



**Curriculum Committee**

**Monday, April 11, 2022 2:30 – 4:00 p.m., Via Zoom**

**AGENDA**

**eLumen Curriculum Software – [dvc.elumenapp.com](http://dvc.elumenapp.com)**

<b>Item</b>	<b>Agenda Item</b>
<b>1.</b>	Approval of Agenda for April 11, 2022
<b>2.</b>	Approval of Minutes from April 4, 2022
<b>3.</b>	Public Comment
<b>4.</b>	Announcements
<b>5.</b>	Status Report by Vice President of Instruction or designee

**6. Discussion Item/Possible Action**

Development Criteria for New Programs/Courses – Adequate Resources and Compliance

- [Article 4 - Course Repetition and Academic Renewal](#) \*
- [Section 58161 - Apportionment for Course Enrollment](#) \*
- [Section 58164 - Open Entry/Open Exit Courses](#) \*
- [Credit Course Repetition Guidelines](#) \*

\*If assistance is needed with these links, please contact Lesley Agostino ([lagostino@dvc.edu](mailto:lagostino@dvc.edu) or 925-969-2044)



## Curriculum Committee

April 4, 2022

### UNApproved Minutes

eLumen – [dvc.elumenapp.com](http://dvc.elumenapp.com)

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

Guest: Matthew Powell

Absent: Jacob VanVleet

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

1. Approval of the April 4, 2022 agenda:

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

2. Approval of minutes from March 21, 2022:

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

3. Public Comment: None

4. Announcements:

- Hein, Pham, Bennett, Moultrie, and Agostino attended the workshop facilitated by Strata Information Group (SIG) on March 24 and 25. There were attendees from all three district colleges and the district office representing curriculum, scheduling, catalog production, and admissions and records. The group discussed processes from each college. SIG will process this data to develop recommendations for improving curriculum processes across the district. The DVC PreCheck process was called out as an effective starting point toward an efficient way to review and approve new curriculum. Colchico expressed concern with potential competition across the district for enrollment. Hein and Moultrie noted that the district is having those conversations and will be looking at the colleges to improve practices along with the recommendations from SIG.

5. Status Report by VPI or designee: None

6. First Review/Possible Action

New Program PreCheck

**Certificate of Competency – Advanced ESL Success**

**Certificate of Competency – ESL for Technology**

**Certificate of Competency – High-Intermediate ESL Success**



## Curriculum Committee

April 4, 2022

### UNApproved Minutes

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Clapper introduced three new noncredit certificates to build on the existing programs. Students can further improve their skills while obtaining a certificate.

**It was MSC, with no objections, and by all present to approve the Certificate of Competency in Advanced ESL Success, ESL for Technology, and High-Intermediate ESL Success for program development.**

#### 7. Second Review/Possible Action

New Program Final Approval – effective fall 2022 (addendum)

**Certificate of Achievement – Fitness Coach**

**Certificate of Achievement – Personal Training Entrepreneurship**

Hein introduced the two new certificates with the Fitness Coach being a building step to the AS in Fitness Instruction. The Personal Training Entrepreneurship certificate is being presented as part of the entrepreneurship curriculum.

**It was MSC, with no objections, and by all present to approve the Certificate of Achievement – Fitness Coach and the Certificate of Achievement – Personal Training Entrepreneurship as written.**

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

**ETHN-108 Introduction to African American Studies**

**Distance Education – 100% and hybrid options**

Matthew Powell was present and there were no further questions or concerns.

**It was MSC, with no objections, and by all present to approve ETHN-108 as written.**

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

#### 8. Consent Agenda

Title 5 Revisions – effective fall 2023

**BUS-101 Business English**

**ENGL-223 Fiction Writing**

**ENGL-224 Poetry Writing**

Addition of Distance Education – effective summer 2022

**KNCMB-126A Beginning Aikido**

**KNCMB-126B Intermediate Aikido**

**KNCMB-128 Aikido Weapons – Jo and Bokken**

Change of Grade Code – effective fall 2022

**ESL-067 Beginning Integrated Academic Reading, Writing, and Study Skills**



## Curriculum Committee

April 4, 2022

### UNApproved Minutes

eLumen – [dvc.elumenapp.com](http://dvc.elumenapp.com)

Course Deletion – effective fall 2023

**BUS-145 Business Spreadsheet Applications**

**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/Courses – Curriculum Standards

Hein reviewed the Curriculum Standards from the Program and Course Approval Handbook (PCAH) that ensures that all curriculum must be approved by the college and governing board per Title 5 (T5) standards. Career Education programs also have T5 standards, and they must be approved by regional consortia.

Per the PCAH, applications for programs must include the following:

- The program is designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.
- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.
- The COR meet all the requirements of Title 5, § 55002 for credit and noncredit course requirements.

Title 5, § 55002 clearly defines the requirements for all courses including noncredit, credit, not for credit, and community education.

Hein clarified a question regarding new/revised courses regarding the designation of SLOs. If a course has a clear distinction between lecture and laboratory, the laboratory SLOs should be marked with “(Laboratory)” and the course content should have topics in the Laboratory section.

