SBVC CURRICULUM COMMITTEE MINUTES

DATE 01.23.12	TIME 2:00PM- 4:00PM	LOCATION **HLS 231**	MEMBERS Larry Buckley ☐ Leticia Hector ☒ Cindy Parish ☒ Haragewen Kinde ☒ Nicole Williams ☒ Corrina Baber ☐ Kathy Adams ☒ Glenn Drewes ☒ J D Dulgeroff ☐ Dennis Jackson ☐ Mary Lou Vasquez ☒ Lydia Barajas-Zapata ☒ Dirkson Lee ☒ Virginia Evans-Perry ☒ Janet Courts ☒ Lorrie Burnham ☐ John Banola ☒ Achala Chatterjee ☒ Stacy Garcia ☐

DISCUSSION TOPICS

WELCOME!

1) **DISCUSS DISCIPLINES ASSIGNED TO COURSES – After the submission of recent CIT certificates for Medical Assistants, it was determined that CIT 144 would be best suited under a NEW discipline, Health Information Technology, in terms of miniumum qualifications for faculty as well as providing a better student understanding. The division will be submitting a proposal for a new discipline and, once approved by the Board of Trustees, the department will submit the HIT appropriate CIT courses/certificates for modification from CIT to HIT.**

2) **DISCUSS CONTENT REVIEW PROCESS – after discussion with the committee, Leticia will be modifying the information below (provided to faculty in January) to include a check-list in #1-5; #8 will include more direct language. A flow chart will also be drafted to help assist faculty/departments in identifying appropriate prerequisites for their courses.**

3) **REFRIGERATION NAME CHANGE – Refrigeration requests to change the name of the program to: HEATING, VENTILATION, AIR CONDITIONING and REFRIGERATION - HVAC/R. After researching program titles at other community colleges, and private training institutions, the HVAC/R title is more appropriate for the program. The members of the Advisory Committee unanimously voted to change the name. The members of the Curriculum Committee unanimously voted to change the name.**

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 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.