



Curriculum Committee

Monday, March 7, 2022 2:30 – 4:00 p.m., Via Zoom

AGENDA

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Item	Agenda Item
1.	Approval of Agenda for March 7, 2022
2.	Approval of minutes from February 28, 2022
3.	Public Comment
4.	Announcements
5.	Status Report by Vice President of Instruction or designee

6. First Review/Possible Action

New Course PreCheck

ETHN-108 Introduction to African American Studies

ASTRO-114 Life in the Universe

New Experimental Course – effective summer 2022

ADJUS-150D Summer Youth Law Enforcement Academy

7. Consent Agenda

Title 5 Revisions – effective fall 2023

CIS-100 Microsoft Windows - Comprehensive

CIS-101 Apple Mac Operating System

CIS-106 Adobe Dreamweaver - Comprehensive

CIS-107 Introduction to Web Databases

CIS-108 Introduction to WordPress

CIS-115 Microsoft Word - Comprehensive

CIS-116 Microsoft Excel - Comprehensive

CIS-117 Microsoft Access - Comprehensive

CIS-118 Microsoft PowerPoint - Comprehensive

CIS-119 Microsoft Outlook - Comprehensive

CIS-120 iPhone and iPad App Development for Beginners

CIS-130 Adobe Photoshop Elements

CIS-170 Networking for Non-IT Professionals

BUS-104 Exploring Careers in Business Administration

BUS-210 Introduction to E-Commerce

BUS-296 Internship in Occupational Work Experience Education in BUS

BUS-298 Independent Study

BUS-299 Student Instructional Assistant

BUSMG-174 Business Ethics

LT-101 Foundations of Library and Information Services

LT-102 Access and Technical Services in Libraries

8. Discussion Item/Possible Action

Tech Review Process – “Mock” Tech Review



Curriculum Committee

February 28, 2022

UNApproved 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.

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.



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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

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.



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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.

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

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

Exit Skills	Target Skills
<i>Students will be able to:</i>	<i>Students will be able to:</i>
<u>Apply the fundamental principles of algebra to the manipulation of algebraic expressions.</u> (SLO from MATH-085)	<u>Find the range of declinations that is circumpolar as viewed by an observer at latitude 34 degrees N. Assess which constellations would be visible to such an observer.</u> (Assignment from ASTRO-110)
<u>Graph linear equations on a coordinate graph.</u> (SLO from MATH-085)	<u>Use mathematical or graphical information to form conclusions.</u> (SLO from ASTRO-110)
<u>Write algebraic expressions and equations for situations given in word problems.</u> (SLO from MATH-085)	<u>1. Plot the position of the Moon on a star chart provided. As you plot, draw the Moon to scale, show the proper phase, and record the date and time of each observation. Make observations over several weeks. 2. Find the length, width, or height of the objects in the list using your textbook or the internet. Record the measurements and then convert them to meters and plot them on the logarithmic chart provided so you can see their relative sizes.</u> (Assignment from ASTRO-110)

DVC New Course PreCheck Form

This is the first step in creating a new course. Upon completion including signatures, submit to the Instruction Office and you will be scheduled to present your course to the committee.

Date: 12/06/21

Subject Code	Course Number	Course Title	Units
ETHN	108	Introduction to African American Studies	3.0

Course Description: This introduction to the field of African American Studies employs an interdisciplinary approach to the study of the experiences of African Americans and their impact on American society and culture. The course covers historical and contemporary issues including African origins, the development of African American culture, African American creative production, the African American family, African American political life, the socio-economic empowerment of African Americans, and the intersections of race, ethnicity, gender, sexuality, class, ability and mental health in the United States as they relate to African Americans.

Lecture Hours	54	Laboratory Hours		Hours by Arrangement		Activity Hours	

Justification for this Course Offering:

- All courses should be appropriate to the mission of the California Community College System (California Ed Code §66010.4) and Diablo Valley College. Describe why this course is necessary at this time. Describe how this course will meet an unmet need in the major, program, or general education area in which it is designed to serve. If it is a stand-alone course (not part of a program), its role in the college's curriculum should be explained.

This course will meet the new CSU Area F (Ethnic Studies) requirement and will be a part of the developing Ethnic Studies program and AA/AAT/AST at DVC. The course will also be required for an African American Studies Certificate that will be a part of the Ethnic Studies program.