Course outlines with less distinction between lecture and laboratory outcomes and content do not have to separate SLOs for lecture and laboratory. Instead, they can be denoted as, “In lecture and laboratory.” This is also the case for the course content.

Hein adjourned the meeting at 3:26 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 D: Adequate Resources

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. Additionally, the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must commit to offering all required courses for the program at least once every two years, unless the program goals and rationale for the particular program justify or support a longer time frame as being in the best interests of students.

courses for the program at least once every two years, unless the program goals and rationale for the particular program justify or support a longer time frame as being in the best interests of students.

### **Criteria E: Compliance**

The design of the program or the course may not be in conflict with any state or federal laws, statutes or regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered. Some of the Title 5 sections to note are:

- Open course regulations (CCR, Title 5, § 51006)
- Course repetition and repeatability regulations (CCR, Title 5, §§ 55040-55046 and 58161)
- Regulations regarding tutoring and learning assistance (CCR, Title 5, §§ 58168-58172)
- Regulations regarding open/entry open exit courses (CCR, Title 5, § 58164)
- Statutes and regulations on student fees (CCR, Title 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (CCR, Title 5, § 55003)
- Particular provisions of the Nursing Practice Act (CCR, Title 16)

### **Open Courses**

Title 5, § 51006 requires colleges to publish a statement in the official catalog and schedule of classes that all course sections or classes for which state aid is awarded are open to enrollment and participation by any person admitted to the college. The college may only restrict enrollment in a course when the restriction is specifically required by statute or legislation. This section also allows colleges to require that students meet prerequisites that have been established pursuant to Title 5, § 55003.

Situations where enrollment limitation may be allowed are discussed more specifically in Title 5, § 58106. These sections allow the college to restrict students from enrolling in a course when the following are true:

- Prerequisites, corequisites, or other advisories on recommended preparation have been established for the course and/or;
- Health and safety considerations, facility limitations, faculty availability, funding limitations, or other constraints have been imposed by statutes, regulations, or contracts.

The college can limit enrollment only through one or more of the following approaches:

- Enrolling on a “first-come, first-serve” basis or other non-evaluative selection technique (CCR, Title 5, § 58006)

- Offering special registration assistance to the handicapped or disadvantaged student
- Enrolling in accordance with a priority system established by the district governing board
- Allocating available seats to students who have been judged most qualified in the case of intercollegiate competition, honors courses, or public performance courses
- Limiting enrollment to a cohort of students enrolled in two or more courses, provided, however, that a reasonable percentage of all sections of the course do not have such restrictions
- Restricting enrollment of a student on probation or subject to dismissal to a total number of units or to selected courses or of a student who is required to follow a prescribed educational plan

The open course concept means that no course may be offered for apportionment if it is restricted to a particular group, such as employees of a particular company or organization, students concurrently enrolled in a neighboring university, persons of a particular ethnicity, or any other narrowly defined group. Furthermore, although a course may be designed primarily for individuals in a particular group (for example, individuals already employed in a particular occupation), it may not be offered for apportionment unless it is open to, and designed in such a way that it could also be of benefit to, other students. Thus, a course may be primarily intended for skills upgrading of individuals already experienced in a particular occupation, but it must also be possible for a student in training for that occupation to take and benefit from the course, subject to legally established prerequisites as described below.

Certain narrow exceptions to the open course rule are specified in law. These include enrollment preference for fire service personnel (CCR, Title 5, § 58051(d)) and law enforcement trainees (Pen. Code, § 832.3(c)), courses conducted in a jail or federal prison (CCR, Title 5, § 58051.6), students who are part of a cohort concurrently enrolled in another specified course (CCR, Title 5, § 58106), and apprentices in “related and supplemental instruction” courses (Lab. Code, § 3076.3).

## Curriculum Regulations

The legal parameters and standards for curriculum are established in sections of Education Code and California Code of Regulations as listed in tables 1 and 2.

**Table 1 — California Education Code**

Code Section Number	Laws and Regulations
70900	Creation of the System
70901	Board of Governors
70902	District Governing Board Approval of Curriculum

**Table 2 — California Code of Regulations, Title 5. Education, Division 6. California Community Colleges, Chapter 6. Curriculum and Instruction**

<b>Code Section Number</b>	<b>Laws and Regulations</b>
55000.5	Handbook; Monitoring and Review of Approved Courses and Programs
55002	Standards and Criteria for Courses
55002.5	Credit Hour
55003	Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
55005	Publication of Course Standards
55006	Records and Reports
55040	District Policy for Course Repetition
55041	Repeatable Courses
55042	Course Repetition to Alleviate Substandard Academic Work
55060	District Policy
55061	Philosophy and Criteria for Associate Degree and General Education
55062	Types of Courses Appropriate to the Associate Degree
55063	Minimum Requirements for the Associate Degree
55070	Credit Certificates
55072	Award of Certificates
55100	Course Approval
55130	Approval of Credit Programs
55150	Approval of Noncredit Courses and Programs
55153	Other Noncredit Programs Providing 288 Hours or More of Instruction
55154	Adult High School Diploma Program
55155	Noncredit Certificates
55160	Approval of Community Service Offerings
55170	Contract Courses
55180	Definitions
55182	Assessment of Needs and Preferences
55183	Identification of Objectives



