

SBVC CURRICULUM COMMITTEE MINUTES

DATE 02-06-12	TIME 2:00PM- 4:00PM	LOCATION HLS 231	MEMBERS Haragewen Kinde <input checked="" type="checkbox"/> Leticia Hector <input checked="" type="checkbox"/> Cindy Parish <input checked="" type="checkbox"/> Nicole Williams <input checked="" type="checkbox"/> Corrina Baber <input type="checkbox"/> Kathy Adams (EXCUSED) <input type="checkbox"/> Glenn Drewes <input checked="" type="checkbox"/> J D Dulgeroff <input type="checkbox"/> Dennis Jackson <input type="checkbox"/> Mary Lou Vasquez <input checked="" type="checkbox"/> Lydia Barajas-Zapata <input checked="" type="checkbox"/> Dirkson Lee <input checked="" type="checkbox"/> Virginia Evans-Perry <input checked="" type="checkbox"/> Janet Courts <input type="checkbox"/> Lorrie Burnham <input checked="" type="checkbox"/> John Banola (EXCUSED) <input type="checkbox"/> Achala Chatterjee <input checked="" type="checkbox"/>
-------------------------	----------------------------------	-----------------------------------	--

DISCUSSION TOPICS
<ul style="list-style-type: none"> ➤ Content Review Process (SEE ATTACHED) – Leticia incorporated committee suggestions. ➤ Pre-requisite Training (SEE ATTACHED) ➤ New Discipline Proposal: Health Information Technology (SEE ATTACHED) – APPROVED ➤ Graduation Requirements: Category V Course Additions – brief introduction given by Cindy Parish; further discussion to take place at next meeting.

MODIFY COURSE				
COURSE ID	RESULT	NOTES	EFF DATE	INFO ONLY
BIOL 260	RETURNED	DEPT TO MODIFY BASED ON COMMITTEE COMMENTS		
PE 232	APPROVED		FA13	

DELETE COURSE				
COURSE ID	RESULT	NOTES	EFF DATE	INFO ONLY
CIT 033	APPROVED		FA13	

Williams, Nicole

From: Hector, Leticia
Sent: Monday, February 13, 2012 2:23 PM
To: Adams, Kathy; Angelo, Dan; Baber, Corrina; Banola, John; Buckley, Dr. Larry; Burnham, Lorrie; Chatterjee, Achala; Courts, Janet; Drewes, Glenn; Dulgeroff, James; Evans-Perry, Ginny; Im, Sophin; Jackson, Dennis; Kinde, Haragewen; Lee, Dirkson; Loera, Manuel; McCrary, Denise; Molina, Linda; Parish, Cindy; Ragan, Kay; Silva, Steven R.; Stanskas, Peter-John; Ulloa, Julie; Vasquez, Mary Lou; Williams, Nicole; Zapata, Lydia
Subject: Curriculum Committee:Response required.
Attachments: Content Review Process.docx; BASIC SKILLS OUTCOME CHART.doc
Importance: High

Hi Everyone,

I have attached a REVISED copy of the Content Review Process form and Prerequisite Guide for your review. I will be sharing these revised documents this Wednesday with the Full Senate at 3:00 p.m.

I made the changes suggested at our last meeting.

Let me know if you have any other suggestions. Please respond to this email indicating your approve of both documents and/or comments by noon Wednesday.

Thanks,

Leticia Hector

Department Chair, Speech & RTVF

Faculty Chair, Curriculum

San Bernardino Valley College

(909)384-8618

hector@valleycollege.edu

From: Hector, Leticia
Sent: Tuesday, November 01, 2011 2:04 PM
To: Adams, Kathy; Angelo, Dan; Baber, Corrina; Banola, John; Buckley, Dr. Larry; Burnham, Lorrie; Chatterjee, Achala; Courts, Janet; Drewes, Glenn; Dulgeroff, James; Evans-Perry, Ginny; Hector, Leticia; Im, Sophin; Jackson, Dennis; Kinde, Haragewen; Lee, Dirkson; Loera, Manuel; McCrary, Denise; Molina, Linda; Parish, Cindy; Ragan, Kay; Silva, Steven R.; Stanskas, Peter-John; Ulloa, Julie; Vasquez, Mary Lou; Williams, Nicole; Zapata, Lydia
Subject: Title 5 changes- Board Policy and Administrative Procedure.
Importance: High

Hi Everyone,

I want to thank everyone who forwarded their feedback regarding Title 5 changes pertaining to our Board Policy and Administrative Procedure.

It seems we have agreed to leave the Board Policy as is.

However, various recommendations were made pertaining to our Administrative Procedure.

