DVC
Curriculum Committee
Monday, February 22, 2021 2:30 – 4:00 p.m., Via Zoom
AGENDA
eLumen Curriculum Software – dvc.elumenapp.com

Item	Agenda Item
1.	Approval of February 22, 2021 Agenda
2.	Approval of February 8, 2021 Minutes
3.	Public Comment
4.	Announcements
5.	Status Report by Vice President of Instruction or designee

6. **First Review/Possible Action**

New Experimental Course – effective summer 2021
COMSC-150DS **Introduction to Data Science**
Distance Education Supplement – 100% and Hybrid options
Prerequisite of COMSC-140 or COMSC-210 or equivalent

New Courses – effective fall 2022
COUNS-140 **Student Success for International Students**
Distance Education Supplement – 100% and Hybrid options

COMSC-230 **Discrete Mathematical Structures for Computer Science**
Distance Education Supplement – 100% and Hybrid options
Prerequisite of COMSC-165 or COMSC-140 or equivalent

7. **Consent Agenda**
Title 5 Revisions – effective fall 2022
CARER-120 **Career Assessment**
CARER-150 **Topics in Careers**
LT-106 **School Library and Media Services**
LT-107 **Digital Assets: Tools and Methodologies**
LT-295 **Occupational Work Experience Education in LT**

Spring 2021 CE Prerequisite Review/Update
Daniel Abbott, ARCHI faculty, has reviewed and confirmed that all prerequisites in the following courses are current and continue to increase student success. No further changes are recommended.

DVC

Curriculum Committee
Monday, February 22, 2021 2:30 – 4:00 p.m., Via Zoom
<u>AGENDA</u>
eLumen Curriculum Software – dvc.elumenapp.com

COURSE	COURSE TITLE	Prereq	Action Required
ARCHI-121	Architectural Design I	ARCHI-120 and ARCHI-130 (may be taken concurrently)	No change
ARCHI-131	Architectural Graphics II	ARCHI-130	No change
ARCHI-220	Architectural Design II	ARCHI-121 and ARCHI-135	No change
ARCHI-221	Architectural Design III	ARCHI-136 (may be taken concurrently) and ARCHI-220	No change

Troy Bennett, ARTDM faculty and Media Studies Department Chair, has reviewed and confirmed that all prerequisites in the following courses are current and continue to increase student success. No further changes are recommended.

COURSE	COURSE TITLE	Prereq	Action Required
ARTDM-173	Web Design II	ARTDM-171	No change
ARTDM-174	Web and Mobile Design With JavaScript	ARTDM-171	No change

COURSE	COURSE TITLE	Prereq	Action Required
FTVE-130	Intermediate TV Studio Production	FTVE-120	No change
FTVE-132	Advanced TV Studio Production	FTVE-130	No change
FTVE-141	Intermediate Film and Media Scriptwriting	FTVE-140	No change
FTVE-142	Advanced Film and Media Scriptwriting	FTVE-141	No change
FTVE-161	Intermediate Film Production	FTVE-160	No change
FTVE-166	Intermediate Digital Editing	FTVE-165	No change

DVC
Curriculum Committee
Monday, February 22, 2021 2:30 – 4:00 p.m., Via Zoom
AGENDA
eLumen Curriculum Software – dvc.elumenapp.com

Kristen Colchico, HSCI faculty and Curriculum Committee Representative, has reviewed and confirmed that all prerequisites in the following courses are current and continue to increase student success. No further changes are recommended.

COURSE	COURSE TITLE	Prereq	Action Required
ADS-151	Ethical and Legal Concerns for ADS Counselors	ADS-102 (may be taken concurrently) and HSCI-127	No change
ADS-168	Group Process and Leadership	ADS-102 and HSCI-127	No change
ADS-171	ADS Field Work I	ADS-102, HSCI-127, and eligibility for ENGL-122	No change
ADS-172	ADS Field Work II	ADS-171 (Prerequisite) and ADS-151 (corequisite – may be taken previously)	No change

Lisa Drummond, DRAMA faculty, has reviewed and confirmed that all prerequisites in the following courses are current and continue to increase student success. No further changes are recommended.

