



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, February 16, 2022, 3:00 p.m.

Zoom Meeting

Members Present:

| | | | |
|------------------------------------|--------------------|------------------|----------------------------|
| Sheila Cordova, <i>Chair</i> | Walker Griffy | Jacqueline Monge | Briana Simmons |
| Jason Beardsley, <i>Vice Chair</i> | Hafedh Herichi | Maria Muñoz | Esau Tovar |
| Bren Antrim | Alex Ibaraki | Estela Narrie | Audra Wells |
| Fariba Bolandhemat | Sharlene Joachim | Patricia Ramos | Dominic Prendergast (A.S.) |
| Susan Caggiano | Bradley Lane | Brandon Reilly | Denise White-Odimo (A.S.) |
| Lisa Collins | Emin Menachekanian | Redelia Shaw | |

Members Absent:

Lydia Strong

Others Present:

| | | | |
|-------------------|--------------------|---------------|---------------|
| Maria Roxana Cruz | Sehat Nauli | Debbie Perret | Muriel Walker |
| Rachel Demski | Thi (Kathy) Nguyen | Howard Stahl | |

(Information items are listed numerically; action items are listed alphabetically)

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:02 pm. Motion to approve the agenda with a note that the Cosmetology AS/Certificate of Achievement “Salon Experience Courses” was corrected to 2 units, bringing the total major units to 18.

Motion made by: Audra Wells; **Seconded by:** Jason Beardsley

The motion passed unanimously. *(Walker Griffy, Maria Muñoz, Briana Simmons not present for vote.)*

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of December 1, 2021 with no revisions.

Motion made by: Jason Beardsley; **Seconded by:** Dominic Prendergast

The motion passed unanimously. *(Walker Griffy, Maria Muñoz, Briana Simmons not present for vote.)*

V. Chair’s Report

ASCCC is hosting Curriculum Regional Meetings on February 28 and March 2. Topics will include a CCCCCO Update, AB 705 Plans, Intermediate Algebra and Articulation, DEIA in Curriculum and Cross Listing Courses. Come learn and share with your colleagues!:

- **February 28, 2022, 9:00am-12:00 pm:** [Curriculum Regional Meeting](#) – Virtual
 - Deadline to register is Friday, February 25, 2022 - 5:00pm
- **March 2, 2022 12:00pm-3:00pm:** [Curriculum Regional Meeting](#) – Virtual
 - Deadline to Register is Monday, February 28, 2022 - 5:00pm

VI. Information Items

1. Training
Review of the first draft of the new Curriculum handbook (*see page 4*)

The new handbook includes a more thorough checklist for proposals, details on submitting courses and programs through META, and information on equitizing the curriculum.

We'd like to gather feedback, so we'll be sharing a link for gathering ideas, questions, and comments.

2. Website Updates
The Curriculum Committee website was updated and redesigned over the Winter – additional information was added to the landing page, course, and degrees and certificates pages. Accordion navigation was used to streamline the information and resources. (*see page 33 for a look at the changes before and after.*)

If you have any questions, please reach out to Rachel and Sheila.

(Non-Substantial Changes)

3. CIS 4 Business Information Systems with Applications
4. CIS 32 Microsoft Access
5. CIS 37 Microsoft Word
6. CIS 59A Dreamweaver I
7. KIN PE 45A Beginning Softball
8. KIN PE 45B Intermediate Softball

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online)

- a. CHEM 10 Introductory General Chemistry
- b. PRO CR 80 Athletes and Leadership
Motion to approve Consent Agenda of CHEM 10 (VII. a.) and PRO CR 80 (VII. b.) with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously. (*María Muñoz, Briana Simmons not present for vote.*)

(Programs: Revisions)

- c. Cosmetology AS/Certificate of Achievement
 - Changed total hours to 1,000 (was 1,600)
 - Removed COSM 40, 50B, 50C from Required Related Science Courses
 - Removed COSM 31A from Required Hair Cutting Courses
 - Removed COSM 31B from Required Hair Styling Courses
 - Removed COSM 31C from Required Hair Coloring Courses
 - Removed COSM 21D from Required Permanent Wave Courses
 - Removed COSM 11E and COSM 31E from Required Curly Hair Technique Courses
 - Removed COSM 48 from Required Esthetician Courses
 - Removed "Advanced Courses for Career Success"

Motion to approve changes to Cosmetology AS/Certificate of Achievement with no additional revisions.

Motion made by: Jason Beardsley; **Seconded by:** Jacqueline Monge

The motion passed unanimously. (*María Muñoz, Briana Simmons not present for vote.*)

- d. Esthetician Certificate of Achievement
 - Updated Program Learning OutcomesMotion to approve changes to Esthetician Certificate of Achievement with no additional revisions.
Motion made by: Esau Tovar; **Seconded by:** Estela Narrie
The motion passed unanimously. (*María Muñoz, Briana Simmons not present for vote.*)

- e. Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve changes to degrees and certificates as a result of courses considered on this agenda.
Motion made by: Susan Caggiano; **Seconded by:** Lisa Collins
The motion passed unanimously. (*Maria Muñoz, Briana Simmons not present for vote.*)

VIII. New Business

- Update AR 5110, Sections 1 and 2
Discussion regarding reorganization of the committee via updating AR 5110.
 - In the past, the reorganization of committee representatives was based on FTEs.
 - Do we want to reorganize the existing members or increase the number of members? If we increased faculty representation that would increase the number of administrators as well
 - Question of whether the number of courses/programs each department has should be a contributing factor to either reorganize representation or increase numbers. How much curriculum is each representative responsible for?
 - The workload has been increasing at a rapid pace with no sign of slowing down – the Certificate conversion, Pathways, hundreds of DE applications as a result of the pandemic. Looking to the future – equitizing the curriculum, common course numbering, etc.
 - Increased membership has been a topic in past reorganizations, but an ongoing issue was space in the Loft – does conducting meetings over zoom change that? What would the effect of increased membership be when we return to in-person meetings?
 - The size of faculty representation hasn't increased but curriculum has grown substantially – in 1997-1998, we had 13 faculty representatives, today we have 13 faculty representatives. In the last 10 years, we've approved almost 400 new courses, and over 80 new programs.
 - Representatives should discuss updating the AR with their department chairs. Would be great to present this at an upcoming Chairs meeting.
 - Updating the AR will next be discussed at the March 16 Curriculum Committee meeting.

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:16 pm.

Motion made by: Jason Beardsley; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.



Curriculum Proposal Handbook - DRAFT

Checklist for Writing and Reviewing Proposals

FEBRUARY 14, 2022
SANTA MONICA COLLEGE
Curriculum Committee

Table of Contents

| | |
|--|-----------|
| What is my Role as Representative? | 1 |
| The Link | 1 |
| CHECKLIST and Resources for your Department Faculty with an Idea: | 1 |
| The Support | 2 |
| Co-Contributor | 2 |
| The Reviewer | 3 |
| How to Find Proposals | 3 |
| Reviewing Proposals | 3 |
| Making Minor Changes | 4 |
| Request Changes or Approve | 4 |
| Overview of Course Proposals | 5 |
| Detailed Checklist for Course Proposals | 6 |
| Cover | 6 |
| [OB] | |
| Course Number | 6 |
| Start Date | 6 |
| TOP Code | 6 |
| SAM Code | 6 |
| Designation | 6 |
| Co-Contributor | 6 |
| Units and Hours | 7 |
| [OB] | |
| Repeatability | 7 |
| Grading | 7 |
| Program Impact | 7 |
| Transfer / GE | 8 |
| Requisites & Advisories | 8 |
| [OB] | |
| Student Learning Outcomes | 8 |
| [OB] | |
| SLO Examples of Common Problems and Solutions | 11 |
| Course Objectives | 12 |
| [OB] | |
| Arranged Hours Objectives | 13 |
| Course Content | 13 |
| [OB] | |
| Lab Content | 13 |
| Methods of Presentation | 13 |

| | |
|---|-----------|
| Arranged Hours Instructional Activities..... | 13 |
| Method of Evaluation..... | 14 |
| Appropriate Texts..... | 14 |
| Library | 14 |
| Sample Assignments..... | 15 |
| Minimum Qualifications..... | 15 |
| Distance Education Application..... | 15 |
| Global Citizenship | 16 |
| Attached Files | 16 |
| Program Checklist and Rubric | 17 |
| Detailed Checklist for Program Proposals | 18 |
| Cover..... | 18 |
| Program Outcomes | 18 |
| Program Requirements | 19 |
| Program Mapper | 19 |
| Attached Files | 19 |
| Appendix..... | 20 |
| Quick Course Proposal Checklist..... | 21 |
| Quick Program Proposal Checklist | 24 |
| Preparing a Proposal for Curriculum Agenda..... | 25 |
| Resources | 26 |

What is my Role as Representative?

