



1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, September 16, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, <i>Chair</i>	Rachel Demski	Walt Louie	Gabriel Sanchez (A.S.)
Dione Hodges, <i>Vice Chair</i>	Catherine Haradon	Karol Lu	Briana Simmons
Lourdes Arévalo	Aileen Huang	Jiale Ma (A.S.)	Bobby Simmons
Jason Beardsley	Justice Isaacs	Asunta Moisan	Lydia Strong
Walter Butler	Sharlene Joachim	Emin Menachekanian	Olivia Vallejo
Susan Caggiano	Koda Kol	Jessica Rodriguez	Audra Wells
Evelyn Chantani			

Members Absent:

Scott Silverman

Others Present:

Jeremiah Convento	Kristin Lui-Martinez	Dana Nasser	Sri Susilowati
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(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 3:07 pm. Motion to approve the agenda with no revisions.

Motion made by: Bobby Simmons; **Seconded by:** Dione Hodges

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes (May 20, 2026)

Motion to approve the minutes of May 20, 2026 with no revisions.

Motion made by: Walter Butler; **Seconded by:** Susan Caggiano

The motion passed unanimously.

V. Chair's Report

- Returning and new members gave introductions
- An overview was provided of the curriculum website smc.edu/curriculum, which provides an overview of courses, programs, resources, the curriculum members list and contact information, and the committee meeting schedule/agendas/minutes
- Curriculum members and department chairs also have access to the curriculum canvas shell, which provides detailed information on course and program proposals, training materials, handouts, and additional information on projects and legislation being worked on (CCN, TOP to CIP, etc.)

VI. Information Items

1. Curriculum Institute Highlights
A presentation on highlights and updates from the Curriculum Institute, including reflections, insights, and what we can work on and implement locally to improve processes. (see page 4)
2. ASCCC Curriculum Committee Training Module
The ASCCC has created a curriculum committee training canvas shell with multiple modules to complete. We're asking members to complete the modules by the October 7 Curriculum Committee meeting. The link to enroll can be accessed through the canvas shell – if you have questions or any issues enrolling, send an email to Redelia.
3. ASCCC IDEAA Training Module
In addition to the curriculum committee training, ASCCC also recently added an IDEAA training canvas shell with modules. It is accessible through the curriculum training canvas. Please also complete this by the October 7 Curriculum Committee meeting so we can report out. Additionally, faculty can report both trainings as flex hours/professional development.
4. TOP to CIP Code Updates (due December 2026)
The TOP to CIP code project will soon be started. We'll be moving all courses and programs from California's TOP code system, to the federal CIP code system. Rachel will be presenting on the project to department chairs on Friday of this week, and then emails will be going out to chairs and curriculum representatives with additional information, hopefully next week.
5. ADT Updates (due December 2026)
Additionally, updates need to be made to ADT degrees as a result of the move to Cal-GETC. Additional information will be sent via email to chairs and curriculum representatives soon.
6. Deactivations Administrative Regulation
The Administrative Regulations that the committee approved at the end of Spring 2026 are still moving through the approval process. We'll keep the committee updated.
7. Brown Act, Roberts Rules of Order and Norms and Process
A brief overview/handout on the Brown Act and Roberts Rules of Order covering agenda requirements, action items, and motion/second/voting. It is also posted the [curriculum resources page](#).
8. Cal-GETC Updates
No updates reported.
9. CCN Updates
Common Course Numbering sessions were held at curriculum institute. AB 2236 was suspended in the senate and will not be moving forward. ICAS has noted that CCN templates could possibly be reviewed for articulation, but there is not yet a definitive plan to do so. The Chancellor's Office is still pausing on Phase III, requiring articulation agreements before releasing the templates.
10. Curriculum Timelines and Staffing
The Curriculum timelines for 2026-2027 are posted to the [curriculum meeting page](#). The timelines will be updated after the October Board of Trustees meeting with the specific BOT approval dates. While it may seem like timelines are long, we are one of the fastest to launch courses and programs when compared to other colleges. Additionally, due to changes at the college, we may not be as fast to respond as in the past, but we will get to emails and questions as quickly as we are able to.

