

SBVC CURRICULUM COMMITTEE MINUTES

DATE 08-20-12	TIME 1-PM-4PM	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 checked="" type="checkbox"/> Kathy Adams <input checked="" type="checkbox"/> Ed Millican <input checked="" type="checkbox"/> Glenn Drewes <input checked="" type="checkbox"/> J D Dulgeroff <input checked="" type="checkbox"/> Dennis Jackson <input type="checkbox"/> Lydia Barajas-Zapata <input checked="" type="checkbox"/> Virginia Evans-Perry <input checked="" type="checkbox"/> Janet Courts <input checked="" type="checkbox"/> Lorrie Burnham <input checked="" type="checkbox"/> John Banola <input checked="" type="checkbox"/> Achala Chatterjee <input checked="" type="checkbox"/> Mark Williams <input type="checkbox"/> Odette Salvaggio <input checked="" type="checkbox"/> Vicente Alvarez <input checked="" type="checkbox"/> Patrick Buckley <input checked="" type="checkbox"/> Mary Copeland <input checked="" type="checkbox"/> John Stanskas <input checked="" type="checkbox"/> Victor Ho <input checked="" type="checkbox"/>
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DISCUSSION TOPICS

- 1) Technical Review Membership – Those that would like to assist in reviewing courses on the TECH REVIEW committee are welcome to join. The calendar of ALL meetings is attached.
- 2) Stand-Alone Mandatory Training scheduled for FULL committee on Monday, SEPT 17 – This is mandatory training. If you are unable to attend the training, be sure to contact Leticia to make arrangements for individual training. The certification of training is due to the state by September 30.
- 3) Curriculum Institute – Leticia attended the conference, in addition to Achala Chatterjee and John Banola. Leticia shared the three area of emphasis – course repeatability, transfer model curriculum (TMC) and prerequisites. The state is mandating that repeatable courses be leveled to beginning, intermediate and expert by FA13. The state is also mandating that 80% of degrees offered follow the TMC by FA13. Currently, the state is reviewing the content review/prerequisite information supplied by Leticia (see attached) with regard to SBVC’s level of scrutiny. Leticia will report back the state’s response.
- 4) State Program and Course Approval Handbook – The handbook was distributed to committee members. If you did not receive a copy, contact Nicole (x8239) and she will forward to you.
- 5) Curriculum Handbook – The handbook is in the process of an update. A draft will be forwarded to the committee for review within the next two weeks.

MODIFY COURSE

COURSE ID	RESULT	REQUISITE OR ADVISORY*	RESULT	NOTES	EFFECTIVE DATE
CHEM 110	APPROVED	P: ENGL 914	APPROVED	J. Stanskas provided examples of syllabi and quiz questions. After consultation with the CHEM and ENGL faculty it was determined that ENGL 914 is the appropriate prerequisite for students.	FA13
FN 064	HOLD			At the committee’s request, A. Chatterjee will check with faculty to determine if a prerequisite or advisory for MATH is appropriate. The committee also asked that Achala check the wording for objective E.	
FN 162	HOLD			At the committee’s request, A. Chatterjee will check with faculty to determine if a prerequisite or advisory for MATH is appropriate.	

*The Curriculum Committee recommends that the pre-requisites and co-requisites approved be re-evaluated in the next 2-3 years by the appropriate departments/programs to ensure student success.

DISTRIBUTED EDUCATION

COURSE ID	RESULT	NOTES	EFFECTIVE DATE
CHEM 110	APPROVED		FA13
FN 064	HOLD	At the committee’s request, A. Chatterjee will check with faculty to determine if a prerequisite or advisory for MATH is appropriate. The committee also asked that Achala check the wording for objective E.	
FN 162	HOLD	At the committee’s request, A. Chatterjee will check with faculty to determine if a prerequisite or advisory for MATH is appropriate. The committee also asked that Achala check the wording for objective E.	

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DELETE COURSE			
COURSE ID	RESULT	NOTES	EFFECTIVE DATE
CIT 043	APPROVED	TECH REVIEW UPDATE 8/20: ADMIN ASST CERT DELETED. OK TO MOVE FORWARD TO FULL COMMITTEE	FA13
PARLGL 100	APPROVED	ABSTAIN: O. SALVAGGIO	FA13
PARLGL 110	APPROVED	ABSTAIN: O. SALVAGGIO	FA13
PARLGL 111	APPROVED	ABSTAIN: O. SALVAGGIO	FA13
PARLGL 120	APPROVED	ABSTAIN: O. SALVAGGIO	FA13
PARLGL 130	APPROVED	ABSTAIN: O. SALVAGGIO	FA13
PARLGL 200	APPROVED	ABSTAIN: O. SALVAGGIO	FA13
PARLGL 220	APPROVED	ABSTAIN: O. SALVAGGIO	FA13
PARLGL 230	APPROVED	ABSTAIN: O. SALVAGGIO	FA13
PARLGL 240	APPROVED	ABSTAIN: O. SALVAGGIO	FA13

MODIFY DEGREE			
DEGREE	RESULT	NOTES	EFFECTIVE DATE
ENGINE PERFORMANCE	HOLD	A. Chatterjee to review description and courses will faculty.	