This course to be proposed for:		
<input checked="" type="checkbox"/> CSU Transfer		
<input checked="" type="checkbox"/> UC Transfer		
<input checked="" type="checkbox"/> Course to course articulation with CSU or UC		
<input checked="" type="checkbox"/> DVC General Education	Area:	
<input checked="" type="checkbox"/> CSU General Education	Area:	D and F
<input checked="" type="checkbox"/> IGETC	Area:	4
<input checked="" type="checkbox"/> Addition to an AA/AAT/AS/AST	Program:	Ethnic Studies in progress
<input checked="" type="checkbox"/> Addition to a Certificate of Achievement/Accomplishment	Program:	In progress

- Are there existing courses with similar content currently offered? Yes No
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. (A search of the online catalog may be helpful.) If yes, has the other department been notified to ensure that content is substantially different and is not being currently met in an active course already in the catalog.

Appropriately, this course overlaps with the African American content in the Introduction to Ethnic Studies and with the historical content in African American History. As such, the Introduction to African American Studies provides specific African American focus for Area F (and an African American Studies certificate) and leaves the more concentrated and broad history content to the African American History courses.

- Has this course been previously offered as an experimental course?
 Yes No – If yes, what was the course Subject Code and Course Number?

- Which discipline(s) are proposed to be eligible to teach this course? Ethnic Studies, African American Studies

DVC New Course PreCheck Form

This is the first step in creating a new course. Upon completion including signatures, submit to the Instruction Office and you will be scheduled to present your course to the committee.

Date: 1/30/2022

Subject Code	Course Number	Course Title	Units
ASTRO	114	Life in the Universe	3

Course Description					
This course examines the astronomical influences on life on Earth and the possibility of life on other bodies in the Solar System and on planets that orbit other stars. We study the chemical basis for life, the origin, evolution, and constraints of life on Earth, and the markers of life that may be seen on other planets and moons.					
Lecture Hours	54	Laboratory Hours	0	Hours by Arrangement	0

Justification for this Course Offering:

The astronomy sub-department currently offers 1 introductory level and 1 more mathematical astronomy course. Our current introductory level course, Astro-110, focuses on observations of astronomical phenomena in the sky, whereas our Astro-120 course delves more deeply into astrophysical concepts. The new The Life in the Universe course expands our introductory astronomy course offerings by providing a course that focuses on the science behind the search for life in the universe, a topic which makes the news headlines frequently and is predicted to be of high interest to our student population. This course, like our other offerings, will have no prerequisites and will fulfil the general education physical science requirement.

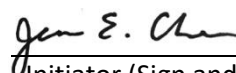
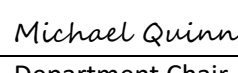
This course to be proposed for:		
<input checked="" type="checkbox"/> CSU Transfer		
<input checked="" type="checkbox"/> UC Transfer		
<input type="checkbox"/> Course to course articulation with CSU or UC		
<input checked="" type="checkbox"/> DVC General Education	Area:	II (Natural Science)
<input checked="" type="checkbox"/> CSU General Education	Area:	B1 (Physical Science)
<input checked="" type="checkbox"/> IGETC	Area:	5A
<input type="checkbox"/> Addition to an AA/AAT/AS/AST	Program:	
<input type="checkbox"/> Addition to a Certificate of Achievement/Accomplishment	Program:	

1. Are there existing courses with similar content currently offered? Yes No
 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. (A search of the online catalog may be helpful.)

2. Has this course been previously offered as an experimental course?
 Yes No – If yes, what was the course Subject Code and Course Number?

3. Which discipline(s) are proposed to be eligible to teach this course?
 Astronomy, Physics

Required Signatures

 Jean Chiar 2/2/22  Michael Quinn 2/4/2022
 Initiator (Sign and Print) Date Department Chair Date

L. Agostino 2/4/22 3/7/22
 Received by Instruction Office Date ✓ Scheduled for PreCheck Date

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 time this course has been offered	TERM: SUMMER	YEAR: 2022

Subject Code ADJUS	Number 150D	Section # (scheduler will assign)	Course Title Summer Youth Law Enforcement Academy	Units 3