The Link

You are the connection between your department and the committee. You inform and answer questions about curriculum for the Departments you represent.

Talk to your Department Chair, consider offering a curriculum update at each department meeting. Let the Department(s) you represent know how to get ahold of you and perhaps present the process for curriculum proposals.

Share the Checklist below with Department(s) Chair and Faculty.

CHECKLIST and Resources for your Department Faculty with an Idea:

| | | |
|--------------------------|--|--|
| <input type="checkbox"/> | Did you discuss this with your Department and Department Chair? | Talk about the proposal <ul style="list-style-type: none"> • If it is a new course: Where does this course fit within the department and its' programs? • If it is a change to a course: Does this affect certificates, degrees, or transferability? Will the essence of the course change? • If it is a new Program: What student need does the new program meet? • If it is a Program change: Does this affect units or time to complete? Transferability? |
| <input type="checkbox"/> | Did you talk to your Curriculum Representative? | Work with your Representative to: <ul style="list-style-type: none"> • Let them know a proposal will be on their to-do list. • Discuss how to Create a Proposal in Meta (and which type to use). • Learn how to make your Rep a co-contributor so they can review the proposal with you (prior to submitting). • Gain information on possible special circumstances for your proposal. |
| <input type="checkbox"/> | Proposing a new Program or significant change to a Program? | Saves Time Meeting with the Tech Review Committee early in the design process saves time for all parties by providing process, special circumstances, and historical information. |
| | Resources | Website with Curriculum Development Process Website with Degrees and Certificates Website with Resources including forms, templates, and other information |

The Support

Check if your Faculty with the Proposal (the Originator) has access to META. If not, ask them to email Rachel Demski to request access. demski_rachel@smc.edu

Co-Contributor

As the Rep, you will be involved from the beginning of the proposal to answer questions and guide the process. When the Originator starts to enter the proposal into CurriQnet META, they should add you as a co-contributor.

The Originator enters the proposal information, but as co-contributor you will be able to review the proposal before it is submitted and make minor corrections as needed.

Share with your Department how to add you as a Co-Contributor.

- In the course proposal, go to "Co-Contributor" on the left. (Program proposals find Co-contributors on the "Cover" tab.)
- Search for your Representative.
- Select the representative and other contributors
- Click on "Save" in the lower right.

The screenshot shows the CurriQnet web interface. At the top, the user is logged in as 'cordova_sheila@smc.edu'. The main navigation bar includes 'Curriculum' and 'Approvals' (with a notification badge for 70), and a 'Create Proposal' button. The current proposal is 'ARC 10 - Studio 1', with a status of 'Active'. A sidebar on the left lists various proposal sections: Proposal Resources, Cover, Co-Contributor (selected), Units/Hours, Program Impact, Transfer / GE, Requisites & Advisories, Student Learning Outcomes, and Course Objectives. The 'Co-Contributor' section is active, showing a search box with 'shaw, r' entered. Below the search box, a list of contributors is displayed, with 'Shaw, Redelia (shaw_redelia@smc.edu)' selected. A 'Save' button is located at the bottom right of the contributor selection area. A note at the bottom left states 'Fields marked with * are required'.

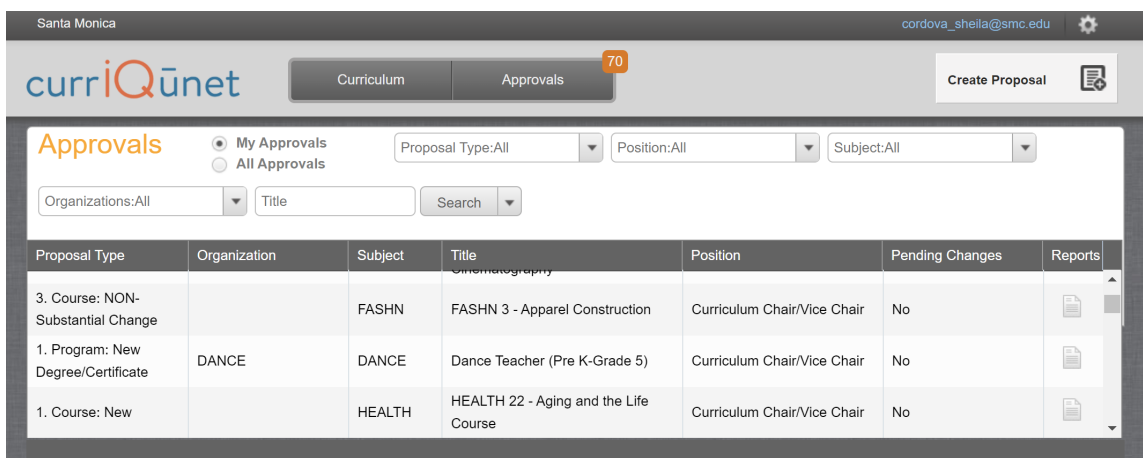
The Reviewer

All proposals for new or revised courses or programs require the approval of the Curriculum Representative – **that's you!**

How to Find Proposals

If you are co-contributor and have “My Proposals” checked, the proposal will appear on screen. You can filter your search if needed. *(If you are not a co-contributor, you can search for proposals only after the Originator submits it and by unchecking “My Proposals”.)*

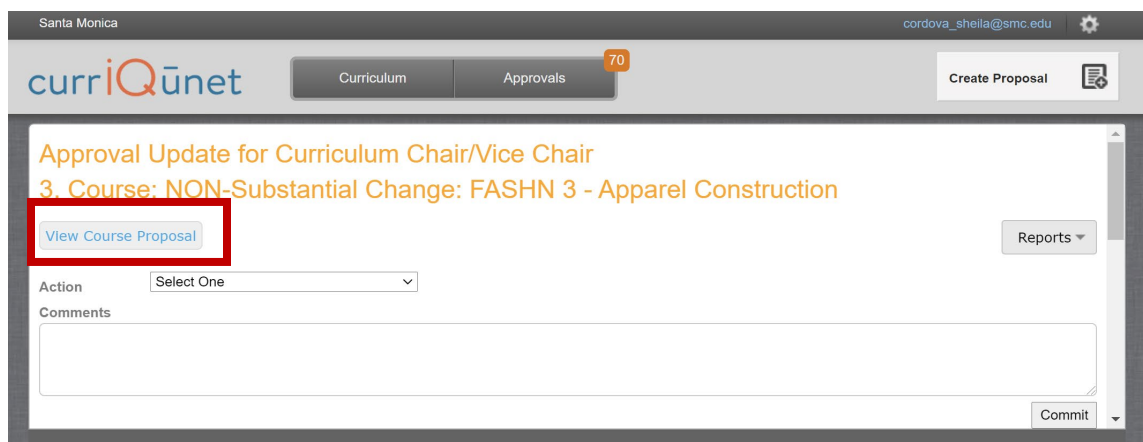
After the proposal is submitted by the Originator, you can view it by clicking on “Approvals” and selecting it from the list. This takes you to the History and Status Page which shows where the proposal is in the process (currently, it is on your ‘desk’).



Reviewing Proposals

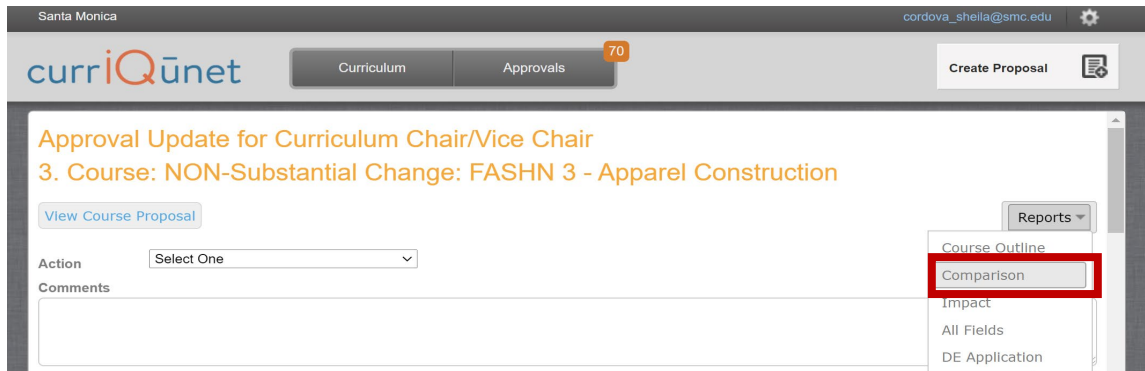
New Course or Program: *(See Checklist below).*

Select “View Course Approval” (or Program Approval) at the top.



Changes to Existing Courses and Programs: *(See Checklist below).*

Select Reports and choose “**Comparison**”. You will be asked to choose which version to compare to. A report is generated showing the new Proposal on the right with changes in green and the other version is shown on the left with changes in red.



NOTE: The Impact Report shows if the course is a requisite, cross-listed, or included in programs. If the change is substantial, you should notify the programs impacted.