COURSE	COURSE TITLE	Prereq	Action Required
DRAMA-200	Introduction to Technical Theater	DRAMA-201 (co-requisite)	No change
DRAMA-201	Technical Theater Laboratory	DRAMA-200 (co-requisite)	No change

8. **Discussion Item/Possible Action**

    Feedback from divisions/departments for Eligibility for ENGL-122

    Bylaws Update

Future Agenda Items
- Revising a Course in eLumen
- Experimental Course Form
- Course Substitution Forms and Evaluation Processes

DVC

Curriculum Committee
February 8, 2020
<u>UNApproved Minutes</u>
eLumen – dvc.elumenapp.com

Present: Claudia Hein (Chair), Kitran Colwell, Lesley Agostino (recording minutes), Loc
                Huynh, Maria Dorado, Emily Moss, Kristen Colchico, Mike Chisar, Jason Carrick,
                Thao Pham, Adhitya Mohan, Kim Schenk (VPI Designee), Raychelle Clapper,
                Jacob VanVleet, Lisa Colgan
Absent: Allan Lacayo
Guests: Martina Ebesugawa, Troy Bennett

Meeting held via Zoom
Hein called the meeting to order at 2:33 p.m.

1. <u>Approval of the February 8, 2021 agenda:</u>
   It was MSC, with no objections and by all present, to approve the agenda as written.

2. <u>Approval of the February 1, 2021 minutes:</u>
   It was MSC, with no objections and by all present to approve the minutes as written.

3. <u>Public Comment:</u> None

4. <u>Announcements</u>:
   - Troy Bennett has accepted the incoming Curriculum Committee chair position and is present today.
   - Discussion on bylaws will take place on February 22.
   - Agostino and Schenk attended Deans and Chairs meeting to demonstrate reviewing and approving courses in eLumen.
   - Next week is a holiday, no meeting.

5. <u>Status Report by VPI or designee:</u> None

6. <u>First Review/Possible Action</u>

   New Experimental Course – effective summer 2021
   DENHY-150G   Infection Control: Theory and Practice
   It was MSC, with no objections and by all present to approve DENHY-150G as written.

7. <u>Discussion Item/Possible Action</u>

   Eligibility for ENGL-122 – The committee had previously discussed the use of Eligibility for ENGL-122 after the implementation of AB 705. All students are now technically eligible to take ENGL-122. Hein and Pham researched other colleges and complied a list

of suggestions to take the place of Eligibility for ENGL-122. The committee discussed how best to inform students that college-level reading and writing skills are necessary for a course without designating a specific course. The committee agreed to bring the following three samples to their division/department for feedback:

• College-level reading and writing is expected
• Proficiency in college-level reading and writing is expected
• Substantial college-level reading and writing is expected

Upon consensus, the committee will present the preferred language to the Academic Senate for feedback as an information item.

The committee also discussed the use of the word "recommended" versus "advisory." Both eLumen and the Chancellor's Office use "advisory". Any change would show up in the catalog and the schedule and the earliest this could take effect would be Fall 2022. eLumen already calls recommended courses/skills advisories. **It was MSC, with no objections and by all present, to change "recommended" to "advisory" for the 2022-23 catalog and Fall 2022 schedule.** It was noted that this change will be done by the Instruction Office and no revisions will be required by departments/divisions.

Curriculum Protocol for New Courses - PreCheck Form Update

Hein presented the current version of the PreCheck form and asked for feedback and suggestions to encourage discussion and reflection on why a new course is being proposed. It was noted that the justification (#1) needs to be built out to help articulate a clear idea of the need for the course and how the proposed course would fit into a program/sequence of courses. It was also recommended to update item #2 regarding conversations with other disciplines in cases where there is content/objectives that may be similar. The committee members felt that it would be helpful to add the curriculum committee representative's signature to the form to ensure the representative is aware of the potential new course and can assist with the process. Additionally, it was recommended to create an instruction page to assist faculty in filling out the form. Chisar noted that these changes should also be reflected in the application for an experimental course. The deadline for the PreCheck proposal to be submitted will be earlier in the Fall, so that the Curriculum Committee has time to assure that the necessary interdisciplinary conversations have occurred before the course outline is developed and submitted.

Hein adjourned the meeting at 3:51 p.m.