DELETE DEGREE			
DEGREE	RESULT	NOTES	EFFECTIVE DATE
PARALEGAL STUDIES	APPROVED	ABSTAIN: O. SALVAGGIO	FA13

MODIFY CERTIFICATE			
CERTIFICATE	RESULT	NOTES	EFFECTIVE DATE
ENGINE PERFORMANCE	HOLD	A. Chatterjee to review description and courses will faculty.	
RTVF RADIO	HOLD	L. Hector working with D. Dusick to finalize.	

Calendar of Curriculum Meetings, Deadlines and Approval Dates

CURRICULUM DEADLINE- LAUNCH INTO CURRICUNET BY OCTOBER 1, 2012

All new and modified courses, certificates, or degrees which are planned to be taught in **Fall 2013**, included in the **Fall 2013** Class Schedule, or included in the **2013-2014** Catalog must be in the **Curriculum Tech Review Committee** by **October 31, 2012**. All courses must be launched in CurricUNET no later than **October 1st** in order to be at the Technical Review level by **October 31st**.

The Curriculum Committee and the Board of Trustees must approve the courses before the fall Schedule and the Course Catalog publication deadlines. **Please submit the courses early** as the **October 31, 2012** deadline is **not** a guarantee that the courses will be approved in time to offer them in **Fall 2013**.

Any **NEW transfer courses** must be approved by the Curriculum by **September 17th** in order to meet deadlines imposed by the CSU and UC to be offered in **Fall 2013**.

Curriculum Technical Review Committee meets on the following dates to review the submitted materials: (1:00-4:00 p.m.) Alternate MONDAY <small>(EXCEPTION: HOLIDAY/SCHOOL CLOSURE)</small> ROOM: HLS 231	Curriculum Committee reviews materials forwarded from the Technical Review Committee on the following dates: (2:00-4:00 p.m.) Alternate MONDAY <small>(EXCEPTION: HOLIDAY/SCHOOL CLOSURE)</small> ROOM: HLS 231	Board of Trustees approves materials forwarded from the Curriculum Committee on the following dates: (District, 5:00-7:00 p.m.)
AUG 20	AUG 27	OCT 11
SEPT 10	SEPT 17	
SEPT 24	OCT 1	
OCT 8	OCT 15	NOV 15
OCT 22	OCT 29	
NOV 5	NOV 19	DEC 13
NOV 26	DEC 3	

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 Appendix B of *Implementing Content Review for Communication and Computation Prerequisites* (ASCCC 2011)
 - iii. Use CB21 coding of basic skills cross-reference to SBVC curriculum
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 including
 - 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 and 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

Below are a list of Basic Skills 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.

