SBVC CURRICULUM COMMITTEE MINUTES

DATE	TIME	LOCATION	MEMBERS
02/03/14	2PM-3PM	HLS 231	Haragewen Kinde ☒ Leticia Hector ☒ Kathy Kafela ☒ Nicole Williams ☒ Corrina Baber ☐ Kathy Adams ☒ Ed Millican ☐ Glenn Drewes ☒ J D Dulgeroff ☐ Dennis Jackson ☐ Lydia Barajas-Zapata ☒ Virginia Evans-Perry ☐ Janet Courts ☒ Lorrie Burnham ☒ John Banola ☒ Albert Maniaol ☒ Henry Hua ☒ Mark Williams ☒ Vicente Alvarez ☒ Patrick Buckley ☒ Mary Copeland ☒ John Stanskas ☐ Melita Caldwell-Betties ☒ Linda Subero (student) ☐ ☑*Corrina Baber, due to schedule conflict, participates and provides proposal input online*

DISCUSSION TOPICS

- **COMMITTEE MEMBERSHIP**
  - New Members - Introductions
    - Kathy Kafela, Faculty, Counselor, Interim Articulation Officer. Kathy is available for Articulation purposes all-day Monday and Wednesday (AD/SS 103N)
    - Albert Maniaol, Interim Dean, Applied Technology, Transportation and Culinary Arts.

      Mr. Maniaol's curriculum committee role will be as CTE Dean.
    - Henry Hua, Dean, Math, Business & Computer Technology
    - Melita Caldwell-Betties, Faculty & Faculty Chair (WST), Applied Technology, Transportation and Culinary Arts
- **CURRICULUM REPRESENTATIVE FOR DIVISION**
  - As needed, curriculum committee members should share their knowledge with other members of their division with regard to curriculum and Curricunet.
- **CURRICULUM DOCUMENTS FOR REVIEW (SEE ATTACHED)**
  - CURRICULUM REVIEW PROCESS – This check-list was first developed in 2006 as a guide for what members of the FULL committee and TECH REVIEW committee should focus on when reviewing course outlines.
  - CONTENT REVIEW PROCESS
  - DETERMINING PREREQUISITES
- **SBVC ORGANIZATIONAL HANDBOOK**
  - College Council requested that all committee chairs take the document to their committees for feedback. Ms. Hector requests that committee members review and provide feedback, as available, at the next curriculum meeting being held Monday, February 24.

APPENDIX D: REVIEW CHECKLIST

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REVIEW CHECKLIST FOR ALL COURSE OUTLINES

Division Representatives should use this checklist to review a course from their division before it moves to the Technical Review Committee.

Committee members will focus on the following items on the checklist:
C=Curriculum Committee
T=Technical Review Committee

GENERAL NOTES:

- T ☐ Check for correct spelling and proper grammar every section of the outline.
- T ☐ Check for correct formatting in all sections.
- T ☐ Is the proposed start date appropriate? (See the RT icon in CurricUNET.) (Check current Curriculum Calendar for deadlines)
- T ☐ For new courses and programs, are the SLOs in the Attached Files in CurricUNET? (See the AF icon in CurricUNET.)
- C ☐ Is the proposal rationale complete and satisfactory according to the type of proposal? (See the RT icon in CurricUNET.)
- T ☐ If the course is proposed for Distributed Education (DE) make sure that Division Representative for DE (Jack Jackson) has reviewed and o.k'd it. Verify that the DE report is completed and satisfactory. (Check the DE icon and the comments area in CurricUNET.)

I. CATALOG DESCRIPTION:

- C ☐ Both Catalog and Schedule descriptions should be very similar in content.
- C ☐ The catalog description should be a brief overview from 2 to 5 complete sentences of the topics covered in the course content (see section IV of the outline).
- C ☐ The schedule description should be no more than 2 complete sentences and is a short version of the catalog description.
- C ☐ Have course prerequisites, co-requisite and advisory's satisfied the appropriate level of scrutiny? (See the RA icon in CurricUNET.) For guidance for appropriate levels of scrutiny, see the Curriculum Handbook).

III. COURSE OBJECTIVES FOR STUDENTS:

- C ☐ Check that the level of rigor in the course is college-level and appropriate for the course number.
- T ☐ There should be between 3 to 10 objectives.
- C ☐ Objectives should be broad and introductory in scope, not too advanced, narrow, or specific.
- C ☐ Most objectives should use verbs that demonstrate critical thinking. (See taxonomy)
- C ☐ Is the course content reflected in the objectives?
- T ☐ If the course has a lab, are these objectives also present?
- T ☐ Each objective should be a single sentence with no period at the end.