DVC

Curriculum Committee
February 8, 2020
UNApproved Minutes
eLumen – dvc.elumenapp.com

Future Agenda Items
- Revising a Course in eLumen
- Experimental Course Form
- Course Substitution Forms and Evaluation Processes
- Eligibility for ENGL-122
- Bylaws

Due With Schedule First Draft

DIABLO VALLEY COLLEGE
APPLICATION TO OFFER AN EXPERIMENTAL COURSE

Experimental Course – Experimental courses are courses offered on a trial basis and may not be offered more than twice. Submit this application to the Instruction Office **with the first draft of the schedule** for the term in which the course will be offered.		
This is the 1ˢᵗ 2ⁿᵈ time this course has been offered	TERM: SUMMER	YEAR: 2021

Subject Code	Number	Section # (scheduler will assign)	Course Title (limited to 68 characters including spaces)	Units
COMSC	150DS		**Introduction to Data Science**	**3**

LEC HRS/Term:	45	LAB HRS/Term:	27	ACT HRS/Term:	
LECAR HRS/Term:		LABAR HRS/Term:		ACTAR HRS/Term:	

Proposed Class Maximum: 35

List Prerequisites/Co-requisites/Recommendations requested for this course BELOW:

Subject Code and Number	Recommendation	Prerequisite	Co-requisite
COMSC-140 or COMSC-210 or equivalent		√	
MATH-142 or equivalent	√		

Justification for this Course Offering:

1. All programs must be appropriate to the missions of the California Community College System (California Ed Code §66010.4) and Diablo Valley College. Indicate which mission this program addresses:
   ☐ Basic skills
   ☐ Lower-division major/general education preparation
   ☒ Career education
   Describe why this program is necessary and will meet an unmet need in the area in which it is designed to serve.

This course will introduce the fundamental concepts of data science and illustrate examples using Python programming. It will be a required course as part of a data science certificate that will be proposed.

2. Are there existing courses with similar content currently offered in your department or another department? If so, describe the reason that existing courses do not meet the current need of the college. Clearly distinguish this new course from other courses in the catalog. It is recommended to search the DVC Catalog PDF for keywords, ideas, or phrases for similar content.

No, there are no existing courses with similar content. This course will focus on using Python packages for data analysis and data modelling.

3. What resources will be needed in order to offer this course? Are current resources adequate? Explain. Considerations: Staffing, Facilities, Supplies, Equipment, Library, Student Support, Technology.

Students need to access the lab computers with Python and Anaconda IDE (free software) installed.

Course Description:	This course offers a broad and practical introduction to the data science process, lifecycle, roles, and core fundamental concepts, with lessons and examples illustrated through the use of the Python programming language.
Course Note:	

DIABLO VALLEY COLLEGE
APPLICATION TO OFFER AN EXPERIMENTAL COURSE

SLOs/Course Objectives:	Students will be able to: • Describe the data science process and fundamental concepts. • Perform exploratory data analysis and create data visualizations. • Apply critical statistical concepts. • Avoid common data science pitfalls. • Discuss predictive analytics from a high level. • Navigate and use the Python programming environment. • Write basic Python programs. • Collaborate and communicate results effectively.
Content:	• Data science fundamentals • Python data structure • Introduction to Python data science tools with Jupyter notebooks • Introduction to SciPy Stack • Data manipulation using NumPy • Introduction to Pandas for data science tasks • Data visualization with Matplotlib • Fundamental statistical concepts and the applications to data science • Introduction to Scikit Learn • Linear regression prediction • Non-linear regression • Baye's classification • k-NN classification • A/B testing • Neural networks
Example of Reading Assignment:	Choose two data sets for your analysis. Keep one as a backup. Use Kaggle, UC Irvine Repository or any other publicly available resource.
Example of Writing Assignment:	Discuss and decide your research topic and specific research questions. State them clearly. Construct 10 questions that you wish to explore about the dataset.
Example of an Out of Class Assignment:	
Example 1 of an Online Assignment:	[Descriptive Statistics] Amongst the variables of interest identify and differentiate the categorical and quantitative variables, and then using Python (Numpy, Pandas, Matplotlib) perform following descriptive analysis to extract the discernable patterns. Upload and submit a Jupyter Notebook file (*.ipynb) or HTML page (*.html) on Canvas page for grading.
Example 2 of an Online Assignment:	[Discussion topic] Share your research topic with at least two specific research questions in 150~200 words in the initial post. Review 1~2 other posts and provide your feedback in 50~75 words in the response post by the deadline.

