



Curriculum Committee

Monday, March 21, 2022 2:30 – 4:00 p.m., Via Zoom

AGENDA

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Item	Agenda Item
1.	Approval of Agenda for March 21, 2022
2.	Approval of Minutes from March 14, 2022
3.	Public Comment
4.	Announcements
5.	Status Report by Vice President of Instruction or designee

6. Second Review/Possible Action

New Course Final Approval – effective fall 2023 (upon Articulation approval)

ENGL-123A Critical Thinking: Writing about Literature for Multilingual Students

ENGL-126A Critical Thinking: Writing about Non-Fiction for Multilingual Students

7. Consent Agenda

Title 5 Revisions – effective fall 2023

COMSC-150 Topics in Computer Science

COMSC-256 Advanced Java Programming

COMSC-275 Basic Modern Web Programming Using Python and JavaScript

COMSC-276 Basic Modern Web Programming Using Python and Databases

COMSC-277 Advanced Modern Web Programming Using Python

8. Discussion Item/Possible Action

Development Criteria for New Programs/Courses – Need

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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, Adhitya Mohan, Martina Ebesugawa, Dan Kiely,
Absent: Rayshell Clapper, Lisa Villanueva
Guests: Kelvyn Moran, Hopi Breton

Meeting held via Zoom – Hein called the meeting to order at 2:35 p.m.

1. Approval of the March 14, 2022 agenda:

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

2. Approval of minutes from March 7, 2022:

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

3. Public Comment: None

4. Announcements: None

5. Status Report by VPI or designee:

- Moultrie informed the committee that Title 5 §55022 has been revised as follows:

~~Courses in which wherein~~ each student may elect until the last day of instruction on registration, or no later than the end of the first 30 percent of the term, whether the basis of evaluation is to be “pass-no pass” or a letter grade.

The Important Dates for spring 2022 have been updated and the final day to request pass/no pass for full term class is May 13. Short-term classes are calculated by the specific number of meeting days.

- Moultrie announced that the contract with Interact has been terminated but the work with SIG will continue.

6. First Review/Possible Action

New Course PreCheck

ESL-080NC	High-Intermediate Grammar for Multilingual Students - Noncredit
ESL-085NC	High-Intermediate Oral Communication - Noncredit
ESL-087NC	High-Intermediate Integrated Reading, Writing, and Study Skills - Noncredit
ESL-090NC	Advanced Grammar for Multilingual Students - Noncredit
ESL-095NC	Advanced Oral Communication - Noncredit



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ESL-097NC Advanced Integrated Reading, Writing, and Study Skills – Noncredit

Kelvyn Moran introduced this series of noncredit ESL courses. They are paired with the credit version of existing courses. He added that the noncredit option is very popular. Hein noted that the noncredit courses are free of charge and repeatable.

It was MSC, with no objections and by all present, to approve ESL-080NC, 085NC, 087NC, 090NC, 095NC, and 097NC for course development.

New Experimental Course – effective fall 2022

ART-150MC Jewelry Small Metals Casting

Hopi Breton presented ART-150MC as an opportunity for students to continue work in small jewelry making. She added that ART-146 and 147 are popular and students are asking for more opportunities in the field. The department already has the facilities and supplies needed and there will be a mandatory materials fee.

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

7. Consent Agenda

Title 5 Revisions – effective fall 2023

CARER-100 College and Career Readiness I

CARER-101 College and Career Readiness II

COUNS-095 Educational Planning

COUNS-096 Orientation for Student-Athletes

COUNS-100 New Student Success Strategies

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

8. Discussion Item/Possible Action

Development Criteria for New Programs – Appropriateness to Mission

Hein shared the section of the Program and Course Approval Handbook (PCAH) that focuses on the development criteria for courses and programs. The first criteria, “Appropriateness to Mission”, describes that how the goals of programs should be consistent with the mission of the community college (Education Code §66010.4). The goals of courses and programs must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning. The PCAH lays out three points to consider when creating programs and courses:

1. A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed at a level beyond the associate degree or

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the first two years of college. Those colleges that have been approved to offer a baccalaureate degree may offer baccalaureate level courses appropriate to general education and the major.

2. A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
3. Programs and courses should also be congruent with the mission statement and master plan of the college and district.

Pham added that GE and/or transfer courses offered at DVC should not be upper division and initiators should meet with her before submitting a GE/transfer course.

