



## Curriculum Committee

February 28, 2022

Approved Minutes

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Present: Claudia Hein (Chair), Lesley Agostino (recording minutes), Loc Huynh, Jacob VanVleet, Thao Pham, Nikki Moultrie (VPI Designee), Maria Dorado, Jason Carrick, Kitran Colwell, Kristen Colchico, Troy Bennett (Incoming Chair), Allan Lacayo, Valerie Greene, Dan Kiely, Rayshell Clapper, Lisa Villanueva, Adhitya Mohan

Absent: Martina Ebesugawa

*Meeting held via Zoom – Hein called the meeting to order at 2:32 p.m.*

1. Approval of the February 28, 2022 agenda:

**It was MSC, with no objections and by all present, to approve the agenda as written.**

2. Approval of minutes from January 31 and February 7, 2022:

**It was MSC, with no objections and by all present, to approve the minutes as written.**

3. Public Comment: None

4. Announcements:

- Curriculum Regional Meeting was held today – Moultrie, Hein, Bennett, Pham, and Agostino attended the online presentation.
- The Vice President of Equity and Instruction forums will be held on Thursday afternoon. Curriculum committee members are encouraged to attend/view the forums and provide feedback.

5. Status Report by VPI or designee: None

6. First Review/Possible Action

New Course – Final Approval – effective fall 2023

**EDUC-121 Secondary Education - The Teaching Experience**

This course builds on EDUC-120 and provides experience in high school education.

**It was MSC, with no objections and by all present, to approve EDUC-121 as written.**

**It was MSC, with no objections and by all present, to approve the distance education supplement (both 100% and hybrid options) as written.**

**MATH-121L Plane Trigonometry with Support**

The MATH department is building these three courses to include support. The separate support courses will be removed from the next catalog.

**It was MSC, with no objections and by all present, to approve MATH-121L as written.**

**It was MSC, with no objections and by all present, to approve the distance education supplement (both 100% and hybrid options) as written.**



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It was MSC, with no objections and by all present, to approve the prerequisite of Placement into MATH-121 or MATH-121L or MATH-021; or MATH 119; or MATH-119SP; or intermediate algebra or equivalent as written.

### **MATH-135L College Algebra with Support**

It was MSC, with no objections and by all present, to approve MATH-135L as written.

It was MSC, with no objections and by all present, to approve the distance education supplement (both 100% and hybrid options) as written.

It was MSC, with no objections and by all present, to approve the prerequisite Placement into MATH-135 MATH-135L or MATH-035; or MATH-119; or MATH-119SP; or intermediate algebra or equivalent as written.

### **MATH-142L Elementary Statistics with Probability and Support**

It was MSC, with no objections and by all present, to approve MATH-135L as written.

It was MSC, with no objections and by all present, to approve the distance education supplement (both 100% and hybrid options) as written.

It was MSC, with no objections and by all present, to approve the prerequisite Placement into MATH-142 or MATH-142L or MATH-042; or MATH 119; or MATH-119SP; or intermediate algebra or equivalent as written.

New Experimental Courses – effective date varies

### **ARTDM-150SM Introduction to Sequential Digital Media**

Joann Denning introduced ARTDM-150SM as a summer academy for high school students. This course will be created into a permanent course this year.

It was MSC, with no objections and by all present, to approve ARTDM-150SM as written.

### **HSCI-150HC Exploring Basic Healthcare Skills and Careers**

Colchico presented HSCI-150HC as a condensed version of HSCI/PH-100 to be offered as a one-unit academy experience at both DVC and SRC.

It was MSC, with no objections and by all present, to approve HSCI-150HC as written.

### **PH-150A Peer Health Educators**

Colchico introduced PH-150A as a experimental for fall 2022. The department is working on creating this course to pair with a work experience type course in the spring of 2023.

It was MSC, with no objections and by all present, to approve PH-150A as written.

Change/Corrections to Prerequisites – fall 2022

*Add ENGL-122 as prerequisite, remove Elig for ENGL-122 prerequisite*

**ENGL-222 Multi-Genre Creative Writing**

**ENGL-223 Short Story Writing**

**ENGL-224 Poetry Writing**

**ENGL-225 Creative Nonfiction Writing**



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**It was MSC, with no objections and by all present, to approve the addition of ENGL-122 as a prerequisite to ENGL-222, 223, 224, and 225 as written.**

*Change from ENGL-122 as a recommendation to a prerequisite*

**ENGL-272 Survey of Early World Literature**

**It was MSC, with no objections and by all present, to approve the addition of ENGL-122 as a prerequisite for ENGL-272 as written.**

7. Discussion Item/Possible Action

Spring 2022 CE Prereq Justification – BUSAC, CULN, DENHY, IDSGN, KINES

Agostino commented that the SP22 CE prereq justification emails will be sent out to Curriculum Committee members and department chairs this week. Instructions will be attached.

Exit and Target Skills Training/Discussion

Hein presented a training on matching exit and target skills for pre/co-requisites and advisories. There are three types of requisites: sequential, non-course advisory, and non-sequential. The training document is attached and will also be posted on the curriculum committee website.

Hein adjourned the meeting at 3:45 p.m.



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### **Justification of Advisory/Prerequisite using Exit/Target Skills Chart**

For all courses with requisites or advisories, we “must document the requisite skills which have been established through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. A content review process should document that connection by showing how the skills achieved in the requisite course are fundamental to success for most students taking the receiving course. The writing style of the prerequisite skills section is the same as that for the objectives.” “In its simplest form, a content review consists of comparing the entry skills list with the objectives of one or more courses to identify courses that would be appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences.”

ASCCC paper, *The Course Outline of Record: A Curriculum Reference Guide Revisited* (2017).