LEC HRS/Term:	40	LAB HRS/Term:	40	ACT HRS/Term:	
LECAR HRS/Term:		LABAR HRS/Term:		ACTAR HRS/Term:	
Proposed Class Maximum: 40					
List Prerequisites/Co-requisites/Recommendations requested for this course BELOW:					
Subject Code and Number	Recommendation	Prerequisite	Co-requisite		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Justification for this Course Offering:

1.	All courses should be appropriate to the missions of the California Community College System (California Ed Code §66010.4) and Diablo Valley College: Basic Skills, lower-division major/general education preparation, Career Education. Describe why this course is necessary and will meet an unmet need in the area in which it is designed to serve. If it is a stand-alone course (not part of a program), its role in the college's curriculum should be explained.
This is a Summer career exploration and preparation academy designed for high school age students.	

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.
There is currently no course of this type or design targeting high school age students.	

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.
The course will be home-based in DVC classroom PL101. Various city and county public safety agencies will provide resources and personnel to teach lessons and provide and coordinate hands-on exercises. There will be field trips to some public safety agencies. Two teaching assistants would be very helpful. Students will require to bring/wear athletic clothing for physical exercise: shorts, sweats, t-shirts and tennis shoes; students will also need to bring/wear comfortable-active clothing for physical outdoor activity: jeans or cargo full length pants, tennis shoes or boots, baseball cap or similar head cover and bring sun-block.	

Course Description: Summer Youth Law Enforcement Academy	This is a career-planning course primarily for high school students and recent high school graduates who are interested in police and law enforcement careers, or who are currently employed as police explorers, police cadets, police aids, and community service officers in local police departments. This course models the POST police academy format and curriculum: it will provide basic knowledge and
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Due With Schedule First Draft

**DIABLO VALLEY COLLEGE
APPLICATION TO OFFER AN EXPERIMENTAL COURSE**

	<p>skills training of a police officer. Students will engage in hands-on activities to include first aid, public emergency response, crime scenes, investigations and arrest situations, fire and emergency medical response, and other public safety emergency scenarios. Students will learn about the hiring, training and emergency response procedures, as well as to learn valuable life and safety information. The functions of law enforcement agencies and their relationship to the Criminal Justice System will be explored. Students will examine community-involved policing and general police practices. The course will be instructed by a variety of police and public safety professionals from area agencies. This course will encourage students to enroll in DVC and pursue their educational goals and career dreams. This course is accessible to a wide range of students, including non-traditional and underrepresented groups, as well as those who may feel academically unprepared or unsupported.</p>
<p>Course Note:</p>	<p>This course is open to all, but is particularly appropriate for high school students. Participation in vigorous physical activity will be required.</p>
<p>SLOs/Course Objectives:</p>	<p>Students will be able to:</p> <p>I. LECTURE</p> <p>A. Identify the three primary public safety agencies and their basic roles and functions. B. Understand the basic principles and methods of first aid. C. Explain the characteristics of an effective police officer. D. Develop a personal safety plan. E. Discuss the various opportunities for employment in law enforcement agencies.</p> <p>II. LAB</p> <p>A. Effectively apply practical first aid methods to an individual in a basic emergency. B. Understand and demonstrate the principle actions taken by a police officer in a typical emergency situation. C. Demonstrate an understanding of the qualifications needed for employment in law enforcement D. Set and continuously modify academic, personal and physical fitness goals. E. Develop and revise a clear plan for their post-secondary educational and career choices.</p>
<p>Content:</p>	<p><u>Lecture</u></p> <ol style="list-style-type: none"> 1. Introduction to Public Safety <ol style="list-style-type: none"> a. Purpose b. Mission c. Service d. Safety 2. Public Safety Organizations <ol style="list-style-type: none"> a. Police b. Fire c. Emergency Medical Services d. Hospitals e. Other state and federal public safety and service organizations