I will forward you a copy of the recommendations I will make from our committee to the Academic Senate tomorrow, taking into consideration the comments made.

Let me know if you have any questions.

Thanks,

Leticia Hector

Department Chair, Speech & RTVF

Faculty Chair, Curriculum

San Bernardino Valley College

(909)384-8618

lhector@valleycollege.edu

CONTENT REVIEW PROCESS

1. New Course is needed or it is time for Content Review Cycle

Discipline faculty should evaluate offerings at other community colleges, transfer institutions, and/or needs of the community/industry during this process.

2. Discipline or Department Faculty Create or Review

- a. Outcomes
- b. Objectives
- c. Content
- d. Entry and exit skills
- e. Appropriate texts
- f. Potential alignment with industry needs or transfer institutions
- g. Repeatability guidelines
- h. Assess course impact on current/future certificates and degrees

3. Requisite Skill Analysis

Discussion within the discipline/department and with curriculum representatives and faculty with entry skill knowledge

- a. Review syllabi, sample assignments, texts and overall rigor
- b. Determine entry skills required to pass the course
- c. Some questions/resources during this process
 - i. Is writing, reading, or computation required to pass this course?
If so, what is the minimum level required to pass?
 - ii. Use CB21 coding of basic skills cross-reference to SBVC curriculum (*Refer to SBVC Curriculum Guide To Determining Prerequisites*)
 - iii. Use Appendix B of *Implementing Content Review for Communication and Computation Prerequisites* (ASCCC 2011)

4. Determine Appropriate Level of the Course

This part should directly reflect the level of rigor required in the course

- a. **100 or 200 level** – college level, requires demonstrated critical thinking through composition or computation
- b. **0XX level** – associate’s degree applicable and pre-college level
- c. **900 level** – basic skill level
- d. **600 level** – noncredit

□ 5. **Evaluate Linkages to External Groups**

Some courses may be intended for both transfer and industry

- a. CTE courses should discuss findings thus far with Advisory Committees or review minutes of such meetings for alignment of course with industry requirements
- b. Courses intended for transfer should meet with the Articulation Officer to discuss transfer potential for the proposed course

6. **LAUNCH COURSE TO CURRICUNET**

7. **Follow Curricunet review process as described in the SBVC Curriculum Handbook.** Document the work that has already been done so that questions can be answered through the rest of the process.

8. **Make recommendation to SBVC Curriculum Technical Review**

- a. Tech. Review reviews package for completeness, formatting and evaluates the outcomes of the various steps and discussions listed above. ***Be prepared to share and/or discuss the following:***
 - i. Course Outline of Record (COR)
 - ii. Sample syllabi, assignments
 - iii. Advisory minutes and/or articulation
 - iv. Appropriate level
 - v. Appropriate discipline
- b. Tech. Review forwards the proposal to the Curriculum Committee with a recommendation to approve, return to the originator, or hold for more information.

9. **The Full Curriculum Committee**

- a. Reviews everything described above and
- b. Engages the discipline/department faculty representative in a discussion regarding each aspect.
- c. The committee may then
 - i. approve the course,
 - ii. modify the course and approve it, or
 - iii. deny approval of the course and return the course to the discipline/department.
- d. Approved courses are forwarded to the Board of Trustees

10. **Board of Trustees**

Generally, the Board of Trustees relies primarily upon the advice of the Curriculum Committee, empowered by the Academic Senate, in matters of curriculum, student preparation, and student success.

SBVC Curriculum Guide To Determining Prerequisites

MATH 942 COURSE OBJECTIVES FOR STUDENTS:

- A. Evaluate expressions containing whole numbers and the operations of addition, subtraction, [multiplication](#), and division
- B. Evaluate expressions containing fractions and decimals and the operations of addition, subtraction, multiplication, and division
- C. Evaluate expressions using the order of operations
- D. Recognize components of and simplify expressions containing whole number exponents
- E. Use ratios, proportions, and percents to compare and calculate quantities
- F. Solve [applications](#) involving addition, subtraction, multiplication, and division with whole numbers, fractions, decimals, and percents



MATH 952 COURSE OBJECTIVES FOR STUDENTS:

- A. Identify and use properties of whole numbers, properties of equality, order of operations, prime factoring to simplify expressions
- B. Evaluate expressions using the order of operations with signed numbers
- C. Simplify exponential expressions with signed bases
- D. Distinguish between sets of real numbers, natural numbers, whole numbers, integers, and rational numbers and simplify expressions containing such numbers
- E. Identify and [apply](#) various strategies for organizing [applications](#) to be solved algebraically
- F. Identify and simplify expressions containing inequality symbols, absolute value symbols, and complex fractions
- G. Communicate using correct mathematical terminology (speaking, writing, and reading)
- H. Distinguish between terms and factors, expressions and equations in order [to apply](#) the appropriate rules and properties
- I. Perform basic operations with polynomial expressions such as multiplying and combining like terms

