design, Documentation and Discourse; Forman, George and Fyfe Brenda Materials developed by the instructor Making Learning Visible: Children as Individual and Group Learners	
Assignments	
Sample Assignment	
1. Using three different tools students will observe and document the conversation of a teacher or parent and a small group of young children in an ECE setting.	
2. Then in-class through a threaded discussion the student will select and present the key moments in the experience which indicate the process of learning.	
3. The student will reflect and create an analysis of the conversation identifying his or her lens from which they are viewing the experience.	
Student Learning Outcomes	
1. Demonstrate the ability to observe, collect data and images, and select relevant portions to include in documentation with a group of young children engaged in small group play or experiences.	
2. Analyze documentation created by early childhood educators and be able to identify which values about teaching and learning it expresses.	
3. Critically compare and contrast the purposes and components of documentation and display.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College
Course Revision (SUBSTANTIAL Changes)
Expanded Course Outline for ECE 55 - Environment As The Third Teacher

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	55
Full Course Title	Environment As The Third Teacher
Catalog Course Description	This course highlights the elements that can stimulate, sustain, enhance, or detract from living and learning in an early childhood classroom or outdoor spaces. This course is based on principles of architecture, and design, as well as actual experiences of educators using spaces in early education settings. The elements of the environment as they support relationships, engage senses, help create connections, promote literacy, and numeracy, support problem solving, and provide intellectual and physical challenges, will be explored. In addition environments will be evaluated for elements including osmosis, sensory integration, flexibility, transparency, and narration.
Rationale	We find after teaching now for several semesters to truly give students a foundation about Environments we needed to increase the course requirements which in turn increase the units and add more objectives. This course is based on ECE 53 and will REPLACE ECE 53.
Proposal Information	
Proposed Start	Year: 2016 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable

Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe at least six elements that enhance relationships in early childhood environments including those between children, children and teachers, children and parents, parents and teachers, and teachers and each other.	
2. Through observation evaluate the current use and lack of use of a given program space over time.	
3. Identify the values and elements that enhance and detract from learning in a specific space (for example block space or water feature in an outdoor area) in an early learning environment.	
4. Employ the values of safety, flexibility, aesthetics, and re-purposing to assemble a collection of loose parts that could be installed in an early Childhood Environment and illustrate how they could be integrated into learning goals.	
5. Illustrate in images how children engage with and use space.	
6. Use data collected from observation and conversation with children about their ideas for uses and design of spaces.	
7. Design a collaborative power point of images of environments and spaces after selection one of the key outcomes for young children identified in the text as well as commonly used assessment tools including the ECERS-R, DRDP or CLASS.	
8. Illustrate using three different maps, how effectively in a specific learning space the needs of children, teachers, and parents are being addressed in a program space.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
40%	Eight values in early childhood programs, which can be illuminated or frustrated in the environment.
20%	Tools to study current use and organization of space.
20%	Data collection and basing projection of changes in environments on program values and desired outcomes.
20%	The concept of the environment as an element, a third teacher, which impacts learning and relationships particularly in an ECE program.
Total: 100%	
Methods of Presentation	
Methods	Field Trips Group Work Lecture and Discussion Observation and Demonstration Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation

	<ul style="list-style-type: none"> • 15% - Group Projects • 35% - Other Environment Observation and Analysis Projects • 30% - Written assignments 4-6 assignments • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Deb Curtis. <i>Designs for Living and Learning: Transforming Early Childhood Environments</i> , Second ed. St. Paul, MN: Redleaf Press, 2015, ISBN: 1605543727.	
2. Ceppi, Giulio and Zinn, Michelle (editors). <i>Children, Spaces and Relations</i> , ed. ., 1998	
3. Deviney, Duncan, Harris et al.. <i>Inspiring Spaces for Young Children</i> , 2nd ed. Gryphon House, 2010, ISBN: 9780876593172.	
Other	
1. Materials developed by the instructor.	
2. Materials, power points, and sources developed by the instructor.	
Assignments	
Sample Assignment	
Using the images, ideas, definitions, and descriptions in Chapter 4 of the text <i>Designs for Learning and Living</i> , assemble a collection of re-cycled materials that are safe for use by young children. Group them in at least three different ways and speculate what learning might be provoked by use of these materials. Identify as well the particular spaces in the program (block area, dramatic play, rest area etc.) where these materials might be housed. Photograph your collection in 10 images. If possible test your theory of use with young children. Consider using Re-Discover or Trash for Teaching or a similar local source to inspire your collection.	
Student Learning Outcomes	
1. Successfully complete a site assessment mapping by using the three assessment tools to identify the environmental variables that impact the experiences of children, teachers and parents in the program.	
2. Evaluate and use the design principles to collect and identity images for a collaborative power point.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes



ARTICLE 5100: CURRICULUM

AR 5110 CURRICULUM COMMITTEE STRUCTURE, FUNCTIONS, RESPONSIBILITIES, MEETINGS

Title 5 § 55002 Standards and Criteria for Courses and Classes

Curriculum Committee: The Academic Senate Joint Curriculum Committee recommending the course shall be established by the mutual agreement of the Academic Senate and college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

1. Committee Structure

A. The Curriculum Committee is a joint Academic Senate/administration committee in accordance with Board of Trustees Policy 2210 and the Bylaws of the SMC Academic Senate to include five administrators, fifteen regular or contract faculty members elected by area, two faculty appointments made by the Academic Senate President with the advice and consent of the full Senate, and two students. Each member has one vote.

- (1) Five administrators, including those most directly concerned with curriculum are appointed by the Superintendent/President or designee. One of the administrators will be designated to serve as vice-chair to the Committee.
- (2) Two students are selected according to the Bylaws of the SMC Associated Student Government.
- (3) Faculty members are selected to serve on the Committee according to the Bylaws of the SMC Academic Senate.
- (4) One faculty member is appointed committee chair by the Academic Senate President and represents the Senate in all committee deliberations.
- (5) Non-voting liaisons to the committee may include:
 - The Librarian or designee
 - The Articulation Officer or designee
 - The Matriculation Officer or designee
 - The Associated Students President or designee.

2. Committee Functions

The functions of the Curriculum Committee, as detailed in the Academic Senate Constitution and Bylaws and in compliance with Title 5 (Section 51022a) and the Education Code Section 78016, include the following:

- A. to review and recommend to the Academic Senate action on existing and proposed curricula, courses, prerequisites, corequisites, advisories and programs;
- B. to encourage and recommend development of new curricula and courses;



- C. to assist faculty in preparing curricular proposals to meet Title 5 and matriculation mandates and district goals and objectives as stated in the college's mission;
- D. to disseminate curricular information and recommendations to the department chairs and the Academic Senate;
- E. to implement appropriate state-mandated regulations or policies that affect curriculum;
- F. to recommend to the Academic Senate additions, deletions, and modifications in general education patterns for the Associate in Arts (AA) degree, the Intersegmental General Education Transfer Curriculum (IGETC), the California State University (CSU) General Education Certification Requirements, and Occupational Certificate Requirements;
- G. to recommend to the Academic Senate proposals to implement curriculum transformation;
- H. to ensure that the Santa Monica College Catalog contains only those courses offered on a regular basis;
- I. to request, consider, and respond to reports from various Academic Senate committees and college groups that have a direct bearing on matters of curriculum;
- J. to help assure that the curriculum at Santa Monica College supports the college's mission, supports its goals, and meets the needs of its students;
- K. to approve alternative delivery systems;
- L. and to perform other duties assigned by the Academic Senate president with the advice and consent of the Senate.

3. What the Curriculum Committee Handles

The following items come before the Curriculum Committee:

- A. proposed credit courses;
- B. proposed substantive changes in courses, which may include but are not limited to:
 - (1) prerequisites, corequisites and advisories,
 - (2) catalog description,
 - (3) course outline (e.g., course transformation for diversity),
 - (4) lecture/lab hours,
 - (5) number of units;
 - (6) alternative delivery system (e.g. distance education);
- C. proposed programs (including transfer, Associate in Arts, certificate and all other programs involving curriculum);
- D. suggestions for deletion of courses;
- E. requests for courses to be included in or deleted from IGETC, the AA degree pattern, and CSU GE certification pattern;



- F. requests for changes to or inclusion on the Disciplines List;
- G. determination of repeatability of courses according to Title 5 standards;
- H. non-credit courses;
- I. not-for-credit Community Services courses;
- J. Student Learning Outcomes.