Prerequisites and advisories let students know that there are certain skills that they will need to be successful in the courses. We are required to “justify” the prerequisite or advisory by making it clear in the Course Outline of Record how a student will use those previously acquired skills. Student Learning Outcomes, Assignments, and Evaluation Samples are all possible indicators of how students will use required previously acquired knowledge and skills to be successful.



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**Type 1: Sequential prerequisites/advisories within the same/similar Subject Code**

Exit Skills = select three different SLOs from the course that is the prerequisite or advisory and match to Target

Skills = three SLOs in the course outline that you are revising/developing.

*Note: You will be entering only the items that are underlined, the other parts are either already part of the chart or shown here as a reference to where the items can be found.*

Exit Skills	Target Skills
If the student achieves this SLO from prerequisite/advised course	They will be able to do this SLO from this course being revised/developed.
<u>SLO from prerequisite/advised course</u>	<u>SLO from course being revised/developed.</u>
<u>SLO from prerequisite/advised course</u>	<u>SLO from course being revised/developed.</u>
<u>SLO from prerequisite/advised course</u>	<u>SLO from course being revised/developed.</u>

Example: GEOG-125

Advisory = GEOG-124 or equivalent

Exit Skills (from GEOG-124)	Target Skills (for GEOG-125)
<i>Students will be able to:</i>	<i>Students will be able to:</i>
<u>Explain the fundamental spatial concepts of location, space, direction, route, and time.</u> (SLO from GEOG-124)	<u>Demonstrate usage of spatial information in terms of ‘what’, ‘where’, and ‘why’ with the help of GIS.</u> (SLO from GEOG-125)
<u>Interpret spatial associations and patterns.</u> (SLO from GEOG-124)	<u>Demonstrate the use of GIS techniques in more complex regional-spatial analyses such as environmental impact assessment, regional-city planning and resource management.</u> (SLO from GEOG-125)
<u>Summarize and evaluate the different applications of mobile mapping.</u> (SLO from GEOG-124)	<u>Present spatial information, spatial data and spatial relations in digital forms as maps, and graphs.</u> (SLO from GEOG-125)



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Type 2: Non-Course Advisory: “College-level reading and writing are expected” (formally known as “Eligibility for ENGL-122”)

1. Exit Skills = select three different SLOs from ENGL-117

2. Match to the ENGL-117 SLOs to Target Skills. Target skills are Sample Assignments and/or Methods of Evaluation examples in the course outline that you are revising/developing (copy and paste the examples themselves – do not create new assignments or examples).

Note: You will be entering only the items that are underlined, the other parts are either already part of the chart or shown here as a reference to where the items can be found.

Exit Skills	Target Skills
If the student achieves this SLO from ENGL-117	They will be able to do this assignment in the course being revised/developed
<u>SLO from ENGL-117</u>	<u>Assignment/Evaluation Example from course outline being revised/developed</u>
<u>SLO from ENGL-117</u>	<u>Assignment/Evaluation Example from course outline being revised/developed</u>
<u>SLO from ENGL-117</u>	<u>Assignment/Evaluation Example from course outline being revised/developed</u>

Example: ASTRO-120 Advisory: College-level reading and writing are expected.

Exit Skills	Target Skills
<i>Students will be able to:</i>	<i>Students will be able to:</i>
<u>Comprehend and recall college-level readings.</u> (SLO from ENGL-117)	<u>Read the chapter on the electromagnetic spectrum. Become familiar with the main parts of the electromagnetic spectrum. Be able to explain Kirchhoff’s laws and the types of spectra, how atomic structure affects spectra, and how electronic transitions within the atom both absorb and emit photons.</u> (Assignment from ASTRO-120)
<u>Write well-structured essays that have a focused thesis and developed and well-supported paragraphs with appropriate transitional elements.</u> (SLO from ENGL-117)	<u>In a three-page paper, compare and contrast the evolution of a 1-solar mass star with a 5-solar mass star.</u> (Assignment from ASTRO-120)
<u>Use reading strategies to read and comprehend college-level texts.</u> (SLO from ENGL-117)	<u>Read the chapter on the Sun. Be able to discuss the main characteristics (size, mass, and distance) of the Sun and how they were determined. Become familiar with the three main layers of the solar atmosphere and be able to explain how their temperatures were obtained. Explain how the Sun produces energy and how properties of the solar interior are deduced. Become familiar with the various methods of energy transport within the Sun and where they occur.</u> (Assignment from ASTRO-120)



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Type 3: Non-sequential prerequisites/advisories (example MATH for other subject codes)

Priority would be to use the SLOs in the chart! However sometimes the prerequisite or advisory course SLOs are needed for student success in the course being revised/developed because these outcomes contain “tools” used for assignments in the revised/developed course. Often these prerequisites/advisories are required for articulation purposes. In these cases, examples of assignments/evaluation can also be used. You may need to “mix and match” SLOs from the prerequisite or advisory course with SLOs and/or assignment/evaluation examples in the course outline that you are revising. The requirement is to justify the prerequisite or advisory.

Note: You will be entering only the items that are underlined, the other items are either already part of the chart or shown here as a reference to where the items can be found.

Table with 2 columns: Exit Skills, Target Skills. Rows show SLO from prerequisite/advised course and SLO or assignment from course being revised/developed.

Example = ASTRO-110 Advisory: MATH-085 or equivalent

Table with 2 columns: Exit Skills, Target Skills. Rows show algebraic skills and astronomical observations with corresponding SLOs and assignments.

# DVC

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Exit Skills	Target Skills
	<u>on the logarithmic chart provided so you can see their relative sizes.</u> (Assignment from ASTRO-110)