- J. Solve simple linear equations in one variable



MATH 090 COURSE OBJECTIVES FOR STUDENTS:

- A. Solve linear equations
- B. Develop and solve appropriate linear equations which model [applications](#)
- C. Describe polynomials using proper vocabulary
- D. Evaluate the sum, difference, product and quotient of polynomials
- E. [Apply](#) rules for exponents to simplify exponential expressions
- F. Factor polynomials and solve equations by factoring
- G. Manipulate rational expressions by simplification, addition, subtraction, multiplication, and division
- H. Simplify expressions containing complex fractions
- I. Solve equations involving rational expressions
- J. Construct graphs of linear equations
- K. Solve systems of linear equations in **two** variables

SBVC Curriculum Guide To Determining Prerequisites

Below are a list of Basic Skill courses and their objectives to assist you in determining the appropriate prerequisite for your course, when applicable. The Curriculum Committee recommends that transfer level courses (100 or 200 level) should consider ENGL 015 as a prerequisite.

READ 920 COURSE OBJECTIVES FOR STUDENTS:

- A. Demonstrate the ability to decode words using phonetic analysis, [structural analysis](#), and syllabication

- B. Employ basic comprehension skills (based on materials determined to be at sixth grade level when Fry's Readability Scale is applied) of determining main idea, locating supporting details, learning vocabulary in context, and drawing logical inferences
- C. Compose written and oral responses to readings showing critical thinking
- D. Demonstrate one level of increased vocabulary development showing understanding of meaning, pronunciation and usage
- E. Demonstrate the ability to read at or above sixth grade level based on a standardized test or alternative assessment device

↓↓

READ 950 COURSE OBJECTIVES FOR STUDENTS:

- A. Apply vocabulary and word attack strategies as required for eighth-grade level reading material
- B. Demonstrate one level of increased vocabulary development showing understanding of meaning, pronunciation, and usage
- C. Employ basic and advanced comprehension skills: vocabulary in context, recognizing main ideas, locating supporting details, patterns of organizations, critical reading, and critical thinking skills as required for eighth-grade level materials
- D. Compose written and oral responses to reading showing critical reading and thinking skills
- E. Demonstrate the ability to read at or above the eighth-grade level based on a standardized test or alternative assessment instrument
- F. Locate words and definitions in the dictionary and employ reference skills

↓↓

ENGL 914 COURSE OBJECTIVES FOR STUDENTS:

- A. Identify basic parts of speech
- B. Identify basic parts of sentences
- C. Identify simple, compound and complex sentences

- D. Identify various phrases and dependent clauses
- E. Compose complete sentences
- F. Compose complex sentences using a variety of subordinate elements
- G. Construct a topic sentence that effectively focuses a paragraph
- H. Create a paragraph that supports a topic sentence with sufficient, concrete detail
- I. Compose descriptive, narrative and expository paragraphs
- J. Organize paragraphs in a logical, coherent manner
- K. Create sentences that are relatively free of major grammatical errors
- L. Create short essays that respond to a text, usually by relating it to their own experience
- M. Select words that are relatively precise and appropriate to the writing task
- N. Identify main idea within short fiction or nonfiction

↓↓

ENGL 015 COURSE OBJECTIVES FOR STUDENTS:

- A. Identify the major parts of a sentence
- B. Compose simple, compound, and complex sentences that use a variety of subordinate elements
- C. Compose sentences using parallelism
- D. Employ prewriting strategies to generate ideas for writing
- E. Construct an effective thesis statement for a short essay
- F. Create a short expository essay that supports the thesis with sufficient specific support
- G. Compose a short expository essay that is unified and coherent
- H. Construct complete sentences relatively free of major grammatical, spelling, and punctuation errors
- I. Select words that are reasonably precise and appropriate for the writing task

J. Recognize main ideas and supporting evidence in written texts and infer meaning from a text

TO: Curriculum Committee
FROM: Mary Lou Vasquez, CIT Department
RE: **HEALTH INFORMATION TECHNOLOGY DISCIPLINE**
DATE: February 1, 2012

In the process of creating two CIT certificates, Medical Billing & Coding and Medical Administrative Assistant, one of the courses, CIT 144 Medical Terminology, was identified to include health related topics. That is, the course covers application of technology in health related topics. As a result, according to the State's minimum qualifications, an instructor who teaches this type of course comes under a Health Information Technology discipline.