DIABLO VALLEY COLLEGE
APPLICATION TO OFFER AN EXPERIMENTAL COURSE

Methods of Instruction				
√ Lecture	√ Laboratory	√ Demonstration	√ Discussion	√ Distance Ed
Other (describe)				

Evaluation Methods:					
Evaluations will adhere to the DVC "Fairness in Grading" guidelines and will include as a minimum: - record the student's grade for each oral and written test or report that will affect the final grade, notify the student of the grade, and if necessary review the results with the student - evaluate the student within the first quarter of the class and notify the student of the results of the evaluation - count a final examination for no more than half the course grade - base final grades on at least three of the student's tests and/or reports (exception in cases of violations of DVC's academic dishonesty procedure 4001.04).					
Tests	√ Quizzes	√ Mid-Terms	√ Final	√ Lab	√ Project
Other required methods of evaluation:					

Course Goal (check at least one)				
Transfer	√ CE	Basic Skills	Other	

Textbooks	Fill in author, title and year below.
Book One	(optional)
Author:	Jake VanderPlas
Title:	*Python Data Science Handbook: Essential Tools for Working with Data*
Year:	2016
Book Two	(optional)
Author:	Ethan Williams
Title:	*Python for Data Science: The Ultimate Beginners' Guide to Learning Python Data Science Step by Step*
Year:	2019

Laura Lan Lo
Initiator's Signature

Date: _____10/29/20_____

APPROVED:

Caterina Pentcheva	10/28/20
Department Chair	Date
Despina Prapavessi	1-28-21
Division Dean	Date

DIABLO VALLEY COLLEGE
APPLICATION TO OFFER AN EXPERIMENTAL COURSE

Senior Dean, Curriculum and Instruction   Date

Curriculum Committee Chair   Date

TECH REVIEW ONLY			
Work-Based Learning	No		
Basic Skills	No		
Course Level (ENGL/ESL/MATH only)	NA		
TOP	0707.00		
CIP	11.0201		
SAM	C		
Pre-req justification	Yes		
Courses related in content	No		**CRC Group:**

Scheduler _____

- Entered in Datatel: _____
- Scheduled for Board approval: _____
- Submitted for CCCCO approval on: _____
- Approved at CCCCO on: _____
- Control #: _____

Course Outline of Record Report
02/11/2021

COUNS140 : Student Success for International Students

General Information

Initiator:	• Matthew Munday
Subject Code and Number (CB01) :	COUNS140
Course Title (CB02) :	Student Success for International Students
Department:	DVC CounselingA
Effective Date:	Fall 2022
TOP Code (CB03) :	(4930.13) Academic Guidance
CIP Code:	(32.0105) Job-Seeking/Changing Skills
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Chancellor's Office Approval Date:	Pending
Governing Board Approval Date:	Pending
Curriculum Committee Approval Date:	Pending
Course Description:	This course presents skills and strategies to succeed as an international college student studying on a non-immigrant visa. Topics such as motivation and attitudes, time management, culture shock, decision-making processes, goal setting, critical thinking skills, study skills, interpersonal communication, and successfully navigating the U.S. education system will be explored. Students will evaluate their own skills and behaviors in relation to these topics and learn strategies to make meaningful choices about their education, career, and personal goals.
Submission Rationale:	New Course Add Distance Education The goal of providing this course is to increase visibility and demonstrate a commitment to welcoming a broad and diverse student body from across the world. International students need to navigate a range of unique challenges including language, culture shock, American cultural values, new teaching styles, speaking up in classes, etc. This course will provide a space for them to create community, develop lasting relationships, and learn strategies that will help them in their personal, educational, and career goals. This course is equivalent to COUNS-120. CSU, UC (credit limits may apply to UC - see counselor)
Initiator:	• Matthew Munday
Course Family:	Not Applicable

Faculty Requirements

Masters Degree Disciplines:	• Counseling • Counseling: Disabled Students Programs and Services • Counseling: EOPS
Non-Masters Degree Disciplines:	No value

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Code

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Repeatability

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y - Not General Education English Composition or Mathematics/Quantitative Reasoning

Transferability

Transferable to both UC and CSU

Transferability Status

Pending

CSU GE	Categories	Status	Approval Date	Comparable Course
E	Lifelong Learning and Self-Development	Pending	No value	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)