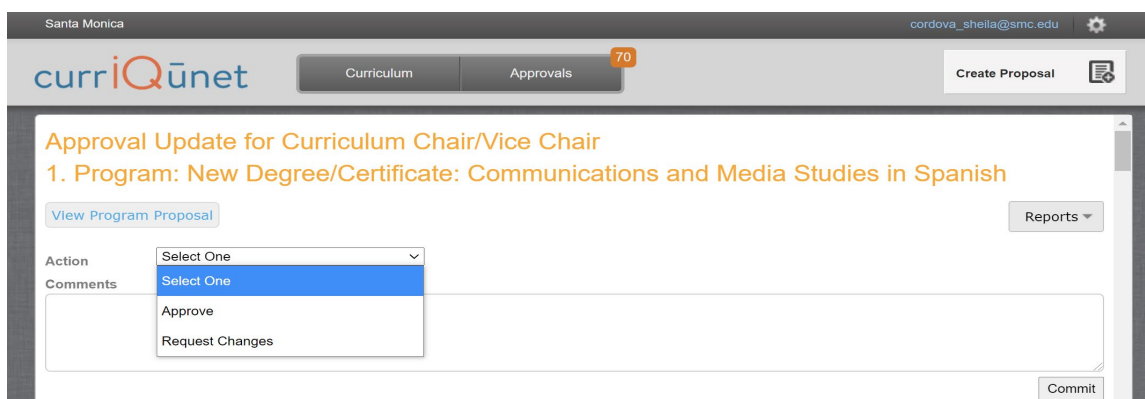
Making Minor Changes

As you review proposals, use co-contributor rights to fix formatting, grammar, spelling, etc. Changes can be made before and after a proposal is submitted.

When the Originator Submits the Proposal – it is sent to you for a final review. You can still make minor changes. However, substantive changes should be returned to the Originator with comments so they can make revisions.

Request Changes or Approve

Request Changes: If the proposal needs changes, add comments into the “Comment Area”, then select “Request Changes” from the drop-down list, and click on “Commit”. *This returns the proposal to the Originator.*



Approve: If the proposal is ready to move forward, choose “Approve” from the drop-down menu and click on “Commit”. *This forwards to the Department Chair.*

Overview of Course Proposals

Checklist Information

Below is the Course Proposal form. Each tab should be completed. Tabs with green boxes indicate all tasks are complete. Orange boxes indicate incomplete item(s).

| | | |
|---|-------|---|
| Proposal Resources | | Proposal Resources: <i>contains links to the META handbook and Representative Contact information. Nothing to check.</i> |
| Cover | 11/11 | Cover: Course Title, Description, TOP and SAM Codes... |
| Co-Contributor | | Co-Contributor |
| Units/Hours | | Units and Hours: Repeatability and Grades |
| Program Impact | | Program Impact |
| Transfer / GE | 1/1 | Transfer / GE |
| Requisites & Advisories | 1/1 | Requisites & Advisories |
| Student Learning Outcomes | | Student Learning Outcomes |
| Course Objectives | | Course Objectives |
| Arranged Hours Objectives | | Arranged Hours Objectives: <i>only if listed in Units and Hours</i> |
| Course Content | 1/1 | Course Content |
| Lab Content | | Lab Content: <i>only if listed in Units and Hours</i> |
| Methods of Presentation | | Methods of Presentation |
| Arranged Hours Instructional Activities | | Arranged Hours Instructional Activities: <i>only if listed in Units & Hours</i> |
| Methods of Evaluation | 1/1 | Method of Evaluation |
| Appropriate Texts | | Appropriate Texts |
| Library | | Library |
| Sample Assignments | | Sample Assignments |
| Minimum Qualification | | Minimum Qualifications |
| Distance Education Application | 8/8 | Distance Education Application: <i>only if selected on Cover</i> |
| Global Citizenship Application | | Global Citizenship: <i>only if selected on Cover</i> |
| Attached Files | | Attached Files: <i>as required</i> |

Detailed Checklist for Course Proposals

Use the following in conjunction with Quick Course Checklist found in the Appendix.

Cover

Check required fields are complete. Required fields are indicated with an asterisk *



Course Description and Title – *Thinking Equitably*

These elements are usually the first things students see about a class and can send a message to the students. The title should be descriptive, accurate, and inclusive and the description student-centered, using accessible and inclusive language with a focus on what the student will gain from the course. Both should be inviting and welcoming.

Discipline-specific terminology should be appropriately defined or explained through context. The goal is to ensure that every student, even before enrolling in the class, can read the description and understand what the course will cover and how it may be relevant for that individual student.

For example, the description for a history course might consider how black, indigenous, and other people of color have traditionally been erased from the curriculum and shift the focus in the course description by using language like “colonized people” in place of “colonial.” (ASCCC, 2021)

Course Number

If this is a new course, check that it has not been used before.

Start Date

Verify the proposed date meets the curriculum approval schedule.

TOP Code

- Is the Code chosen the best fit for the course? Refer to [TOP Manual](#).
- Courses with an asterisk * are Career Education (CE or CTE) and have additional requirements.

SAM Code

- If the course is not a CE course then choose E: Non-occupational
- If this is a CE course then refer to the CCCCO form for definitions of [SAM codes](#).

Designation

- D – Credit Course that is Degree (or certificate) applicable
- C – Credit Course that is NOT Degree (or certificate) applicable
- N – Noncredit course

Co-Contributor

This is the page to add the Curriculum Rep and any other contributors to the proposal. Nothing to check.

Units and Hours

Check required fields are complete. Required fields are indicated with an asterisk *



Unit and Hours – Thinking Equitably

Higher units and hours can slow student progress and have consequences for student financial aid. Consider whether the course units are aligned with transfer institutions and model curricula.

If units are high, a plan should be in place to validate them using disaggregated data that identifies the effects on enrollment for disproportionately impacted groups, including racial and ethnic groups. Noncredit options should be listed if appropriate. (ASCCC, 2021)

Units

Units are automatically added up for you when you fill in hours. (Check the units and hours – errors may have occurred in the META data migration.)

Hours

- Lecture Hours: 1 weekly lecture hour = 1 unit
- Lab Hours: 3 weekly lab hours = 1 unit
- Arranged Hours: 3 weekly arranged hours = 1 unit

Note: Arranged hours are weekly course hours outside of class. For example: a Sound Editing course arranges weekly hours for students to use SMC sound equipment. These are not arranged online hours.

Example:

| | Lecture Hours* | Lab Hours* | Arranged Hours* | Out-of-Class Student Hours* | Units |
|-----------|----------------|------------|-----------------|-----------------------------|-------|
| ENGL 1 | 3 | 0 | 0 | 6 | 3 |
| KIN PE 5A | 0 | 3 | 0 | 0 | 1 |
| ET 21A | 2 | 1 | 2 | 4 | 3 |

Hour listings are weekly amounts based on an 18-week semester.

"Units" and "Out of Class Student Hours" are automatically entered in META.

Repeatability

In most cases "No", if unsure, contact Academic Affairs.

Grading

In most cases "letter Grade or P/NP", if unsure contact Academic Affairs.

Program Impact

New Courses

If this is a Credit Course, is it part of a Program or Certificate?

- Yes - Select the Program or Certificate it is a part of.
- No - Discuss if this course has value as a stand-alone.

Existing Course

Program Impact should already be designated. Check the Impact Report (see "Reviewing the Proposal" above) to see if your changes will affect degrees or certificates from other Departments. Discuss the changes with impacted programs.

Transfer / GE

This Section will be reviewed by the Articulation Officer.
Please contact our Articulation Officer if you have questions or concerns.

Requisites & Advisories

Check required fields are complete. Required fields are indicated with an asterisk *

Check: If this is a new course or change to a requisite or advisory, verify a completed worksheet is included in "Attached Files". Worksheet templates are found on this tab.

Skip if this is an existing course with no changes to requisites/advisories.



Enrollment Barriers – Thinking Equitably

Consider whether barriers to enrollment such as pre- and co-requisites or advisories may have disproportionate impact on any students. Limitations on enrollment must be appropriately validated. Reviewing requisites for disproportionate impact is already a requirement for certain types of requisites per Title 5 §55003(g) but consider whether applying that review process to other limitations on enrollment would help to ensure equitable access to more courses. (ASCCC, 2021)

Student Learning Outcomes

Check required fields are complete. Required fields are indicated with an asterisk *

Note: Remind Department Chair to update SLO in ISIS when proposal is approved.

Check: Each objective needs to in its own field, includes a [measurable verb](#), is assessable, and supports PLOs and ILOs. **Are SLOs mapped to ILOs?**



Outcomes – Thinking Equitably

Consider including a course SLO with a specific focus on DEI or anti-racism in the COR. For example, a course outcome addressing anti-racism could include articulating or analyzing how social and historical context affected major theories or discoveries in the field, particularly in light of systemic racism.