At present, we have this course under the CIT discipline which creates a conflict in hiring instructors. That is, any CIT faculty should be able to teach any course in the CIT department; however, since the content in CIT 144 includes use and/or application of technology in health related topics, the minimum qualification for this course comes under Health Information Technology discipline.

Therefore, in order to address the State's hiring requirement we are requesting the creation of a Health Information Technology discipline under CIT, Computer Information Technology Department. The courses identified below will be included in this discipline. Thank you for your consideration.

CIT 048	Medical Office Procedures	3 Units
CIT 045	Medical Insurance Forms	3 Units
CIT 050	Medical Records and Health Information	3 Units
CIT 144	Medical Terminology	3 Units

Williams, Nicole

From: Parish, Cindy
Sent: Thursday, February 02, 2012 11:47 AM
To: Hector, Leticia
Cc: Williams, Nicole; Stanskas, Peter-John; Aguilar-Kitibutr, Ailsa
Subject: Curriculum Committee: Category V Course Additions
Attachments: Graduation Requirements - Proposal - Category V Course Additions.doc

Hi Leticia,

I would like to add this proposal to a future Curriculum Committee agenda. It does not fit into the CurricUNET format, and I know it will eventually make its way to the Senate. So, I need for you and John to let me know correct procedure and format. Thank you for your assistance.

Cindy Parish

Articulation Officer/Counselor
San Bernardino Valley College
701 S. Mt. Vernon Avenue
San Bernardino, CA 92410
VM: 909-384-8977

Proposal to Add Courses to Category V. Lifelong Learning and Self Development
Cindy Parish, Articulation Officer/Counselor
February 2, 2012

Current Catalog Language and Courses

Category V: Lifelong Learning and Self Development (minimum 2 semester units).
Courses in the following subjects carry credit for this requirement: (Note: A maximum of four semester units of Physical Education activity courses can apply for graduation requirements.)

BIOL 140
DANCE 101x2, 102x4, 103x2, 105x2, 106x34, 107x2, 114x4
FN 162
HEALTH 101, 103
PE 236
PE/I (all courses)
PE/T (all courses)
PE/V (all courses)

Proposed Changes (in bold and italics)

Category V: Lifelong Learning and Self Development (minimum 2 semester units).
Courses in the following subjects carry credit for this requirement: (Note: A maximum of four semester units of Physical Education activity courses can apply for graduation requirements. *A DD214 waives this requirement for former military personnel.*)

ACAD 100 Strategies for College Success
BIOL 140 Biology of Sexually Transmitted Diseases
BUSAD 039 Strategies for Successful Employment
BUSAD 108 Personal Finance and Investments
CD 101 Parent-Child Interaction
CD 126 Child, Family, and the Community
DANCE 101x2, 102x4, 103x2, 105x2, 106x34, 107x2, 114x4
FN 162 Nutrition
HEALTH 101, 103
PE 236 Stress Management and Wellness
PE/I (all courses)
PE/T (all courses)
PE/V (all courses)
PSYCH 100 General Psychology
PSYCH 102 Personal and Social Adjustment
PSYCH 111 Developmental Psychology: Lifespan
PSYCH 118 Human Sexual Behavior
SDEV 010 Education Planning

SDEV 015 Puente: Strategies for College Success
SDEV 102 College to Career
SDEV 103 Career Exploration and Life Planning
SOC 130 Marriage and the Family

Rationale: In Fall 2010, the Academic Senate passed Resolution FA10.02 to change Category V. from Physical and Health Education to Lifelong Learning and Self-Development. This was done because as stated in Resolution FA10.02, students need a variety of skills including those of financial competence, parenting skills, career selection and career change assessment, and a broad concept of self and global understanding in order to become engaged in the 21st century.

The following courses have been reviewed by faculty at the CSU and approved for inclusion in CSU GE-Breadth Area E: Lifelong Learning and Self-Development:

CD 101 Parent-Child Interaction
CD 126 Child, Family, and the Community
PSYCH 100 General Psychology
PSYCH 102 Personal and Social Adjustment
PSYCH 111 Developmental Psychology: Lifespan
PSYCH 118 Human Sexual Behavior
SDEV 102 College to Career
SDEV 103 Career Exploration and Life Planning
SOC 130 Marriage and the Family

In addition to the CSU GE-Breadth approved courses, I propose to add the following SBVC courses that I believe meet the Senate FA10.02 Resolution definition of Category V.:

ACAD 100 Strategies for College Success
BUSAD 039 Strategies for Successful Employment
BUSAD 108 Personal Finance and Investments
SDEV 010 Education Planning
SDEV 015 Puente: Strategies for College Success