Non-Substantial Changes

11. Accounting AS: Add ACCTG 41 as elective to List B
12. Affordable Housing Property Management Certificate of Achievement: Add SWHS 1 as an elective

VII. Action Items

Consent Agenda: Course Deactivations

- a. ENERGY 1 Introduction to Energy Efficiency
- b. ENERGY 2 Residential Building Science
- c. ENERGY 3 Commercial Building Science
- d. ENERGY 90A Energy Efficiency Internship
- e. HEBREW 4 Intermediate Hebrew 2
- f. ITAL 4 Intermediate Italian 2
- g. PV 4 Photovoltaic Technical Sales
- h. PV 11 Introduction to Solar Photovoltaics
- i. PV 12 Photovoltaic Installation Exam Preparation
- j. PV 88A Independent Studies in Photovoltaic Systems

Motion to pass Consent Agenda: Course Deactivations with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons

The motion passed unanimously.

Consent Agenda: Program Deactivations

- k. Basic Solar Photovoltaic Installation Department Certificate
- l. Energy Efficiency Specialist Department Certificate
- m. Solar Photovoltaic and Energy Efficiency AS
- n. Solar Photovoltaic Installation Certificate of Achievement

Motion to pass Consent Agenda: Program Deactivations with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges

The motion passed unanimously.

Consent Agenda: Program Maps

- o. Applied Artificial Intelligence Certificate of Achievement Program Map
- p. Physics 2.0 AS-T Program Map

Motion to pass Consent Agenda: Program Maps with no revisions.

Motion made by: Audra Wells; **Seconded by:** Susan Caggiano

The motion passed unanimously.

Programs

- q. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
- Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.

Motion made by: Bobby Simmons; **Seconded by:** Dione Hodges

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 5:03 pm.

Motion made by: Dione Hodges; **Seconded by:** Jason Beardsley

The motion passed unanimously.

From Reflection to Action

SMC delegation takeaways and recommendations for the Curriculum Committee

Shared conclusion

**A stronger
curriculum
culture
connects
policy, practice,
people, and
purpose.**

Curriculum Committee
Fall 2026

The delegation returned energized—and aligned

3

SMC participants
Audra Wells · Olivia Vallejo ·
Redelia Shaw

9

daily reflections spanning
the pre-conference and
three Institute days

4.8/5

average daily experience
rating

13+

sessions and general-
session topics highlighted

The words participants used most consistently conveyed energy, affirmation, motivation, inspiration, and readiness to apply what they learned.

Three voices pointed toward one shared direction

Audra Wells

“Program maps—the student experience—should INFORM program development ... at the forefront and not at the program approval stage.”

Olivia Vallejo

“The importance in having a handbook that addresses difficult situations before they happen.”

Redelia Shaw

“Effective curriculum leadership requires us to connect policy, practice, people, and purpose.”

Different sessions and professional perspectives converged on a common need: design intentionally, collaborate early, and prepare the committee to navigate change.

SESSIONS HIGHLIGHTED

The reflections drew from workshops across the curriculum ecosystem

Student journey

Transcript Evaluation Practices

Establishing and Reviewing Course
Requisites with an Equity Lens

Building a Bridge: The Role of Counselors
and Curriculum

Catalog Rights

Curriculum design

Designing Antiracist Assessments

Cultivating Curriculum for Every Learner to
Bloom: UDL and the COR

Building Belonging from Day One: The
Antiracist Syllabus

Cultivating Program Pathways

Governance and change

Navigating Difficult Curriculum
Conversations

Can We Do Both? Balancing Efficiency and
Thoughtful Review

District Curriculum Processes

Curriculum as Advocacy: Legislative
Updates

The strongest lesson was cultural—not merely technical

Curriculum quality depends on more than accurate forms and efficient approvals.

The reflections repeatedly connected strong curriculum to:

The opportunity: build a curriculum culture that is rigorous, accessible, collaborative, and ready for change.

Shared understanding

Consistent training, common language, and clear roles

Student-centered design

Program maps, requisites, UDL, assessment, and counseling insight

Healthy governance

Transparency, community agreements, and productive disagreement

The COR is strongest when every element reinforces the others

Participants emphasized reviewing the COR as an integrated academic blueprint—not a collection of independent fields.