A specific SLO aligned to the course content allows faculty to focus on these areas in assessment and ensure that their students' learning includes equity and anti-racism. Even where DEI content is not explicitly present, the outcomes assessment process should include equity review and thoughtful data disaggregation. (ASCCC, 2021)

SLO vs Course Objectives

The terms 'objectives' and 'outcomes' are often used interchangeably. However, **objectives** are what students *will learn* or what instructors *will teach*, **outcomes** are what students demonstrate as the specific observable and measurable *product of that learning* – an application of knowledge and skills. (ASCCC, 2019)

Below are suggestions for Originators and Departments to consider as they develop Outcomes. How can you develop Outcomes to be useful tools to improve student success for class instructors and program review?

How do I write an SLO?

Provide a detailed description of what a student will be able to do at the conclusion of a course. Use verbs that are measurable or describe an observable action. ([Blooms Taxonomy](#)). Course SLOs shall support Program Learning Outcomes (PLOs).

This can be done using a formula:

*Upon the successful completion of this course, you will be able to
(measurable verb) + (learning statement).*

Examples of student learning outcomes:

Government. When given a major decision made by a governmental leader, you will be able to identify major factors the leader had to consider, discuss why the action was taken, and what apparent trade-offs were made.

Economics. Demonstrate graphically and explain how a change in expectations will affect the loanable funds market.

Management. Identify (based on readings, case studies, or personal experiences) those activities most likely to distinguish effective, well-managed technology development programs from ineffective programs.

Music. On hearing musical selections, you will be able to identify examples of chamber music and identify the form, texture, and makeup of the ensemble.

Art. When shown a print, you will be able to identify whether it is a woodcut, etching, or lithograph, and list the characteristics on which this identification was based.

Math. Apply differential calculus to model rates of change in time of physical and biological phenomena.

Physics. Calculate the magnitude and direction of magnetic fields created by moving electric charges.

(Diamond, 2008)

Why use Student Learning Outcomes...

Learning outcomes help instructors...

- Identify the skills and goals for the course (starting with the end in mind)
- plan appropriate teaching strategies, materials, and assessments (i.e., rubrics)
- learn from and make changes to curriculum to improve student learning
- assess how the outcomes of a course align with larger outcomes for a program

Learning outcomes help students...

- anticipate what skills and knowledge they will gain from the course
- track their progress towards mastery of skills in the course/program and path
- know in advance how they will be assessed

Elements of Effective Student Learning Outcomes

Clearly written outcomes are the foundation for effective course and program design. Outcomes inform the way students are evaluated in a course. Effective learning outcomes are student-centered, measurable, concise, meaningful, achievable, and outcome-based (rather than task-based).

Student Centered

- Outcomes are phrased from the perspective of the student and are written in language that can be easily understood by them.

Measurable

- Outcomes focus on the action signifying student learning by using concrete, measurable verbs.

Concise

- Outcomes are written in short, succinct sentences.

Meaningful

- Outcomes emphasize higher order thinking skills and are consistent with college and program learning outcomes.

Achievable

- The total number of outcomes is reasonable for this population of students and is achievable within the time available.

Outcome-Based

- Outcomes should specify the skills and knowledge students must demonstrate to prove mastery instead of focusing on the assignment format, such as a quiz or essay. Well-worded outcomes should remain flexible enough to accommodate a variety of formats for a corresponding assessment.

SLO Examples of Common Problems and Solutions

| | |
|---|---|
| <p><i>Not Student-Centered</i> Different theories of personality development will be explored through lectures, readings, and assignments.</p> | <p><i>Student-Centered</i> Students will name each theory of personality development and describe the key characteristics that distinguish each theory.</p> |
| <p><i>Not Measurable</i> Students will understand symbolism.</p> | <p><i>Measurable</i> Students will be able to identify examples of symbolism in short stories and incorporate symbolism in their own writing.</p> |
| <p><i>Not Clear</i> Students will be able to analyze American history.</p> | <p><i>Clear</i> Students will be able to analyze how American foreign policy history relates to current trends in American foreign policy.</p> |
| <p><i>Not Concise</i> Students will analyze American foreign policy, from 18th-century diplomatic relations with Europe to the Monroe Doctrine, considering the ways in which shifts from expansionism and Manifest Destiny to isolationism and protectionism impacted relations with neighboring nations and Native Americans.</p> | <p><i>Concise</i> Students will be able to identify how changes in American foreign policy during the 18th and 19th centuries impacted relations with neighboring nations and Native Americans.</p> |
| <p><i>Task-Based (Inflexible)</i> Students will be able to demonstrate on a mannequin the four steps to administer CPR.</p> | <p><i>Outcome-Based (Flexible)</i> Students will be able to demonstrate the four steps used to administer CPR.</p> |

Course Objectives

Check required fields are complete. Required fields are indicated with an asterisk *

Check: Each objective is in its own field.



Objectives and Content – *Thinking Equitably*

Where appropriate, consider explicitly including culturally responsive and anti-racist content in the course topics and objectives. Although diversity, equity, and inclusion (DEI) content that explicitly addresses racial inequities may be a stronger fit in some disciplines, almost every discipline will have debates, disagreements, or assumptions that can be challenged; the COR should have an acknowledgement and discussion of these issues built in. Opportunities should be built into the topics and objectives for students to see themselves and their experiences represented and to bring their authentic selves to the course through strategies like reflection or response.

Faculty should consider not just the content but also the language and terminology used to describe it and be cognizant of where the terms and topics reflect Eurocentric or colonizing views—for example, “third world countries”—and seek opportunities to move the marginalized experiences of black and indigenous people to the center. A review should not just examine what is in the course but also what is left out. (ASCCC, 2021)

Defining Course Objectives

Course objectives describe what an instructor will cover in a course. They tend to be:

- Useful in helping you formulate more specific learning outcomes
- Not necessarily observable nor measurable

Examples

- We will review and discuss the impacts and effects of new media on identity formation.
- Students will gain an understanding of the historical origins of art history.
- Student will read and analyze seminal works in 20th Century American literature.
- Students will study the major U.S. regulatory agencies

| Course SLO | Underlying Course Objectives |
|--|--|
| <p>Upon completion of this course, you will be able to...</p> <p>Write academic prose with a clear purpose and effective, logical, relevant support from sources.</p> | <ul style="list-style-type: none"> • Establish and maintain a clear controlling idea (a thesis) in a documented essay of at least 1,500 words with significant and substantive content that is based on college-level reading materials. • Develop an essay that uses convincing evidence in a sequence of effective and organized paragraphs with a clear and apparent logical progression to illustrate a larger idea. • Use the library and Internet as tools to find college-level reading materials. Comprehend and evaluate such texts. Incorporate these readings as concrete and credible support for a position. Acknowledge evidence from a variety of primary and secondary sources. |
| <p>Upon completion of this course, you will be able to...</p> <p>Evaluate and critique student drawings and receive feedback.</p> | <ul style="list-style-type: none"> • Evaluate drawings orally using correct terminology related to concepts, materials, and techniques. • Evaluate drawings in writing using correct terminology related to concepts, materials, and techniques. • Critique finished drawings and receive feedback from others in a group setting |

From: ASCCC CI 2017 Course Objectives to SLOs

Arranged Hours Objectives

Check required fields are complete. Required fields are indicated with an asterisk *

NOTE: This is only available if arranged hours are entered in “Units/Hours”.

Check: Each objective is in its own field.

Note: Arranged hours are weekly course hours outside of class. For example: a Sound Editing course arranges weekly hours for students to sign up and use SMC sound equipment. These are not arranged online hours.

Course Content

Check that the required fields are completed. Required fields are indicated with *

Check: Must total 100%. Exams and reviews should not be included as content.



Content – Thinking Equitably

See Course Objectives above.

Lab Content

Check that the required fields are completed. Required fields are indicated with *

Check: Must total 100% and only includes content of lab portion of the course.

Methods of Presentation

Check that the required fields are completed. Required fields are indicated with *

Check: At least one method is selected. If “other” is selected, addition detail must be provided.



Methods of Presentation – Thinking Equitably

Include multiple methods of instruction. Delivering course content for multiple learning styles and ensuring students have a variety of methods to demonstrate their learning can lead to more equitable outcomes and a more inclusive learning experience. (ASCCC, 2021).

Arranged Hours Instructional Activities

Check required fields are complete. Required fields are indicated with an asterisk *

NOTE: This is only available if arranged hours are entered in “Units/Hours”.

Check: Verify the arranged hour activities are not lab or homework assignments.

Note: Arranged hours are weekly course hours outside of class. For example: a Sound Editing course arranges weekly hours for students to sign up and use SMC sound equipment. These are not arranged online hours.