<b>Code Section Number</b>	<b>Laws and Regulations</b>
55184	Analysis of Alternative Delivery Systems
55185	Additional Criteria for Approval of Educational Centers
55200	Definition and Application
55250	Approved Plan Required
55250.3	“Work Experience Education”
55252	Types of Cooperative Work Experience Education
55522	English and Mathematics Placement and Assessment
58160	Noncredit Course Funding
58161	Apportionment for Course Enrollment
58164	Open Entry/Open Exit Courses
58168	Tutoring
58170	Apportionment for Tutoring
58172	Learning Assistance

**Table 3 – Alphabetical List of Acronyms**

<b>Acronym</b>	<b>Definition</b>
AA	Associate of Arts
AAM	Articulation Agreement by Major
AA-T	Associate in Arts for Transfer
AB	Assembly Bill
ACCJC	Accrediting Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
AHSD	Adult High School Diploma
AS	Associate of Science
AS-T	Associate in Science for Transfer
ASCCC	Academic Senate for California Community Colleges
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
BCT	CSU Baccalaureate Level Course List by Department
C-ID	Course Identification Numbering System
CB	Course Basic
5C	California Community Colleges Curriculum Committee

<b>Acronym</b>	<b>Definition</b>
<b>Chancellor's Office</b>	California Community Colleges Chancellor's Office
<b>CDCP</b>	Career Development and College Preparation
<b>COR</b>	Course Outline of Record
<b>CIP</b>	Classification of Instructional Programs
<b>CSU</b>	California State University
<b>CSU GE-Breadth</b>	California State University General Education-Breadth
<b>CTE</b>	Career Technical Education
<b>DAS</b>	Division of Apprenticeship Standards
<b>DED</b>	Data Element Dictionary
<b>DSPS</b>	Disabled Students Programs and Services
<b>EDD</b>	Employment Development Department
<b>ESL</b>	English as a Second Language
<b>ETAC</b>	Educational Technologies Advancement Committee
<b>FII</b>	Fund for Instructional Improvement
<b>FTES</b>	Full-time Equivalent Students
<b>GECC</b>	CSU GE Certification Course List by Area
<b>HBA</b>	Hours by Arrangement
<b>ICAS</b>	Intersegmental Committee of Academic Senates
<b>IGETC</b>	Intersegmental General Education Transfer Curriculum
<b>IMC</b>	Intersegmental Model Curriculum
<b>JAC</b>	Joint Apprenticeship Committee
<b>LMI</b>	Labor Market Information
<b>LMID</b>	Labor Market Information Division
<b>MC</b>	Model Curriculum
<b>MIS</b>	Management Information Systems
<b>NPA</b>	Nursing Practice Act
<b>OES</b>	Occupational Employment Statistic
<b>PCAH</b>	Program and Course Approval Handbook
<b>RN</b>	Registered Nurse
<b>RSI</b>	Related and Supplemental Instruction

<b>Acronym</b>	<b>Definition</b>
<b>SACC</b>	System Advisory Committee on Curriculum
<b>SAM</b>	Student Accountability Model
<b>SB</b>	Senate Bill
<b>SCANS</b>	Secretary of Labor’s Commission on Achieving Necessary Skills
<b>SOC</b>	Standard Occupational Classification
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TBA</b>	To be Arranged
<b>TCSU</b>	Transfer California State University (CSU)
<b>TMC</b>	Transfer Model Curriculum
<b>TOP</b>	Taxonomy of Programs
<b>UC</b>	University of California
<b>WASC</b>	Western Association of Schools and Colleges

## Definitions and Terms

### Catalog Description

The catalog description should summarize the purpose and goals of the course and subject matter to be covered. In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.

### Objectives

Objectives should clearly specify what students should know and/or be able to do upon successful completion of the course.

Note: The term “objectives” is used in Title 5. The term “learning outcomes” is used in the ACCJC Eligibility Requirements, Standards, and Commission Policies per federal requirements. Definitions and use of the two terms may differ depending on local practice.

### Course Content

Content, in terms of a specific body of knowledge, should depict the scope and depth of topics or subjects to be covered by the course.

### Instructional Methodology

Instructional methodology identifies the key methods and activities used to deliver instruction, including, but not limited to, lecture, laboratory, distance education, and independent study.

## **Examples of Assignments**

Examples of assignments and/or activities may include but are not limited to written assignments, special projects and field trips. They should be representative of the types of assignments used by faculty to promote and enhance student learning and achievement of course objectives.

## **Methods of Evaluation**

Methods of evaluation for determining student achievement of stated objectives should include the identification and description of assessment or evaluation tools used by the faculty to determine student progress towards achievement of the course objectives. Merely taking attendance or asking if students are satisfied with the course is not sufficient to constitute evaluation of the extent to which students are making progress toward the learning objectives of the course.