Purpose

Description and outcomes clarify what the course promises students.

Alignment

Objectives, content, assignments, instruction, and evaluation support one another.

Access

UDL and IDEAA+ are designed throughout the COR rather than added as standard language.

Practice

Equitable assessment principles in the COR should be visible in classroom choices.

Design for access before students encounter barriers

The “curb-cut effect” provided a useful lens: changes designed for accessibility often improve learning for everyone.

Three practical review questions

- 1 Are expectations and success criteria transparent?
- 2 Can students engage with and demonstrate learning in more than one meaningful way?
- 3 Do assignments and assessments remove barriers without lowering academic standards?

“Equity lives in the details.”

Counseling insight turns program design into a student journey

Program development

Consult counseling faculty before new or revised programs are fully built—not only at the approval stage.

Requisites and advisories

Recommend them intentionally, validate them with evidence, and ensure benefits outweigh delays or lost access.

Program mapping

Use maps to expose scheduling, sequencing, articulation, and completion barriers while decisions are still flexible.

Committee review

Add the counseling perspective to review checklists and bring potential changes to counseling proactively.

Counselors see course-taking patterns and the whole student journey—from theory to reality.

Shared training can make curriculum work more consistent

The new ASCCC Curriculum Professional Development Canvas course offers a ready-made foundation for onboarding and refreshers.

Use it annually

Recommend the six searchable modules for committee members, department chairs, classified professionals, administrators, and curriculum partners.

Recognize the work

Explore SMC professional development credit for completion and the available digital badge.

Apply it locally

Pair statewide content with SMC procedures, technical-review expectations, and real COR examples.

Training should be ongoing, role-specific, searchable, and connected to the committee's actual work.

Clear agreements help committees navigate tension and compliance

Several sessions showed the value of deciding how we will work together before a difficult situation occurs.

Community agreements

Presume good will, remain curious, listen for interests, avoid personalizing conflict, and model adaptability.

Curriculum handbook

Clarify roles, disagreement pathways, review standards, voting practices, and recurring policy review.

Meeting design

Protect time for curricular quality by resolving technical errors earlier and focusing discussion deliberately.

Brown Act readiness

Provide training, use clear agendas, and align remote participation and voting practices with current requirements.

Statewide change requires active local attention

Institute watch items reported by the delegation

PCAH 9th Edition

Use the new edition as the authority threaded through committee training and local procedure updates.

C-ID, ADTs, and Cal-GETC

Monitor exact descriptor alignment, double-counting, emerging Music and Engineering pathways, and certification issues.

Catalog rights and local policy

Review SMC's definition and compare student-centered practices at peer colleges.

Legislative advocacy

Engage earlier—before local implementation deadlines—and connect policy choices to student impact.

Follow-up should confirm current guidance before SMC changes policy or curriculum.

Several operational opportunities merit focused follow-up

Catalog integration

Evaluate benefits, setup demands, and remaining manual work before expanding curriculum-to-catalog automation.

Requisite validation

Clarify whether SMC's current review is sufficiently visible, evidence-based, and consistently documented.

Program maps

Integrate map review earlier and define ownership, update triggers, and counseling participation.

Technical review capacity

Recognize the work as academic quality assurance and assess staffing, training, and reassigned-time needs.

Six brief meetings can turn Institute learning into practice

1

Governance

Roles, Brown Act, community agreements

2

COR quality

PCAH 9, alignment, UDL, equity

3

Transfer

CCN, Cal-GETC, C-ID, TOP-to-CIP

4

Pathways

Counseling, maps, CPL, noncredit, apprenticeships

5

Evidence

Data, requisites, assessment, AI

6

Culture

Difficult conversations, advocacy, next actions

Recommended format: one big idea · what changed · why it matters at SMC · one committee practice · one action

Four actions can carry the learning forward

- 1 Adopt the six-meeting professional development sequence.
- 2 Support early cross-functional consultation—especially counseling, articulation, curriculum, and academic leadership.
- 3 Assess the capacity needed for technical review, onboarding, program maps, and policy maintenance.
- 4 Create a regular pathway for statewide curriculum and legislative updates.

The goal is not simply a faster process. It is a stronger curriculum culture that helps students move forward.