Method of Evaluation

Check that the required fields are completed. Required fields are indicated with *

Check: Must total 100%. No single assessment shall be more than 30% without additional detail. For Example: 40% exams/quizzes: 3-5 total quizzes



Assessments – *Thinking Equitably*

Include multiple methods of evaluation, including some authentic or applied assessments capturing more contextualized learning and practice. Ensuring students have a variety of methods to demonstrate their learning can lead to more equitable outcomes and a more inclusive learning experience. (ASCCC, 2021)

Appropriate Texts

Check that the required fields are completed. Required fields are indicated with *

Check: Is the text the most current version? At least one text should be published within the last 7 years.



Course Materials – *Thinking Equitably*

Textbooks, manuals, or other materials should include diverse representations in authorship and content. If they do not, supplemental materials might be included.

Course materials should be ADA-accessible and affordable. Where appropriate, open educational resources alternatives should be considered. Although some colleges consider textbooks listed on the COR to be primarily examples, the texts are an important guide for faculty about what kinds of materials are considered acceptable for the course and can have an important impact on the texts that are ultimately selected. (ASCCC, 2021)

Library

Check that the required fields are completed. Required fields are indicated with *

Check: Is a list of library recommendations attached (check Attached Files) or is the box "Library has adequate resources" checked?

The librarian reviews proposals, please contact the librarian if you have any questions.

Sample Assignments

Check that the required fields are completed. Required fields are indicated with *

Check: Each Assignment is in its own field. Assignments are written as presented to students. For example: “Visit a museum” instead of “Tell students to visit a museum”.



Assignments – *Thinking Equitably*

Example assignments act as a guide to new faculty for ideas and development. They should provide examples that align with equitable course content and opportunities for students to bring their own experiences to the course. These assignments should be both formative and summative. (ASCCC, 2021)

Definitions of Formative and Summative can be found [here](#).

Consider having student provide a portfolio of work which includes images of completed assignments and student reflections on learning, application, and personal improvement moving forward. This helps students document their learning through other means beyond transcripts. (SOAA 4F)

Minimum Qualifications

Check that the required fields are completed. Required fields are indicated with *

Check: Verify proper minimum qualifications are selected to teach the course.

Refer to [Minimum Qualifications Handbook](#)

Distance Education Application

Check that the required fields are completed. Required fields are indicated with *

NOTE: This is only available if “Proposed for Distance Education” is checked on the Cover.

Check: Descriptions are used instead of specific brand names. For Example: Use “Learning Management System” or “LMS” instead of “Canvas”. You can include examples with specific names if it is a ‘such as’. For example: ...a learning management system such as Canvas”.



Distance Education – *Thinking Equitably*

Work in Progress ...

The Distance Education Committee has many wonderful resources to help build online courses and can give you ideas on how to accomplish the required interactions for online courses.

Global Citizenship

Check that the required fields are completed. Required fields are indicated with *

NOTE: This is only available if "Proposed for Global Citizenship" is checked on the Cover.

Check: Verify all fields are complete, including department vote with the tally and all necessary boxes are checked for the Global Citizenship Category.

Attached Files

Check that the required fields are completed. Required fields are indicated with *

Check: If proposal includes a new or change to pre-requisites, co-requisites and/or advisories, verify the correct worksheet is attached and completed properly. Forms are found on the "Requisites and Advisories" page.

Program Checklist and Rubric

Checklist Information

Below is the Program Proposal form. Each tab should be completed. Tabs with green boxes indicate all tasks are complete. Orange boxes indicate incomplete item(s).

| | | |
|----------------------|-----|---|
| Proposal Resources | | Proposal Resources: <i>contains links to the META handbook and Representative Contact information. Nothing to check.</i> |
| Cover | 3/4 | Cover: Course Title, Description, TOP and SAM Codes... |
| Program Outcomes | 1/1 | Program Outcomes |
| Program Requirements | | Program Requirements |
| Program Mapper | | Program Mapper |
| Attach Files | | Attach Files |

ADT Programs

If the Degree is an ADT, then the TOP code for the Degree or Certificate must match the TMC TOP code. New Degrees and Certificates/Degrees with substantial changes are required to follow the ADT/TMC. See the **ADT/TMC** resource.

Career Education Programs

If the TOP code for the Program Degree or Certificate is designated Career Education (CE or CTE) per the TOP Code Manual, then New Degrees and Certificates and Degrees and Certificates with substantial changes are required to follow the CE Curriculum process. See the **Career Education Curriculum Process** resource.

Detailed Checklist for Program Proposals

Use the following in conjunction with Quick Program Checklist found in the Appendix.

Cover

Check required fields are complete. Required fields are indicated with an asterisk *



Program Title and Description - *Thinking Equitably*

These elements are usually the first things students see about a program and can send a message to the students. The title should be descriptive, accurate, and inclusive and the description student-centered, using accessible and inclusive language with a focus on what the student will gain from the program. Both should be inviting and welcoming.

Discipline-specific terminology should be appropriately defined or explained through context. The goal is to ensure that every student, even before enrolling, can read the description and understand what the program will cover and how it may be relevant for that individual student. (ASCCC, 2021)

Program Outcomes

Check required fields are complete. Required fields are indicated with an asterisk *

Check: Are the PLOs mapped to ILOs and does each course included in the Program map to the PLO? If a course is included in the degree or certificate, then one or more of the SLOs should map to the PLO.



Program Outcomes - *Thinking Equitably*

See Student Learning Outcomes under Course Proposals.

How do I write a PLO?

Provide a detailed description of what a student will be able to do at the conclusion of the program or certificate. Use verbs that are measurable or describe an observable action.

This can be done using a formula:

As a result of successfully completing the (name of program or certificate), students will be able to (measurable verb) + (learning statement).

Program Requirements

Check required fields are complete. Required fields are indicated with an asterisk *

Check: Do units match the requirements for the type of degree/certificate chosen?



Program Requirements - *Thinking Equitably*

Consider whether barriers to completion may have disproportionate impact on any students. Higher units requirements can slow student progress and have consequences for student financial aid. Consider whether the courses are aligned with transfer institutions and model curricula.

If units are high, a plan should be in place to validate them using disaggregated data that identifies the effects on enrollment for disproportionately impacted groups, including racial and ethnic groups. Noncredit options should be listed if appropriate. (ASCCC, 2021)

Program Mapper

META automatically enters this information. Verify the required units match

Check: Verify if the required units match the Program Requirements.

Attached Files

Check: Are the appropriate files attached? Program proposals must have attached files, required files are dependent on the program type:

Associate Degrees for Transfer (ADT) website

- Completed ADT Narrative
- Transfer Model Curriculum

Associate Degrees and/or Certificate of Achievement (Local/Non-CTE)

- Completed Non-CTE Narrative

Associate Degrees and/or Certificate of Achievement (CTE)

- Completed CTE Narrative
- Advisory Board Minutes
- LAOCRC Minutes
- Labor Market Information (LMI) Report

Department Certificates

- Completed Department Certificate Narrative

Forms, templates, and additional information can be found by clicking on links above.

1. **Quick Course Proposal Checklist**
2. **Quick Program Proposal Checklist**
3. **Approval Process**








Quick Course Proposal Checklist

In META, complete all required fields in each Tab of the proposal application. Required Fields are indicated with an asterisk *. More Detailed information for each item is found in the Detailed Checklist in the Curriculum Representative Handbook.



Indicates the item has student-centered considerations for the Originator. Additional information is available in the Detailed Course Proposal Checklist.

| COVER | | | |
|--------------------------|--------------------------|--------------------------------|---|
| | <input type="checkbox"/> | Title and Description | <p>Did these change significantly? Should this be a new course instead?</p> <p>Have originator think about:</p> <ul style="list-style-type: none"> • Is the Title descriptive, accurate, and inclusive? • Is the Description student-centered, using accessible and inclusive language? • Does the Description focus of what the student will gain from the course? • Are industry specific terms defined or explained? |
| | <input type="checkbox"/> | TOP & SAM Code | Does the TOP and SAM Code best fit the course? Refer to TOP Manual and SAM Codes definitions. |
| | <input type="checkbox"/> | Start Date | Does the proposed start date align with the deadlines posted on the website? |
| | <input type="checkbox"/> | Rationale | Is a description of the reason for the proposal included? |
| UNITS and HOURS | | | |
| | <input type="checkbox"/> | Hours and Units | <p>Hours for Lecture, Lab, and Arranged are completed. Units complete automatically when input.</p> <ul style="list-style-type: none"> • Are units aligned with transfer institutions and model curricula? If not, include a rationale to validate units |
| | <input type="checkbox"/> | Repeatability | Usually, "No". If unsure, contact Academic Affairs |
| | <input type="checkbox"/> | Grades | Usually, "Letter Grade or P/NP". If unsure, contact Academic Affairs |
| PROGRAM IMPACT | | | |
| | <input type="checkbox"/> | Program Impact | <ul style="list-style-type: none"> • New credit course? Is the degree or certificate this course is a part of checked? • Existing course? This should already be designated but check the Impact Report. Verify and notify if it is part of other department degrees or certificates. |
| TRANSFER /GE | | | |
| | | Transfer/GE | This area is reviewed by the Articulation Officer. |
| REQUISITE and ADVISORIES | | | |
| | <input type="checkbox"/> | Requisite or Advisories | <p>If this is a new or change to requisite/advisory, verify a completed worksheet is in "Attached Files". Worksheet templates are found on this tab.</p> <p>Skip if this is an existing course with no changes to requisites/advisories.</p> <ul style="list-style-type: none"> • Does the requisite barrier disproportionately impact students? If yes, include a rationale. |