IV. COURSE CONTENT:

- C ☐ Check that the level of rigor in the course is college-level and appropriate for the course number.
- C ☐ Course content should be complete (a list of all topics taught in the course) and detailed enough to provide a possible adjunct with the content expected by the department.
- C ☐ The course content should be reflected in both the course objectives and the course descriptions.
- T ☐ If the course is an Honors class, are the honors content in bold print?
- T ☐ If there is a laboratory component it must be listed separately from the lecture content with separate headings.
- C ☐ Arrange the list by topic with sub-headings; half a page is not enough.

T □ Capitals should only be present at the beginning of each entry and with names and proper nouns.

T □ Acronyms should be spelled out the first time they are used.

C□ When adding subheadings to the outline there should be a minimum of two. For example

A. Science and politics
   1. Views of science today
   2. A case study in nuclear energy
   3. Big science
   4. Women in science
   5. People of color in science

V. METHODS OF INSTRUCTION:

C □ Do the methods look complete?
C □ Are the methods of instruction appropriate for the content of the course?
T □ Lecture and Laboratory should be listed as methods of instruction whenever these classifications are present in the course hours in Section I.
T □ Have the methods of instruction been entered in the checklist?

VI. TYPICAL OUT-OF-CLASS ASSIGNMENTS:

C □ Check that the level of rigor in the course is college-level and appropriate for the course number.
C □ Make sure that every out-of-class assignment is out of class (lab is not considered out of class).

A. Reading assignments

C □ Reading topic must be stated but not to a specific text or chapter.
C □ Expected outcome by the student must be stated (for example, " ...be prepared to discuss in class").

B. Writing assignments

C □ Expectation of the writing assignment should be stated. For example, type of college-level writing (essay, research paper, etc.) and length of assignment.

C. Critical thinking assignments

C □ Make sure that the assignment demonstrates critical thinking.

VII. METHODS OF EVALUATION

C □ Do the methods look complete and is the checklist used?
C □ Are the methods of evaluation appropriate for the course?

VIII. TYPICAL TEXT(S):

T □ Do the citations follow proper format?
T □ Are the texts (must have at least 3 texts) up-to-date and within 5 years? Exceptions would be "classics" or "fundamentals" within a particular discipline.

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, CSU or UC, 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 CSU and UC
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 skills required to pass this course with a satisfactory grade (C or better)? If so, what is the minimum level required to pass?
    ii. Has the department considered if prerequisites being applied will be reasonably available to students?
    iii. Use CB21 coding of basic skills cross-reference to SBVC curriculum (***Refer to SBVC Curriculum Guide to Determining Prerequisites***)
    iv. 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 degree applicable and pre-college level
c. **900 level** – basic skills 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. 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

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.

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

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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

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ENGL 914 COURSE OBJECTIVES FOR STUDENTS:	ENGL 015 COURSE OBJECTIVES FOR STUDENTS:
A. ☐ Identify basic parts of speech	A. ☐ Identify the major parts of a sentence
B. ☐ Identify basic parts of sentences	B. ☐ Compose simple, compound, and complex sentences that use a variety of subordinate elements
C. ☐ Identify simple, compound and complex sentences	C. ☐ Compose sentences using parallelism
D. ☐ Identify various phrases and dependent clauses	D. ☐ Employ prewriting strategies to generate ideas for writing
E. ☐ Compose complete sentences	E. ☐ Construct an effective thesis statement for a short essay
F. ☐ Compose complex sentences using a variety of subordinate elements	F. ☐ Create a short expository essay that supports the thesis with sufficient specific support
G. ☐ Construct a topic sentence that effectively focuses a paragraph	G. ☐ Compose a short expository essay that is unified and coherent
H. ☐ Create a paragraph that supports a topic sentence with sufficient, concrete detail	H. ☐ Construct complete sentences relatively free of major grammatical, spelling, and punctuation errors
I. ☐ Compose descriptive, narrative and expository paragraphs	I. ☐ Select words that are reasonably precise and appropriate for the writing task
J. ☐ Organize paragraphs in a logical, coherent manner	J. ☐ Recognize main ideas and supporting evidence in written texts and infer meaning from a text
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	

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