Due With Schedule First Draft

DIABLO VALLEY COLLEGE APPLICATION TO OFFER AN EXPERIMENTAL COURSE

	<ul style="list-style-type: none">3. Organizational structure of a police department<ul style="list-style-type: none">a. Community-oriented policing enhances traditional policing strategiesb. Identify the advantages and disadvantages of mandatory arrest procedures for domestic violence incidentsc. Identify critical issues in racially biased policing, including police and citizen perceptions, accountability and supervision, policy development, hiring and training procedures, and statistical computationsd. Discuss the limitations of using race as a factor in searches or seizurese. Discuss alternative sentencing, drug courts, victim-offender mediation, "Weed and Seed," and other forms of restorative justicef. Consider the multicultural implications of restorative justice programs4. Introduction to a criminal investigation<ul style="list-style-type: none">a. Investigators, investigations, and the lawb. The process of investigating crimec. Identifying, collecting, and preserving evidence<ul style="list-style-type: none">i. Investigative interview and interrogationii. Developing investigative leads and intelligenceiii. Investigation and the forensic sciences5. Career counseling<ul style="list-style-type: none">a. Formal and informal educationb. Good character, proficiency, professionalism, and leadershipc. Leadership and personal responsibilityd. The language of policing6. Police department organization/planning<ul style="list-style-type: none">a. Organizational structure of police departments and how they work.b. Essential requirements and selection process for Law Enforcement Officers7. Special weapons and tactics operations. (S.W.A.T.)<ul style="list-style-type: none">a. A De-escalation mindset<ul style="list-style-type: none">i. Motivationii. Energy and initiativeiii. Physical abilityiv. Emotional stabilityv. Adequate interpersonal skillsvi. Trainabilityvii. Leadershipb. Quality teamworkc. Officer as leader8. Patrol procedures and operations<ul style="list-style-type: none">a. Basic patrol concepts<ul style="list-style-type: none">i. Preventative patrolii. Directed enforcementiii. Contact and cover officersiv. Officer safety while on patrolb. Preparing for a patrol assignmentc. Basic patrol tactical considerations9. Traffic investigations<ul style="list-style-type: none">a. Introduction to vehicle collisionsb. Collision scene management<ul style="list-style-type: none">i. Collision related evidenceii. Tire marksiii. Collision scene measurementsiv. Collision analysisc. Collision sketches and factual diagrams10. Defensive tactics<ul style="list-style-type: none">a. Force continuumb. Control folds
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Due With Schedule First Draft

**DIABLO VALLEY COLLEGE
APPLICATION TO OFFER AN EXPERIMENTAL COURSE**

	<ul style="list-style-type: none">c. Takedown techniquesd. Control techniquese. General guidelines for use of handcuffs <p>11. Physical fitness training</p> <ul style="list-style-type: none">a. Developing a personal fitness program<ul style="list-style-type: none">i. Aerobic conditioningii. Anaerobic conditioningiii. Muscular strengthiv. Muscular powerv. Muscular endurancevi. Flexibility/stability/mobilityvii. Coreviii. Acceleration and agilityb. Components of food - Nutritional planning <p>12. Firearms and tactics simulator / FATS</p> <ul style="list-style-type: none">a. Firearms safetyb. Range safetyc. Firearms storaged. Ammunition safetye. Cartridge ammunitionf. Drawing and holsteringg. Firearm shooting principlesh. Firearm malfunctions <p>13. Critical incidents</p> <ul style="list-style-type: none">a. Responding to critical incidentsb. Role of first responding officerc. Health and safety issues involving hazardous materialsd. Recognizing hazardous materialse. Safety and assessment <p>14. First Aid, C.P.R.</p> <ul style="list-style-type: none">a. Cardiopulmonary Resuscitation (C.P.R.)b. Airway obstructionsc. Rescue breathingd. Bleeding controle. Shock <p>15. Traumatic Injuries</p> <ul style="list-style-type: none">a. Head, neck, and back injuriesb. Chest and abdominal injuriesc. Bone, joint, and muscle injuriesd. Burns <p>16. Record keeping and report writing</p> <ul style="list-style-type: none">a. Investigative reports and the judicial processb. Uses of investigative reportsc. Introduction to field notesd. Notetaking process during a field interviewe. Opinions, facts, and conclusions <p>17. Property vault operations</p> <ul style="list-style-type: none">a. Relevance.b. Types of evidencec. Authentication of evidenced. Chain of custodye. Evidence Code 352 <p>18. Youth services</p> <ul style="list-style-type: none">a. An overview of juvenile justiceb. Legal rights of juvenilesc. Theories of delinquencyd. Juvenile probation and intermediate sanctions <p>19. Crime prevention</p> <ul style="list-style-type: none">a. Community partnerships
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Due With Schedule First Draft