| STUDENT LEARNING OUTCOMES (SLO) | | | |
|---|--------------------------|----------------------------------|--|
|  | <input type="checkbox"/> | SLO | <p>Outcome is in its own field, include a measurable verb, is assessable, and map to ILOs.</p> <p>Have the Originator think about:</p> <ul style="list-style-type: none"> • Are the SLOs student-centered, using accessible and inclusive language? |
| COURSE OBJECTIVES | | | |
|  | <input type="checkbox"/> | Objectives | <p>Each Objective needs to be in its own field.</p> <p>Have the Originator think about:</p> <ul style="list-style-type: none"> • Is the Title descriptive, accurate, and inclusive? • Is the Description student-centered, using accessible and inclusive language? • Does the Description focus of what the student will gain from the course? |
| ARRANGED HOURS OBJECTIVES | | | |
| | <input type="checkbox"/> | Arranged Hours Objectives | <ul style="list-style-type: none"> • Available if Arranged Hours are entered in "Units/Hours" • Each Objective needs to be in its own field. |
| COURSE CONTENT | | | |
|  | <input type="checkbox"/> | Content | <ul style="list-style-type: none"> • Must total 100% (exams and reviews should not be included as content). • Does Content align with Objectives? |
| LAB CONTENT | | | |
| | <input type="checkbox"/> | Lab Content | <ul style="list-style-type: none"> • Available if Lab Hours are entered in "Units/Hours" • Must total 100% and only include lab portion. |
| METHODS OF PRESENTATION | | | |
|  | <input type="checkbox"/> | Methods of Presentation | <ul style="list-style-type: none"> • At least one method must be selected. • If "other" is selected, additional detail shall be provided. |
| ARRANGED HOURS ACTIVITIES | | | |
| | <input type="checkbox"/> | Arranged Hours Activities | <ul style="list-style-type: none"> • Available if Arranged hours are entered in "Units/Hours" • Each Objective needs to be in its own field. |
| METHODS OF EVALUATION | | | |
|  | <input type="checkbox"/> | Methods of Evaluation | <ul style="list-style-type: none"> • Must total 100%. • No single assessment shall be more than 30% without additional detail. <i>(ie. 40% exams/quizzes: 3-5 total quizzes)</i> |
| APPROPRIATE TEXTS | | | |
|  | <input type="checkbox"/> | Texts | At least one text shall be within the last 7 years. |
| LIBRARY | | | |
| | <input type="checkbox"/> | Library | Verify a list of library recommendations are attached or the box "Library has adequate resources" is checked. |
| SAMPLE ASSIGNMENTS | | | |
|  | <input type="checkbox"/> | Sample Assignments | <ul style="list-style-type: none"> • (2) samples assignments in their own field which accurately represent the level of rigor in course. • Assignments are written as presented to students. <i>(ie: "Visit a museum" not "Tell students to visit a museum")</i> |

| MINIMUM QUALIFICATIONS | | | |
|--------------------------------|--------------------------|--------------------------------|--|
| | <input type="checkbox"/> | Minimum Qualifications | Verify proper minimum qualification to teach the course (refer to Minimum Qualifications Handbook) |
| DISTANCE ED APPLICATION | | | |
| | <input type="checkbox"/> | Distance Ed Application | Available if “Proposed for DE” is checked on the Cover. Use descriptions instead of specific brand names (<i>ie. Use Learning Management System or LMS instead of Canvas</i>) |
| GLOBAL CITIZENSHIP APPLICATION | | | |
| | <input type="checkbox"/> | Global Citizenship App | Available if “Proposed for Global Citizenship” is checked on the Cover. Check all fields complete, including department vote and necessary boxes are checked for the GC category. |
| ATTACHED FILES | | | |
| | <input type="checkbox"/> | Attached Files | If proposal includes new or changed requisites or advisories, verify the correct form is attached and are filled out properly. |

Note: ASCCC, 2021, *Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record*, <https://asccc.org/content/moving-needle-equity-cultural-responsiveness-and-anti-racism-course-outline-record>

Quick Program Proposal Checklist

In META, complete all required fields in each Tab of the proposal application. Required Fields are indicated with an asterisk *. More Detailed information for each item is found in the Detailed Checklist in the Curriculum Representative Handbook.

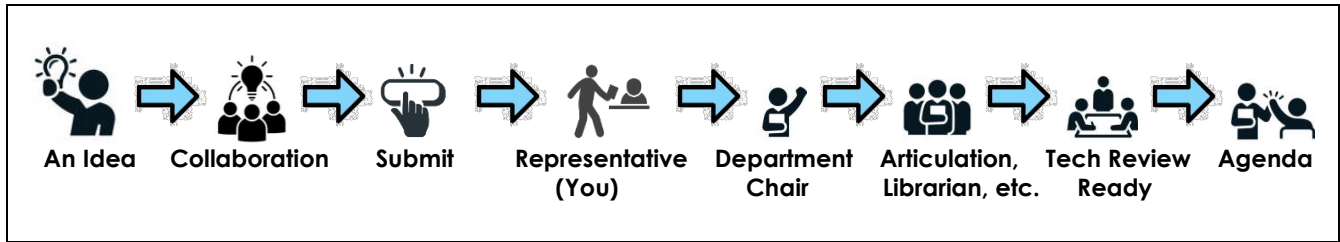


Indicates the item has student-centered considerations for the Originator. Additional information is available in the Detailed Program Proposal Checklist.

| COVER | | | |
|----------------------|--------------------------|------------------------------|---|
| | <input type="checkbox"/> | Title and Description | <p>Did these change significantly? Should this be a new degree/certificate instead?</p> <p>Have the Originator think about:</p> <ul style="list-style-type: none"> • Is the Title descriptive, accurate, and inclusive? • Is the Description student-centered, using accessible and inclusive language? • Does the Description focus of what the student will gain from the course? • Are industry specific terms defined or explained? |
| | <input type="checkbox"/> | TOP Code | <p>Is the TOP Code the best fit for the program? Refer to TOP Manual</p> <ul style="list-style-type: none"> • If the Program is CTE (CE), the Top code must match the LMI report TOP code. • If the Program is ADT, the Top code must match the TMC TOP code. |
| | <input type="checkbox"/> | Justification | <p>Is a description (rationale) of the reason for the proposal included?</p> |
| PROGRAM OUTCOMES | | | |
| | <input type="checkbox"/> | Outcomes | <p>Do the Outcomes include measurable verbs? Are the PLOs mapped to ILOs and course SLOs?</p> <p>Have the Originator think about: Are the SLOs student-centered, using accessible and inclusive language?</p> |
| PROGRAM REQUIREMENTS | | | |
| | <input type="checkbox"/> | Requirements | <p>Do the units add up and match the requirements for the type of degree/certificate chosen?</p> |
| PROGRAM MAPPER | | | |
| | <input type="checkbox"/> | Mapper | <p>META automatically enters this information. Verify the required units match.</p> |
| ATTACHED FILES | | | |
| | <input type="checkbox"/> | Files | <p>Program proposals must have attached files. Required files are dependent on the program type. See detailed Checklist in the Representative Review Handbook or talk to your Representative or Tech Team.</p> |

Note: ASCCC, 2021, *Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record*, <https://asccc.org/content/moving-needle-equity-cultural-responsiveness-and-anti-racism-course-outline-record>

Preparing a Proposal for Curriculum Agenda



Idea: Faculty start with an idea for a proposal, they talk to their Department Chair, Representative and other faculty as they determine how this proposal helps students needs in the program.

Collaboration continues through the development of the proposal before it is submitted in Meta.

Submit: After it is submitted, the proposal is sent to the Representative who has been collaborating so will be reviewing for completion.

Curriculum representative: When the Representative deems the proposal ready, the proposal is forwarded to the Department Chair.

The Department Chair and the department have reviewed and voted on the proposal during a department meeting. If the vote approves, the Chair submits the vote and forwards the proposal.

Reviewers: The proposal then goes to the Librarian, Articulation Officer, and other possible required reviewers.

Ready for Tech Review: Once the above have been forwarded, the Tech Team will review the proposal for completion and places it on the Agenda for the Curriculum Committee to review.

