

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

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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.