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- b. Community policing
- c. Problem-solving
- d. Crime prevention
- 20. K-9 demonstration / information
- 21. Jail operations
 - a. Peace officer responsibilities in a custodial situation
 - b. Lawful basis for custody
 - c. Constitutional and statutory rights and protections
 - d. Officer safety

LAB

1. Physical fitness evaluation
 1. Timed 1.5 mile run
 2. As many pushups as possible in three minutes
 3. As many situps as possible in three minutes
2. Breakdown structure of the students' local police department
 1. Contact with an officer-Sergeant-Lieutenant, or Chief and obtain a working structure of a police department
3. Probable cause for an arrest
 1. Identify elements of a lawful arrest
4. Use of force/physical restraint during an arrest in a situational scenario
 1. Reasonable Force Law
 2. Necessary force
 1. 835a PC
 2. Graham v. Connor
 3. Deadly Force Law
 4. Tennessee v. Garner
 5. Presentation of video scenarios
 6. Force Options Video Training Simulator
 1. Voice commands
 2. Verbal de-escalation techniques
 3. Reasonable force options
 4. High-risk tactics
 5. Deadly force
5. Defensive Tactics
 1. Defensive Tactics - arrest and control - PT - baton skills (Redman attacker)
6. Simulated building searches for felony suspects using the team concepts
 1. Students equipped with working communication equipment
7. Chemical agent exposure
8. First Aid, C.P.R. training
 1. Training
 2. Certification
9. Crime Scene Investigation
 1. Fingerprint identification and lift
10. Oral Board Participation
 1. Students participate in actual oral board exercises
11. Simulated traffic enforcement stop
 1. Officer safety issues
 2. issue citation
 3. demeanor and attitude
12. Drug identification and effects

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	13. Written exams on the material presented
Example of Reading Assignment:	<ol style="list-style-type: none"> 1. Read California Peace Officer Standards and Training (POST) LD 1, Becoming an Exemplary Police Officer 2. Read California Penal Code
Example of Writing Assignment:	<ol style="list-style-type: none"> 1. Write a 3 page APA format career exploration paper on a chosen public safety career
Example of an Out of Class Assignment:	<ol style="list-style-type: none"> 1. Interview a police officer, state or federal law enforcement agent, or other criminal justice professional. Determine this professional's work responsibilities, his/her training, background and experience, and the hiring and training process that got them their job. Explore the various important aspects of their career and what they like best about their job. Write a three page APA format paper containing this information.

Methods of Instruction				
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Laboratory	<input checked="" type="checkbox"/> Demonstration	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Distance Ed
<input checked="" type="checkbox"/> Other (describe)	Field Trips to Police Academy and Police Departments			

Evaluation Methods:					
Evaluations will adhere to the DVC "Fairness in Grading" guidelines and will include as a minimum:					
<ul style="list-style-type: none"> • 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). 					
<input checked="" type="checkbox"/> Tests	<input type="checkbox"/> Quizzes	<input type="checkbox"/> Mid-Terms	<input type="checkbox"/> Final	<input checked="" type="checkbox"/> Lab	<input checked="" type="checkbox"/> Project
Other required methods of evaluation:					

Course Goal (check at least one)				
<input type="checkbox"/> Transfer	<input checked="" type="checkbox"/> CE	<input type="checkbox"/> Basic Skills	<input checked="" type="checkbox"/> Other Career Exploration, Pathways	

Textbooks	Fill in author, title and year below.
Book One	
Author:	State of California
Title:	The Penal Code of California
Year:	2021
Book Two	

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Author:	California Commission on Peace Officer Standards and Training
Title:	POST Use of Force Standards and Guidelines
Year:	2020

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Matthew Morrissey
Initiator's Signature

Date: 1/31/22

APPROVED:

Matthew Morrissey 1/31/22

Department Chair Date

OBED VAZQUEZ (e-sign) 03.01.2022

Division Dean Date

Senior Dean, Curriculum and Instruction Date

Curriculum Committee Chair Date

TECH REVIEW ONLY			
Work-Based Learning	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Basic Skills	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Course Level (ENGL/ESL/MATH only)	NA		
TOP	2105.00		
CIP	43.0107		
SAM	D		
Pre-req justification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA		
Courses related in content	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	CRC Group:

Scheduler _____

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