Plan to submit at least a week or more before the "Ready for Tech Review" date and follow up with people in the queue to be sure it is moving through the process. The queue is in META on the first page when you open a Proposal.

Agenda: The first 20 proposals received are reviewed for inclusion on the Agenda, additional proposals shall be reviewed for the following Agenda.

Note: Are you proposing a New or Substantially Changed Program? Meet with the Tech Team at the Collaboration step to be sure you have everything you need.

ASCCC, 2021, *Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record*, <https://asccc.org/content/moving-needle-equity-cultural-responsiveness-and-anti-racism-course-outline-record>

SMC, 2017, *Quick Guide for Curriculum Representatives*, SMC Curriculum Committee Resources

ASCCC, 2019, *Student Learning Outcomes*, <https://www.asccc.org/sites/default/files/SLOs.pdf>

Arizona State University Provost, *Office of the University Provost*, Student Learning Outcomes <https://provost.asu.edu/curriculum-development/changemaker/student-learning-outcomes>

DePaul University Provost, *Center for Teaching and Learning*, Learning Outcomes <https://offices.depaul.edu/center-teaching-learning/assessment/learning-outcomes/Pages/default.aspx>

Diamond, R., 2008, *Designing and Assessing Courses and Curricula, Third Edition*, Jossey-Bass: San Francisco, CA

CURRICULUM WEBSITE REVISIONS

smc.edu/curriculum

LANDING PAGE

ADDED ACCORDION NAVIGATION

ADDED META DETAILS, CONTACT, AND DEADLINES RESOURCES

CurriQunet META

For questions about the CurriQunet META, view the [handbook](#) [↗]

[Curriculum Annual Report 2018-2019](#) [↗]

Functions

As detailed in the [Academic Senate Constitution and By-Laws](#) and in [Board Policy](#) and in compliance with Title 5 (Section 51022a) and the Education Code Section 78016, include the following:

- To review and recommend to the Academic Senate action on existing and proposed curricula, courses, prerequisites, corequisites, advisories and programs;
- To encourage and recommend development of new curricula and courses;
- 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;
- To disseminate curricular information and recommendations to the department chairs and the Academic Senate;
- To implement appropriate state-mandated regulations or policies that affect curriculum;
- 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;
- To recommend to the Academic Senate proposals to implement curriculum transformation;
- To ensure that the Santa Monica College Catalog contains only those courses offered on a regular basis;
- To request, consider, and respond to reports from various Academic Senate committees and college groups that have a direct bearing on matters of curriculum;
- 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; and
- To perform other duties assigned by the Academic Senate president with the advice and consent of the Senate.

Requests to the Committee

- Proposed [credit courses](#)
- Proposed 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;
- Proposed programs (including transfer, Associate in Arts, certificate and other programs);
- Suggestions for deletion of courses;
- Requests for courses to be included in or deleted from IGETC, the AA degree pattern, and CSU GE certification pattern;
- Requests for changes to or inclusion on the Disciplines List;
- Determination of repeatability of courses according to Title 5 standards;
- [Noncredit courses](#)

CurriQunet META

[Curriculum Annual Report 2020-2021](#) [↗]

Scope and Functions

EXPAND | COLLAPSE

- + Functions of the Curriculum Committee
- + Requests to the Committee

Submitting Curriculum and Deadlines

EXPAND | COLLAPSE

- + Submitting Curriculum (META)
- + Curriculum Deadlines
- + Contact and Resources

MEETINGS PAGE

ADDED CURRICULUM DEADLINES BELOW PAGE HEADING

Meeting Dates, Agendas, and Minutes

EXPAND | COLLAPSE

- + 2021-2022
- + 2020-2021
- + 2019-2020
- + 2018-2019
- + 2017-2018
- + 2016-2017
- + 2015-2016

Meeting Dates, Agendas, and Minutes

Please refer to the [Curriculum Timelines](#) for deadlines for submitting proposals.

EXPAND | COLLAPSE

- + 2021-2022
- + 2020-2021
- + 2019-2020
- + 2018-2019
- + 2017-2018
- + 2016-2017
- + 2015-2016

COURSES PAGE

*ADDED LINKS TO TITLE 5, BOARD POLICY, AND ADMINISTRATIVE REGULATION
ADDED DETAILS ON CREDIT, NONCREDIT, AND COMMUNITY SERVICE COURSES*

All courses which the college offers for a fee are credit courses. They must meet Title V requirements for credit courses. They may or may not be Associate degree applicable.

Title V §55002. Standards and Criteria for Courses and Classes.

a. **Associate Degree Credit Course.** An associate degree credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Section 55805.5, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students eligible for admission.



1. **Curriculum Committee.** The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the 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.

2. **Standards for Approval.** The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

A. **Grading Policy.** The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

B. **Units.** The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory and activity courses.

C. **Intensity.** The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

D. **Prerequisites and Corequisites.** When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Article 2.5 (commencing with Section 55200) of this Subchapter.

E. **Basic Skills Requirements.** If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of Article 2.5 (commencing with Section 55200) of this Subchapter, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

F. **Difficulty.** The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

G. **Level.** The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

3. **Course Outline of Record.** The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

Courses

Courses can be credit, noncredit, or community service (a.k.a. "not for credit" not to be confused with noncredit.)

- [Title 5 § 55002 Standards and Criteria for Courses](#) ↗
- [Board Policy, Article 5000](#) ↗
- [Administrative Regulation, Article 5000](#) ↗

EXPAND | COLLAPSE

+ Credit

+ Noncredit

+ Community Service a.k.a. Not-for-Credit

REQUISITES AND ADVISORIES PAGE

RENAMED (WAS "PREREQUISITES")

ADDED LINKS TO TITLE 5 AND REQUISITE/ADVISORY HANDBOOK

Prerequisites, corequisites, and advisories must be validated per Title V regulations.

Any proposal to add or change the prerequisite, pre/corequisite, corequisite or skills advisory of a course, must submit the appropriate form below either by placing it as an attachment within the META proposal for the course.

- [Download the Advisory Worksheet](#)
- [Download the Corequisite Worksheet](#)
- [Download the Prerequisite Worksheet](#)

The college makes every effort to comply with the district's policy on Prerequisites, Corequisites, and Advisories. The Board Policy is shown in full below.

Article 5100: Curriculum

BP 5120 Prerequisites/ Corequisites

The Curriculum Committee, established by mutual agreement of the **administration** and the **Academic Senate** shall:

1. Oversee the establishment of prerequisites, corequisites, advisories on recommended preparation and limitation on enrollment;
2. Oversee verification and documentation that newly proposed prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness;
3. Review the appropriateness of conditions under which limitations on enrollment are established by a department;
4. Review, in conjunction with the instructional department, any prerequisite or corequisite which is successfully challenged promptly thereafter to assure that it is in compliance with all other provisions of the law.

The College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

Reference: Title 5, Sections 55002, 55201, 55202 and 58106

Section I.C., I.E., II.A.1.a-g, 3, 1-4 and II.C of the Model District Policy

Reviewed and Adopted 12/04/2000

Board Policy and Administrative Regulation

- [Board of Trustees Policy, Section 5000: Curriculum and Instruction, Article 5100: Curriculum, BP 5120 Prerequisites/Corequisites](#)
- [Administrative Regulation, Section 5000: Curriculum and Instruction, Article 5100 Curriculum, AR 5120 Prerequisites/Corequisites](#)

Prerequisites, corequisites, and advisories must be validated per Title V regulations.

Any proposal to add or change the prerequisite, pre/corequisite, corequisite or skills advisory of a course, must complete the appropriate form below and attach it within the META proposal for the course.

- [Download the Advisory Worksheet](#)
- [Download the Corequisite Worksheet](#)
- [Download the Prerequisite Worksheet](#)

The college makes every effort to comply with the district's policy on Prerequisites, Corequisites, and Advisories. Please review the Board Policy (BP 5120), Administrative Regulation (AR 5120), and Title 5, Section 55003.

Policy and Regulations

- [Board of Trustees Policy, Section 5000: Curriculum and Instruction, Article 5100: Curriculum, BP 5120 Prerequisites/Corequisites](#)
- [Administrative Regulation, Section 5000: Curriculum and Instruction, Article 5100 Curriculum, AR 5120 Prerequisites/Corequisites](#)
- [Title 5 Regulations, Section 55003](#)
- [Guidelines for Title 5 Regulations Section 55003 Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation](#)

GLOBAL CITIZENSHIP PAGE

ADDED A LINK TO LIST OF APPROVED COURSES
MOVED CATEGORIES INTO ACCORDION

A student meeting the Global Citizenship Associate Degree requirement would develop an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultural, ecological, economic, political, social and technological systems of the contemporary world. The program the student to make a responsible contribution to a rapidly changing global society. The student must take a minimum of three units in one of the following areas: American Cultures, Ecological Literacy, Global Studies, Service Learning or a Santa Monica College Study Abroad Experience.