4. Committee Meetings

- A. A quorum must be present to conduct official committee business. A quorum consists of eight faculty and three administrators. No students present are necessary to achieve a quorum.
- B. The committee usually meets the first, third, and (when necessary) the fifth Wednesday of each month during the fall and spring semesters in the afternoon.
 - (1) Meetings are open to all who wish to attend.
 - (2) If extraordinary circumstances require it, special meetings may be called by the chair during the winter and summer sessions.
- C. Agendas are prepared by the Curriculum Committee Chair and Vice-Chair.
 - (1) Agendas are distributed to committee members and the library and are posted in the mailroom at least seventy-two hours prior to each scheduled meeting and posted electronically.
 - (2) Included with the agenda sent to members of the Committee are the minutes of the previous meeting, the information for any courses, and/or programs to be considered at the meeting, and any documents that will be discussed.

Curriculum Committee Members: Responsibilities and Participation Guidelines

1. Responsibilities

- A. Preparation for the meetings by reading beforehand all materials distributed with the agenda.
- B. Attendance at all meetings. In case of time conflict or illness, the member should notify the Curriculum Committee Chair or the administrator who serves as committee secretary.
- C. Familiarization with the documents most often referred to in committee work, especially:
 - (1) the SMC Catalog and the SMC Vision and Mission Statement
 - (2) Relevant Title 5 and Education Code regulations,
 - (3) general educational patterns for IGETC, CSU, and SMC AA,
 - (4) the Disciplines List,
 - (5) all relevant Board of Trustees policies and Administrative Regulations.



- D. Careful review of submitted Course Outlines of Record to determine (a) if they meet the criteria for any prerequisites, co-requisites or advisories and (b) if they detail sufficiently the rationale for the course, the course materials, and the methods of presentation and evaluation.
- E. Reporting regularly to the constituency from which the member was elected.

2. Participation Guidelines

To assure positive, open, and effective discussions both between the committee and a proposer and within the committee itself, the Curriculum Committee member should:

- A. keep an open mind; listen to and carefully consider a proposer's or a committee member's responses;
- B. ask positive questions that elicit clarification and discussion; ask follow-up questions when appropriate.

Other from AR 5111: Establishment of Courses and Programs Originating Within Departments

3. Curriculum Committee Approval

- A. The Curriculum Committee Vice-Chair determines that the proposal is complete and with the Curriculum Committee chair edits it for compliance with guidelines before putting it on the agenda. The item should be returned to the department for substantive changes.
- B. When the proposal goes on the agenda, the committee Vice-Chair notifies the department chair at least 72 hours in advance of the scheduled meeting.

The proposer(s) and the department chair or designee should attend the meeting at which the proposal is presented. Although the Course Data Record, or Program Proposal should be complete and self-explanatory, the proposer should be prepared to give a brief overview of the proposal justification and answer any questions about the proposed course or program in detail, including the need for such a course or program, materials used, objectives, and methods of instruction and assessment.

Any relevant texts and supporting information may be presented to the committee to augment the details contained in the proposal.

- C. After the presentation of the proposal, the Curriculum Committee discusses the proposed course and votes to either (1) recommend approval of the course to the Academic Senate and Superintendent/President, (2) recommend approval of the course contingent upon completion of specific requested changes by a designated deadline (3) return the proposal to the department with recommendations for further development or revision, (4) return it to the department with notification that the course proposal has not been approved. The Curriculum Committee chair will notify the department chair orally or by email within two days of the Committee's decision.

If approved by the committee, the course will be presented jointly to the Academic Senate for approval and to the Superintendent/President.



If the course is returned to the department without approval, the proposer(s) may request a meeting with the committee chair to discuss the reason(s) for non-approval. The proposal may be resubmitted to the Curriculum Committee.

4. Final Approval

- A. The Curriculum Committee Chair recommends acceptance of any course the committee has approved to the Academic Senate and the Superintendent/President.
- B. The Academic Senate and Superintendent/President ratify the course.
- C. The course is presented to the Board of Trustees for inclusion in the Santa Monica College curriculum.

Approved by the Curriculum Committee 10/01/03

Revised: Academic Senate approval 5/15/07, Superintendent/President approval 7/30/07

Reviewed and Revised: 7/22/08



5. THE CURRICULUM PROCESS