Course Non-Credit Category (CB22)

Non-Credit Characteristics

Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	-
Activity	-
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	-
Activity	-
Total	108

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Advisory

Eligibility for ENGL-122 or equivalent

Exit Skills	Target Skills
Students will be able to:	*Students will be able to:*
Develop a unique voice in writing.	Based on what you've learned from the chapter on learning styles; write a 250-word paper on how learning styles vary and affect your college studies. Explain how you can adapt your approach to class time, homework, and tests based on your learning style strengths and challenges.
Comprehend and recall college-level readings.	Explore the concept that time is a resource. Analyze your own use of time and identify two areas in which you can use your time more effectively to achieve your academic goals. Develop a plan to increase the skill of focused attention.

Exit Skills	Target Skills
Develop strategies for college success.	In college and in every day life, you will experience stressful situations (overwhelming work and school schedules, family responsibilities, work and school demands, etc...). Your success in handling these situations depends on two skills: Stress tolerance: the ability to recognize the cause of your stress and to respond in appropriate ways while under pressure. Impulse control: the ability to think about your consequences prior to reacting and to accept delayed gratification when working toward long-term goals. Write a 500-word paper describing a stressful situation you recently experienced and how you reacted. Explain how EI (Emotional Intelligence) contributed to your actions.

Entrance Skills

Course Note	Content Review
No value	No value

Limitations on Enrollment

Limitation	Provide Rationale
No value	No value

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value

Method of Instruction	Discussion
Rationale	No value

Sample Assignments

Assignment	Description
Reading 1:	Identify some of the cultural differences that exist in your classes or in the college community at large. Explain and assess how a better understanding of these different cultures can lead to strengthening your development as a student and in your future career.
Reading 2:	Explore the concept that time is a resource. Analyze your own use of time and identify two areas in which you can use your time more effectively to achieve your academic goals. Develop a plan to increase the skill of focused attention.

Assignment	Description
Writing, problem solving, performance 1:	In college and in every day life, you will experience stressful situations (overwhelming work and school schedules, family responsibilities, work and school demands, etc…). Your success in handling these situations depends on two skills: Stress tolerance: the ability to recognize the cause of your stress and to respond in appropriate ways while under pressure. Impulse control: the ability to think about your consequences prior to reacting and to accept delayed gratification when working toward long-term goals. Write a 500-word paper describing a stressful situation you recently experienced and how you reacted. Explain how EI (Emotional Intelligence) contributed to your actions.
Writing, problem solving, performance 2:	Based on what you've learned from the chapter on learning styles, write a 250-word paper on how learning styles vary and affect your college studies. Explain how you can adapt your approach toward class time, homework, and tests based on your learning style strengths and challenges.
Lab, field activity, product or report:	
Specific assignment example for Hours by Arrangement:	
Other:	

Methods of Evaluation	Methods of Evaluation Rationale
	Write a formal 1000-word essay that expresses some of the unique challenges of studying in another country. What are some of the cultural, language, or social barriers that are unique to international students studying in the U.S.?
Sample 2	In reading "The Values Americans Live By", which two or three values will be the most challenging for you in terms of cultural adjustment? In a 500-word essay, discuss how the values you were raised with may be different or similar from those of Americans. Have you noticed any of those 13 values in your classes, with your host family, professors, or American classmates?
DVC Frequency of Evaluation Standard	Evaluations will adhere to the DVC "Fairness in Grading" guidelines and will include as a minimum:

- record the student's grade for each oral and written test or report that will affect the final grade, notify the student of the grade, and if necessary review the results with the student
- evaluate the student within the first quarter of the class and notify the student of the results of the evaluation
- count a final examination for no more than half the course grade
- base final grades on at least three of the student's tests and/or reports (exception in cases of violations of DVC's academic dishonesty procedure 4001.04).