Global Citizenship Associate Degree Requirement

To fulfill the Global Citizenship requirement for a degree from Santa Monica College, students must successfully complete a minimum 3 unit course from a list of courses approved with the Global Citizenship designation. These courses fall into one of the following five categories:

1. American Cultures

An American Cultures course offers a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions. An American Cultures course must compare and contrast at least three American cultures including Latino American, African American, Asian American, Native American and European American.

1. Course offers a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions.
2. Course compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.

2. Ecological Literacy

Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific, contribution of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the base for life on Earth. Ecological literacy also includes awareness and understanding of the many contemporary impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how these impacts are linked to the sustainability of social, cultural, and political-economic systems. Any course whose content focuses primarily on one or more of four areas (see below) will be considered for the Ecological Literacy category.

1. Environmental values, debates, and/or challenges
2. Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role in the continuing stability of habitats and/or application of scientific principles and techniques to study the causes of and potential solutions to environmental problems.
3. Analysis of human activity and its impact on Earth's stability and sustainability
4. Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources.

3. Genders and Sexualities

A Gender and Sexualities course is substantially focused on how the constructions and varieties of genders and sexualities—as well as identities—are formed, contested, defined, reinforced and experienced in a contemporary context, in order for a course to be considered under the Gender and Sexualities category, the course content must focus primarily on at least one of five areas (see below):

1. How the constructions of genders and sexualities—as well as identities—are formed, reinforced, defined, reinforced and experienced by a variety of communities, cultures, and societies.
2. Application of theoretical perspectives based in gender relations to understand social phenomena.
3. An examination of the experiences of diverse gender and sexual identities and expressions.
4. An exploration of how collective identity and experiences have been shaped—and will continue to be shaped—by individuals and groups of diverse gender and sexual identities and expressions.
5. The interrelationship of genders and sexualities with race, ethnicity, class, religion, and nationality.

4. Global Studies

A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a course must meet all three criteria (see below):

1. Course content is explored primarily through a global perspective and a comparative and/or analytical framework in world. At least two incidents or cultures outside the United States and their global impact are explored.
2. Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
3. Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

5. Service Learning

Service learning is an instructional method that fosters civic responsibility by integrating community service with academic instruction. A course must utilize service learning as a significant pedagogy in meeting the course objectives and student learning outcomes as expressed on the course outline of record. For additional information, please visit the [Applied Learning website](#). In order for the pedagogy to be considered "significant", a course must meet four criteria (see below):

1. The required hours of service must be at least 20 per semester.
2. The academic rigor of the course must be equivalent to the use of service learning.
3. Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives.
4. The service learning component of the course must be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. (Please note that hours completed are NOT part of the grade, the academic work resulting from the service learning hours contribute to at least 40% of the grade.)

Courses which fulfill the Global Citizenship Degree Requirement are listed on the [Associate Degree General Education Requirements](#).

Global Citizenship Associate Degree Requirement

A student meeting the Global Citizenship Associate Degree requirement would develop an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultural, ecological, economic, political, social and technological systems of the contemporary world. This prepares the student to make a responsible contribution to a rapidly changing global society. The student must take a minimum of three units in one of the following areas: American Cultures, Ecological Literacy, Global Studies, Service Learning or a Santa Monica College Study Abroad Experience.

- [List of courses approved for Global Citizenship](#)
- [Associate Degree General Education Requirements](#)

To fulfill the Global Citizenship requirement for a degree from Santa Monica College, students must successfully complete a minimum 3 unit course from a list of courses approved with the Global Citizenship designation. These courses fall into **one** of the following five categories:

EXPAND | COLLAPSE

+ American Cultures

+ Ecological Literacy

+ Genders and Sexualities

+ Global Studies

+ Service Learning

PROCESS PAGE

ADDED ACCORDION NAVIGATION

ADDED DETAILS ON POST-CURRICULUM COMMITTEE APPROVALS

For curriculum to change to be considered as a proposed "revision," additional changes to the curriculum must be clearly proposed and considered by all involved in the curriculum process.

The Curriculum Committee is a joint committee of the Academic Senate with responsibility for the process of "mutual agreement" regarding curriculum matters as defined in Board of Trustees Policy. Policy and implementation recommendations prepared by the Curriculum Committee are forwarded to the Academic Senate for ratification. If ratified, the approved items are submitted to the SMC Board of Trustees for acceptance.

From Idea to Course Outline

Step 1: Develop a Tentative Course Outline or Proposal for New Course or Program

- **Course outline or course**
- **Propose revisions to an existing course outline or program**
- **Develop course outline**
- **Submit to Curriculum Committee**

Step 2: Discuss with Department Chair, Curriculum Representative, and other Impacted Departments/Areas

Step 3: Consult with Curriculum Chair, Vice Chair, Articulation Officer, and Librarian as needed, in partnership with the Curriculum Representative for that area.

Step 4: Curriculum Committee Representative reviews the proposal

Step 5: Submit Formal Written Proposal to the Department for Approval

Step 6: Articulation Officer and Librarian review and sign off

Step 7: Technical Review

Step 8: Committee Members Pre-Meeting Review

Step 9: Faculty Member(s) and Department Chair Present to Curriculum Committee

Curriculum Committee Approved

From Idea to Implementation

The curriculum of a college is the manifestation of its philosophy. Therefore, additions and changes to the curriculum must be carefully developed and considered by all involved in the curriculum process.

The Curriculum Committee is a joint committee of the Academic Senate with responsibility for the process of "mutual agreement" regarding curriculum matters as defined in Board of Trustees Policy. Policy and implementation recommendations prepared by the Curriculum Committee are forwarded to the Academic Senate for ratification. If ratified, the approved items are submitted to the SMC Board of Trustees for acceptance.

[EXPAND](#) | [COLLAPSE](#)

- + Step 1: Develop a Tentative Outline or Proposal
- + Step 2: Enter the proposal in META
- + Step 3: The META Workflow
- + Step 4: Curriculum Committee Presentation and Approval
- + Step 5: Post-Curriculum Committee Approvals

RESOURCES PAGE

*ADDED ACCORDION NAVIGATION
REFORMATTED HEADERS TO "WHEN" A RESOURCE IS USED*

Handbooks

- [Baccalaureate Degree Pilot Program Handbook](#)
- [Bloom's Taxonomy V2](#): What verbs should you use when putting together course objectives?
- [CE Program Instructions](#)
- [Considerations Involved in Determining What Constitutes a Baccalaureate Level Course](#): Used to determine CSU transferability
- [Course Outline of Record: A Curriculum Reference Guide](#)
- [CSU GE Standards](#)
- [IGETC Standards](#)
- [META Handbook](#)
- [META Workflow Types](#)
- [META Quick Guide for Curriculum Representatives](#)
- [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)
- [Minimum Requirements for the Associate Degree \(Title 5 § 55063\)](#)
- [Noncredit Minimum Qualifications \(Title 5 § 53412\)](#)
- [Program and Course Approval Handbook \(PCAH\)](#)
- [Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation](#)
- [Taxonomy of Programs \(TOP Code Manual\)](#)
- [Transferable Course Agreements\(TCA\)](#): Which courses are UC Transferable
- [Updating Courses for Program Review](#)

Presentations

- [ASCCC Curriculum Regional - Spring 2019](#)
- [ASCCC Curriculum Regional - Fall 2017](#): Presentation with links including information on certificates, made by Brenda Antrim and Irena Zugic, Chair and Secretary/Curriculum Technician, to the Curriculum Committee on February 21, 2018
- [Curriculum Committee Training - 2018-2019](#)
- [Course Repeatability Changes - Fall 2013](#): Powerpoint presentation on Course Repeatability Changes, as presented by Georgia Lorenz, Vice-Chair, to the Curriculum Committee on September 18, 2013
- [Repeatability Changes](#): (implemented Summer 2013)

References

- [Academic Senate for California Community Colleges](#)
- [ASSIST Reports](#): Search courses | Username: SMC/CFAC; Password: cerulean
- [California Community Colleges Chancellor's Office](#)
- [California Law, California Legislative Information, Ed Code - Title 3: Postsecondary Education](#)
- [The Labor Market Information System \(for CTE only\)](#): This resource provides occupational demand data by county on established occupations - i.e. those that have Occupational Employment Statistics (OES) codes that serve medium to large employers

Resources

- [Academic Senate](#)
- [Administration Regulations Article 5100 \(Curriculum\)](#)
- [Board Policy Article 5100 \(Curriculum\)](#)
- [Department Chairs](#)
- [Distance Education](#)
- [Distance Education Committee](#)
- [Institutional Effectiveness Joint Committee](#)

Curriculum Resources

Resources for Curriculum Representatives and Faculty with Proposals.

EXPAND | COLLAPSE

+ Curriculum Meeting Resources

+ Resources for Proposal Review

+ Resources to Create and Innovate Curriculum

+ Presentations

+ References