<u>MATH 942 COURSE OBJECTIVES FOR STUDENTS:</u>	<u>MATH 952 COURSE OBJECTIVES FOR STUDENTS:</u>	<u>MATH 090 COURSE OBJECTIVES FOR STUDENTS:</u>
<p>A. <input type="checkbox"/> Evaluate expressions containing whole numbers and the operations of addition, subtraction, <u>multiplication</u>, and division</p> <p>B. <input type="checkbox"/> Evaluate expressions containing fractions and decimals and the operations of addition, subtraction, multiplication, and division</p> <p>C. <input type="checkbox"/> Evaluate expressions using the order of operations</p> <p>D. <input type="checkbox"/> Recognize components of and simplify expressions containing whole number exponents</p> <p>E. <input type="checkbox"/> Use ratios, proportions, and percents to compare and calculate quantities</p> <p>F. <input type="checkbox"/> Solve <u>applications</u> involving <u>addition, subtraction, multiplication, and division with whole numbers, fractions, decimals, and percents</u></p>	<p>A. <input type="checkbox"/> <u>Identify and use properties of whole numbers, properties of equality, order of operations, prime factoring to simplify expressions</u></p> <p>B. <input type="checkbox"/> Evaluate expressions using the order of operations with signed numbers</p> <p>C. <input type="checkbox"/> Simplify exponential expressions with signed bases</p> <p>D. <input type="checkbox"/> Distinguish between sets of real numbers, natural numbers, whole numbers, integers, and rational numbers and simplify expressions containing such numbers</p> <p>E. <input type="checkbox"/> Identify and <u>apply</u> various strategies for organizing <u>applications</u> to be solved algebraically</p> <p>F. <input type="checkbox"/> Identify and simplify expressions containing inequality symbols, absolute value symbols, and complex fractions</p> <p>G. <input type="checkbox"/> Communicate using correct mathematical terminology (speaking, writing, and reading)</p> <p>H. <input type="checkbox"/> Distinguish between terms and factors, expressions and equations in order <u>to apply</u> the appropriate rules and properties</p> <p>I. <input type="checkbox"/> Perform basic operations with polynomial expressions such as multiplying and combining like terms</p> <p>J. <input type="checkbox"/> Solve simple linear equations in one variable</p>	<p>A. <input type="checkbox"/> <u>Solve linear equations</u></p> <p>B. <input type="checkbox"/> Develop and solve appropriate linear equations which model <u>applications</u></p> <p>C. <input type="checkbox"/> Describe polynomials using proper vocabulary</p> <p>D. <input type="checkbox"/> Evaluate the sum, difference, product and quotient of polynomials</p> <p>E. <input type="checkbox"/> <u>Apply</u> rules for exponents to simplify exponential expressions</p> <p>F. <input type="checkbox"/> Factor polynomials and solve equations by factoring</p> <p>G. <input type="checkbox"/> Manipulate rational expressions by simplification, addition, subtraction, multiplication, and division</p> <p>H. <input type="checkbox"/> Simplify expressions containing complex fractions</p> <p>I. <input type="checkbox"/> <u>Solve equations involving rational expressions</u></p> <p>J. <input type="checkbox"/> <u>Construct graphs of linear equations</u></p> <p>K. <input type="checkbox"/> <u>Solve systems of linear equations in two variables</u></p>

SBVC Curriculum Guide To Determining Prerequisites

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<u>ENGL 914 COURSE OBJECTIVES FOR STUDENTS:</u>	<u>ENGL 015 COURSE OBJECTIVES FOR STUDENTS:</u>
<p>A. <input type="checkbox"/> Identify basic parts of speech</p> <p>B. <input type="checkbox"/> Identify basic parts of sentences</p> <p>C. <input type="checkbox"/> Identify simple, compound and complex sentences</p> <p>D. <input type="checkbox"/> Identify various phrases and dependent clauses</p> <p>E. <input type="checkbox"/> Compose <u>complete</u> sentences</p> <p>F. <input type="checkbox"/> Compose complex sentences using a variety of subordinate elements</p> <p>G. <input type="checkbox"/> Construct a topic sentence that effectively focuses a paragraph</p> <p>H. <input type="checkbox"/> <u>Create a paragraph</u> that supports a topic sentence with sufficient, concrete detail</p> <p>I. <input type="checkbox"/> Compose descriptive, narrative and expository paragraphs</p> <p>J. <input type="checkbox"/> <u>Organize paragraphs in a logical, coherent manner</u></p> <p>K. <input type="checkbox"/> <u>Create sentences that are relatively free of major grammatical errors</u></p> <p>L. <input type="checkbox"/> <u>Create short essays that respond to a text, usually by relating it to their own experience</u></p> <p>M. <input type="checkbox"/> Select words that are relatively precise and appropriate to the writing task</p> <p>N. <input type="checkbox"/> Identify main idea within short fiction or nonfiction</p>	<p>A. <input type="checkbox"/> Identify the major parts of a sentence</p> <p>B. <input type="checkbox"/> Compose simple, compound, and complex sentences that use a variety of subordinate elements</p> <p>C. <input type="checkbox"/> Compose sentences using parallelism</p> <p>D. <input type="checkbox"/> Employ prewriting strategies to generate ideas for writing</p> <p>E. <input type="checkbox"/> Construct an effective thesis statement for a short essay</p> <p>F. <input type="checkbox"/> <u>Create a short expository essay that supports the thesis with sufficient specific support</u></p> <p>G. <input type="checkbox"/> <u>Compose a short expository essay that is unified and coherent</u></p> <p>H. <input type="checkbox"/> Construct <u>complete</u> sentences relatively free of major grammatical, spelling, and punctuation errors</p> <p>I. <input type="checkbox"/> Select words that are reasonably precise and appropriate for the writing task</p> <p>J. <input type="checkbox"/> Recognize main ideas and supporting evidence in written texts and infer meaning from a text</p>