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Ellis, David B.	Becoming a Master Student, 16th Edition		2017	

| Gardner, John N and Betsy O. Barefoot | Your College Experience: Strategies for Success, 13th Edition | 2017 |

Other Instructional Materials

Description	Current DVC Catalog
Author	Diablo Valley College
Citation	www.dvc.edu

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

No value

Course Objectives-Student Learning Outcomes

Name	Expected SLO Performance
Demonstrate critical thinking skills in college-level coursework.	70.0
Evaluate factors involved in problem solving, goal setting, and decision making.	70.0
Identify and examine college success techniques.	70.0
Examine and utilize curricular options and institutional resources.	70.0
Analyze the psychology of student attitudes, motivation, and behaviors.	70.0
Describe relationship dynamics and their impact on academic goals.	70.0
Examine theoretical approaches to choice and change.	70.0
Analyze major learning styles.	70.0
Demonstrate effective study skills.	70.0

Outline

Course Content

1. Critical thinking and problem solving
    1. Analyzing arguments and assessing assumptions
    2. Problem-solving steps and methods
    3. Brainstorming and mind-mapping techniques

    4. Decision-making strategies

    5. Goal-setting strategies

    6. Creative visualization techniques

2. College success techniques

    1. Co-curricular activities and their impact on college success

    2. Understanding the uniqueness, opportunity, and challenges of the U.S. education system

    3. Faculty expectations, assumptions, and availability

    4. Balancing academic, personal, interpersonal, and work responsibilities effectively

    5. Priorities and effective time management

    6. Personal finances and managing them effectively

3. Curricular options and institutional resources

    1. Educational pathways: degrees, certificates, transfer

    2. Institutional resources and student services to support success

    3. Tutoring services

    4. Academic and personal success workshops

4. Attitudes, motivations and behaviors

    1. Attitude, motivation, and behavior and their impact on academic performance/success

    2. Personal problems, relationships, life crises

    3. Cultural adjustment, culture shock, and navigating the expectations and demands of living in a new country

    4. Stress management and relaxation techniques

    5. Health and its impact on college success: diet, sleep, exercise

5. Relationship dynamics

    1. Family and other influences on relationships

    2. Communication styles and strategies to enhance interpersonal relationships

    3. Emotional intelligence and its relationship to interpersonal relationships and success

    4. Issues related to diversity, differing cultural expectations and practices

    5. Developing positive relationships with instructors

6. Approaches to choice and change

    1. Resilience

    2. Personal awareness of opportunities to make choices

    3. Approaches and strategies for making personal change

7. Learning styles

    1. Research on learning styles including auditory, visual, and kinesthetic as they relate to student's academic success and learning strategy effectiveness

        1. Learning style within the classroom

        2. Learning style to develop effective study skills and habits

8. Study skills

    1. Learning theories

        1. Techniques for learning specific subjects

    2. Textbook study/writing

        1. Textbook reading techniques

        2. Textbook note-taking techniques

        3. Effective writing and reading for college courses

    3. Note-taking

        1. Note-taking techniques in the classroom

        2. Studying using notes

        3. Listening skills

    4. Memory and concentration

        1. Memory theories

        2. Mnemonic devices/concentration techniques

    5. Information competency

        1. Research materials and techniques

        2. Use of computers for internet and library research

        3. Plagiarism/academic honesty

        4. Documentation/citation techniques

New Course Form Questions

Are there existing courses with similar content currently offered? If so, please describe the reason that existing courses do not meet the current need of the college and clearly distinguish this new course from other courses currently offered.

This course is very similar to our current Counseling 120: Student Success. I am proposing a course specific to our international student population however to help with visibility, support, and to create a more welcoming campus environment. International students have

unique challenges as part of their college experience such as culture shock, immigration issues, language, homesickness, etc. that I would like to see addressed in a new course.

Has this course been previously offered as an experimental course? Please list the course number below and indicate if the new course is to be made equivalent to the experimental.

No

What resources will be needed in order to offer this course at DVC? Considerations: Staffing, Facilities, Supplies, Equipment, Library, Student Support, Technology.

Standard resources of staffing and facilities.

Course Maximum

35

Course Maximum VPI Approval Date (Instruction Office Only)

