

April 2024



Curriculum Matters

Spring 2024 Curriculum Committee

WELCOME MESSAGE

“Greetings! Please join me to welcome Christa Steiner, our incoming Articulation Officer and to thank you Betty Inoue for serving as the Interim Articulation Officer for the past 2 quarters. I want to extend my sincere gratitude to all Faculty Members for initiating over 300 courses in ELumen by our annual Catalog deadline in March. The CC needs your continual effort to keep courses and programs moving in order to reach the CC review stage.

-Curriculum Co-Chair Catherina Wong

CC SPOTLIGHT

The De Anza Curriculum Committee approves a bilateral agreement wherein information sharing and, when requested, consultation and resolution steps with Foothill College are carried out when new courses and programs are proposed to the De Anza Curriculum Committee. Information will be shared with Foothill when the course or program is proposed to the De Anza Curriculum Committee, and Foothill will have three academic weeks to respond with any concerns or questions. Any that arise will be discussed between the two corresponding departments, facilitated by the De Anza Curriculum Committee when requested. If issues cannot be resolved collegially, the matter will be referred to the Academic and Professional Matters (APM) committee for resolution at the district level. The intent of these steps is to ensure district wide support for new courses and programs that ensures adequate resources, facilities, and enrollment for each college's activities.

This new collegial process will start in the 2024-25 academic year for new courses and programs that are effective for the fall 2026 catalog.

NOTABLE ACHIEVEMENTS

April 2024

DE ANZA CURRICULUM COMMITTEE

POSTPONED COURSES HAVE ALL BEEN REVIEWED!

A big shout-out to our Curriculum Committee Division Representatives who have been hard at work this past winter quarter to bear the heavy burden of reviewing double the number of courses in extended technical review meetings. All Catalog Year 2024 courses have been reviewed. Thank you for going above and beyond!



Thank you Reviewers!

Mike Appio
Bob Kalpin
Marco Marquez
Sukhjit Singh
Jason Tandiar
Isaac Tsang
Sridevi Lakshmanan
Hua-fu Liu
Sarah Lisha
Rachel Catuiza
Jason Damjanovic
Chris Deming
Ramona Gabriel
Thomas Ray



Thank
you! :)

LEGISLATION CHANGES

April 2024

DE ANZA CURRICULUM COMMITTEE

The Student Transfer Achievement Reform Act 2021

The Associate Degree for Transfer Intersegmental Implementation Committee met in January 2024. A new noteworthy website, <https://transformtransfer.org/>, which describes major intersegmental barriers to transfer, is available. The five key barriers are summarized below:

- Transfer pathways are not standardized across CA higher education systems.
- Transfer pathways are not standardized across campuses within systems.
- Current transfer tools cannot simplify the complex process for students to navigate independently.
- Limiting credit transfer impacts costs for students and the state.
- Lack of a unified process to help students map out a complete path to a bachelor's degree with financial aid.

With proper implementation of Cal-GETC, the complex transfer process will be simplified by unifying competing academic requirements and by requiring fewer units to complete general education requirements. As a result, transfer rates will increase and student outcomes will improve.

AB928 legislative language include two key areas that need to be addressed by December 31, 2024.

1. Develop a student-centered comprehensive communications and guidance plan to assist in the ADT pathway. Prompt and accurate information needs to be communicated across all Stakeholders, including students, four-year postsecondary educational institutions, the CCC, and elementary and secondary education.
2. Feedback for the review and identification of updates process to the ADT internet website maintained by CCC is needed. Regular feedback is important because students, student families and student support staff will then be equipped with current and relevant information either to take action or advise on college options and degree pathways.

Some of the ideas that were discussed are highlighted in the list below:

- Online resources such as Assist.org must be kept up to date.
- Assist.org was set up to be a back office resource; but the reality is students are using it, and Google searches bring students to Assist.org. Resources would be required to make it more student friendly.
- CSU has a new Transfer Planner resource. <https://www.calstate.edu/csu-system/news/Pages/CSU-Transfer-Planner-Allows-Eligible-Students-to-Enroll-in-Dual-Admission-Program.aspx>
- As the Committee looks forward to its work in 2024, is there an overarching super tool that the Committee could recommend – one central communications platform designed for students that serves as their one-stop shop for all things transfer?

LEGISLATION CHANGES

April 2024

DE ANZA CURRICULUM COMMITTEE

COMMON COURSE NUMBERING UPDATE

This courses that will be implemented first are listed as follows with further guidance forthcoming:

- ENGL 100 College Composition
- ENGL 105 Argumentative Writing and Critical Thinking
- COMM 110 Public Speaking
- MATH 110 Introduction to Statistics
- POLS 110 Introduction to American Government and Politics
- PSY 110 Introductory Psychology

[CCN Project and Information on Implementation Timeline](#)

Title 5 Revisions

Associate Degree Requirements

In response to the updates in Title 5 regulations concerning the sections governing General Education graduation requirements, De Anza is rethinking its General Education pattern. A Committee consisting of representation from BHES, BCAT, CTE, IIS, LA, LR, PE, PSME, SSH, and Counseling met from February to April to discuss approaches, and decide on possible solutions with an overarching objective to provide students with a direct route to graduation, with clear course choices to enable them to have easier transitions in case of changes in academic goals.

The proposal is still underway and is scheduled to be read at the Academic Senate at the end of April. Please attend the Academic Senate meetings on Mondays from 2:30 to 4:30pm to ask questions about this important change and voice your opinions.

[Guidance Memo for Implementation 2/1](#)

[Title 5 Associate Degree Requirements Final Revisions](#)

DEI in the COR & CURRICULUM CORNER

April 2024

DE ANZA CURRICULUM COMMITTEE

Diversity, Equity and Inclusion

Title 5, S51201(a), states that CCC must ensure the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. In order to do this, we must acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Since Curriculum is the core of what we do, infusing more DEI into curriculum is vital to our goal of inclusion.

The Curriculum Committee recently engaged in a conversation regarding developing inclusive course description in the COR. Please click DEI in the COR link to view the PPT with the QR code for the Canvas DEI Guide. [DEI in the COR](#)

District Credit for Prior Learning Committee

Thank you for volunteering! We have representation from the following Divisions:

- BCAT
- BHES
- LA
- PSME
- CTE

We have shifted our implementation approach from the College level to the District level. Its initial process has begun at the Administrative level. Meanwhile, please review and share the following resources:

[CPL Toolkit](#)
[Palomar College CPL](#)

Curriculum Corner

Some tips for writing course Objectives:

1. Objectives should specify what students will know and/or be able to do upon successful completion of the course.
2. Start with a Bloom's measurable verb in every objective.
3. Bear in mind that learning is a consecutive process. For example, students first understand, remember, then apply.

GET IN TOUCH WITH US

<http://dilbert.fhda.edu/curriculum/>