Hein referenced the new course PreCheck form, and the committee felt that some updates should be made to the form asking for additional information. Additionally, initiators should be reviewing the DVC Mission and Institutional Learning Outcomes (ILOs) before submitting new curriculum.

- A checkbox/signoff for meeting with Articulation for GE/transfer courses
- Adding an instruction page to accompany the form, detailing out the requests on the form.
- Refocus of the sentence mentioning stand alone courses. They need to be part of a pathway and if they aren't, an explanation needs to be included.
- The question regarding existing content (#2) needs to be updated. If there is overlap in courses, initiators need to contact the other department to review and discuss. It was recommended that a sign off be added. There was discussion concerning the development of a percentage of overlapping course content and outcomes that would be considered too high for approval. Although a formulaic approach would be easier, there are many reasons for content to appear similar but the actual level and purpose for the course is quite different. Assuring that the departments discuss the similarities and clearly define the differences before the course is fully developed is critical.
- The signatures need to be in order
 - Initiator
 - Department Chair
 - Curriculum Representative

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At the next meeting, the committee will review *Criteria B: Need* and will continue to review the PreCheck form and make suggestions as necessary.

Hein adjourned the meeting at 3:40 p.m.

Development Criteria

Five criteria are used by the Chancellor's Office to approve credit programs and noncredit programs and courses that are subject to Chancellor's Office review. They were derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design. These criteria have been endorsed by the community college system as an integral part of the best practice for curriculum development.

The five criteria are as follows:

- Appropriateness to Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

Criteria B: Need

The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program. Furthermore, a proposed new program must not cause harmful competition with an existing program at another college.

Need is determined by multiple factors, such as the educational master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum as part of the program review process. Both new and revised curriculum should reflect the fulfillment of this planning.

For baccalaureate preparation curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major or general education (GE) has been documented. The proposal for approval must include evidence that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for a university major or for General Education (GE) requirements at the four-year institution.

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a program or course and its transition to credit work has been documented. For both credit and noncredit Career Technical Education (CTE) programs, or those that respond to economic development interests, need for the program must be documented by supplying current labor market information (LMI) within the local service area of the individual college and/or a recent employer survey as per Education Code 78015. In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. Statewide or national labor market evidence may be included as supplementary support, but evidence of need in the specific college service area or region is also necessary. If the college believes the program has statewide or national importance and wishes to

substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Proposals for credit CTE programs must include a recommendation from the appropriate CTE Regional Consortium as per title 5, section 55130(b)(8)E. The community colleges in California are organized into ten economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region.

The CTE Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services,
- Develop and coordinate staff development,
- Increase the knowledge of programs and services in the region, and disseminate best practices.

Evidence of labor market need may be submitted in the form of:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's (EDD) Labor Market Information (LMI) system
- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- Job advertisements for positions in the individual college's service area
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Further specifics on documenting labor market need can be found in Part II: Credit Curriculum and Part III: Noncredit Curriculum.

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:

Subject Code	Course Number	Course Title	Units

Course Description			
<i>Insert text here</i>			
Lecture Hours		Laboratory Hours	Hours by Arrangement

Justification for this Course Offering:

<p>1. 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.</p> <p><i>Insert text here</i></p>

This course to be proposed for:	
<input type="checkbox"/> CSU Transfer	
<input type="checkbox"/> UC Transfer	
<input type="checkbox"/> Course to course articulation with CSU or UC	
<input type="checkbox"/> DVC General Education	Area:
<input type="checkbox"/> CSU General Education	Area:
<input type="checkbox"/> IGETC	Area:
<input type="checkbox"/> Addition to an AA/AAT/AS/AST	Program:
<input type="checkbox"/> Addition to a Certificate of Achievement/Accomplishment	Program:

<p>2. Are there existing courses with similar content currently offered? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, please describe the reason that existing courses do not meet the current need of the college and <i>clearly distinguish</i> 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.</p> <p><i>Insert text here</i></p>

<p>3. Has this course been previously offered as an experimental course? <input type="checkbox"/> Yes <input type="checkbox"/> No – If yes, what was the course Subject Code and Course Number?</p>

<p>4. Which discipline(s) are proposed to be eligible to teach this course?</p> <p><i>Insert text here</i></p>

Required Signatures

Initiator (Sign and Print) Date

Curriculum Committee Date
Representative

Department Chair Date

received by Instruction Office Date
and scheduled for PreCheck