Approved 1/26/21

Distance Education Supplement

The Chancellor's Office requires that "Any portion of the course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities." (California Community Colleges, Distance Education, California Code of Regulations Title 5 and Related Guidelines, August 15, 2008). The Accrediting Commission for Community and Junior Colleges states that "Distance education is defined, for the purpose of accreditation review, as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and the instructor, either synchronously or asynchronously." (Guide to Evaluating Distance Education and Correspondence Education, June 2013). This course will utilize at least three of the following instructor initiated methods of regular effective contact: -Instructor holds regularly scheduled office hours either in person or online -Use of synchronous messaging technology, for example online video conferencing software -Provides web access to FAQ database -Asynchronous participation in a threaded discussion board -Online group collaborative projects -Face-to-face meetings -Review sessions -Field trip(s)/seminars/workshops -Regular use of instructor initiated e-mail -Regular use of announcements All courses offered through the Distance Education modality must meet the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d). Any instructional materials used (e.g., videos, PDFs, PowerPoint, etc.) must be formatted in a manner that provides accessibility for students with disabilities. If an instructional material is not available in an accessible format, the instructor must identify an equally effective alternative that is accessible. For support in meeting the aforementioned criteria, please visit the Online Accessibility at DVC website <https://www.dvc.edu/faculty-staff/online-accessibility/> or call Disability Support Services at 925-969-2182. Every course will use the college provided learning management system with a secure login and password as the point of contact. Use of publisher provided course packages must be entered through the college learning management system. Faculty teaching this course will be selected following the departments' bylaws. Department bylaws provide a description of required minimum standards of training in distance education pedagogy for that department's discipline. Instructors who offer this course via distance education shall be prepared to teach in a distance education delivery method consistent with district policies and collectively bargained agreements. Required: Provide two samples for assignments measuring student learning outcomes that would be used in the Distance Education modality. The evaluation of higher critical thinking skills should be emphasized therefore only one true/false or multiple-choice question will be accepted. A course grade/evaluation may not be based on attendance. You are required to give two examples.

1. Motivation is a huge factor in attaining success, it's what drives us. But sometimes, when the going gets tough, it's hard to stay motivated. Understanding how we are motivated will help us to make adjustments and develop a positive attitude in striving toward our goals. In 250-words, answer the following questions in the discussion board, then respond to two other classmates' posts.

- What motivates you? Do you find yourself motivated by extrinsic reasons, intrinsic reasons, or both?
- How are attitude and motivation related? If you are passionate about a goal, will you work harder to pursue it?
- How might seeing a relationship between your school work and your future career impact your motivation to do well in your classes?

2. Complete the VARK (Visual, Aural, Read/write, and Kinesthetic) Questionnaire. In a two-page paper, describe your learning style, how it might affect your college studies, and what you can do to work with your learning style. Also discuss how you plan to approach class time, homework, and tests based on your learning style strengths and challenges. Upload to the learning management system for instructor feedback and grading.

Method(s) of Distance Education

Both partially online and 100% online options are available

Open Entry/Open Exit

This course is an open entry/open exit course.

- No

Credit by Exam

Examination

- This course is not currently approved for Credit by Exam

Nature of the Exam

No Value

If "Other" is selected, describe below.

No Value

Diablo Valley College
Curriculum Committee By-Laws

1. **Name:**
   The name of the committee shall be the Curriculum Committee. This committee is a standing sub-committee of the Academic Senate.

2. **Goals:**
   The primary goal of this committee shall be to oversee curriculum to sustain quality instruction, meet accreditation standards, conform to Title 5 of the California Code of Regulations statutory requirements for programs and courses, and implement the Contra Costa Community College District's adopted Governing Board Policy 4004 on course prerequisites, co-requisites and advisories on recommended preparation.

3. **Meetings:**
   a. The committee meets Monday*s* 2:30 until 4:00 PM, or as agreed upon by a majority of voting members.
   b. The chair or members of the committee may request an extension of time. A majority vote of those present can extend the meeting time as long as a quorum can be maintained.
   c. Non-members may participate in discussions through recognition by the chair.
   d. Meetings are open and subject to the provisions of the Brown Act.

4. **Responsibilities:**

   a. The committee shall oversee the college curriculum process.
   b. The committee shall make recommendations to the vice president of instruction regarding courses and programs, transfer and general education requirements, and other curricular matters. The vice president of instruction shall rely primarily on the advice and judgment of the Curriculum Committee acting in its capacity as a representative of the Academic Senate*

Pursuant to Board Policy 1009.02, the Governing Board shall rely primarily on the advice and judgment of the Academic Senate for items 1 - 3 as listed in Title 5, Section 53200 (c). Item 1 from this list includes 'curriculum, including establishing prerequisites and placing courses within disciplines'. Item 2 from this list includes 'degree and certificate requirements'. Item 3 from this list includes 'grading policies'. Title 5, Section 53203 (d) further states, "in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate."

