

## **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**

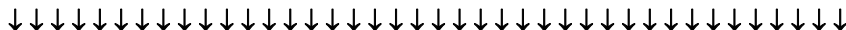
Generally, the Board of Trustees relies primarily upon the advice of the Curriculum Committee, empowered by the Academic Senate, in matters of curriculum, student preparation, and student success.

***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.***

- 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



- 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



**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.***

<b><u>ENGL 914 COURSE OBJECTIVES FOR STUDENTS:</u></b>	<b><u>ENGL 015 COURSE OBJECTIVES FOR STUDENTS:</u></b>
<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"/> <u>Compose complete sentences</u></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>

### 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.

<b><u>MATH 942 COURSE OBJECTIVES FOR STUDENTS:</u></b>	<b><u>MATH 952 COURSE OBJECTIVES FOR STUDENTS:</u></b>	<b><u>MATH 090 COURSE OBJECTIVES FOR STUDENTS:</u></b>
<p>A. <input type="checkbox"/> Evaluate expressions containing whole numbers and the operations of addition, subtraction, multiplication, 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 applications involving addition, subtraction, multiplication, and division with whole numbers, fractions, decimals, and percents</p>	<p>A. <input type="checkbox"/> Identify and use properties of whole numbers, properties of equality, order of operations, prime factoring to simplify expressions</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 applications 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 to <u>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>