5. **Membership:**
   a. Faculty chair as appointed by the Academic Senate president and approved by the Academic Senate Council
   b. One faculty representative from each academic division selected by the area/division and approved by the Academic Senate Council
   c. The Articulation Officer
   d. Senior Dean, Curriculum and Instruction representing the Vice president of Instruction (ex-officio)
   e. Representative from Admissions and Records department (ex-officio)
   f. Program Coordinator, Senior (curriculum) (ex-officio and recording secretary)

6. **Duties:**
   Committee Duties:
   a. Chair
      i. Comply with all duties of membership
      ii. Ensure timely dissemination of meeting materials
      iii. Convene and chair scheduled meetings
      iv. Provide liaison to the Academic Senate, Faculty Senate Coordinating Council, and Deans and Department Chairs
      v. Coordinate professional development activities for the committee
      vi. Attend regional and statewide curriculum meetings
   b. Division representatives
      i. Attend scheduled meetings
      ii. Review agenda and related materials prior to scheduled meetings
      iii. Complete reviews of assigned courses/programs prior to scheduled meetings
      iv. Request departmental representation at tech review meetings
      v. Communicate across departments/division regarding curricular matters

   The duties of the division representatives delineated above should be detailed in the by-laws of their respective divisions. Additional duties may be assigned at the discretion of the division.

7. **Terms of Office:**
   a. Chair: The chair serves at the pleasure of the Academic Senate Council for a two-year term. This appointment may be extended by the Academic Senate Council on an annual basis. In the temporary (single-meeting) absence of the chair, the Articulation Officer shall serve as chair.

   b. Division Representatives: Each division representative serves for a minimum two year term. Division representation may be shared between two faculty members – one serving each semester.

8. **Voting:**
   Only members of the committee may cast a vote. An exception is made for the Chair, who votes only in case of a tie. Administrative or classified personnel participating in committee affairs are ex-officio and do not have a vote.

Historical Annotation:
   Adopted: 11/5/96
   Revised: 11/11/03
   Revised and Approved by Academic Senate Council: 3/22/05, 12/11/18

2

9. <u>**Reporting:**</u>
   The chair of the committee or a designated alternate shall attend Academic Senate Council meetings and report to the Academic Senate Council as needed.

10. <u>**Changes To These By-Laws:**</u>
    Changes to the by-laws may be made by two-thirds majority vote of the Curriculum Committee membership. Changes are subject to approval by the Academic Senate Council.

11. <u>**Sub-committees:**</u>
    Absent their own by-laws, the Subcommittee procedures shall be guided by the Curriculum Committee By-Laws. Recommendations for additional sub-committees, may be forwarded to the Academic Senate Council by a two-thirds majority vote of the Curriculum Committee members present. There will be two standing Subcommittees:

    1. Technical Review
       The Technical Review Subcommittee is a standing committee of the Curriculum Committee. This subcommittee provides review of the courses and programs submitted to the Curriculum Committee after approval of the representatives, Curriculum Committee pre-check (if required), department, and division but before the full Curriculum Committee approval. The purpose of this review is to ensure Title 5 compliance, appropriate coding, and standardization of the course outlines of record and programs. Membership shall consist of the Curriculum Committee Chair, the Articulation Officer, the Senior Dean, Curriculum and Instruction, and the Program Coordinator, Senior (curriculum). Review is conducted in consultation with a member of the discipline faculty. Recommendation for a course or program to go to the full Curriculum Committee is by consensus.

    2. The General Education Subcommittee is a standing committee of the Curriculum Committee. This subcommittee will provide review for courses proposed to the Curriculum Committee by divisions to add or delete a course from existing DVC General Education areas. Recommendations will then be made to the Curriculum Committee. This subcommittee will also provide review and make recommendations to the department and division regarding General Education at transfer institutions (IGETC and CSU). Membership shall consist of the Articulation Officer, Curriculum Committee Chair, and three Curriculum Committee Representatives, all of whom may vote.

    3. <u>**Procedure:**</u> ***Robert's Rules of Order***, the most recent edition, shall answer parliamentary questions.

Historical Annotation:
   Adopted: 11/5/96
   Revised: 11/11/03
   Revised and Approved by Academic Senate Council: 3/22/05, 12/11/18

3