

Curriculum Committee Agenda

Curriculum Committee Meeting Roll Call				
Date: 2/03/2025		Time: 2:00 p.m. to 4:00 p.m.		Location: NH 215
Call to Order:		Adjournment:		Quorum: 13
<input type="checkbox"/> Anthony Ababat	<input type="checkbox"/> Samuel Addington	<input type="checkbox"/> John Banola	<input type="checkbox"/> Elizabeth Banuelos	<input type="checkbox"/> Thomas Berry (Faculty Chair)
<input type="checkbox"/> Melita Caldwell-Betties	<input type="checkbox"/> Mary Copeland	<input type="checkbox"/> Todd Heibel	<input type="checkbox"/>	<input type="checkbox"/> Kristina Heilgeist*
<input type="checkbox"/> Leticia Hector (Chair)	<input type="checkbox"/> Denise Knight	<input type="checkbox"/> Keith Lee	<input type="checkbox"/> Steven C. Lee	<input type="checkbox"/> Jessy Lemieux
<input type="checkbox"/> Breanna Lopez	<input type="checkbox"/> Kevin Lyons	<input type="checkbox"/> Micah Martin	<input type="checkbox"/> David Martin	<input type="checkbox"/> Jesus Navarro
<input type="checkbox"/> Maria Notorangelo	<input type="checkbox"/> Matthew Robles	<input type="checkbox"/> Jamie (Herrera) Saylor	<input type="checkbox"/> Rutina Taylor	<input type="checkbox"/> Janice Wilkins
<input type="checkbox"/> Vinnie Wu*	<input type="checkbox"/> Kay Dee Yarbrough	<input type="checkbox"/> Student Reps. (2)		
Guests:				

Co-chair - In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Chair shall cast the deciding vote.

**non-voting members*

Agenda Items	
Approval of Minutes	Approval of the minutes for December 2, 2024
VPI Report	
New Business	<p>A. Information Items</p> <ul style="list-style-type: none"> Review Curriculum Committee Charge, Membership and Voting. CCN Phase II Courses. BP/AP 4260 Prerequisites and Corequisites (PPAC) Common App Subcommittee Language + Course Numbering Task Force Memo changing "Department Advisory" and "Department Recommendation" to the adopted language of "Departmental Suggestion." (Chancellor's Council) <p>B. Action Items</p> <ul style="list-style-type: none"> Common Course Numbering (CCN) Task Force Formation Curriculum Review Process: Streamlining the process with Current & Proposed Step Additions Modification of a Recommended Maximum Course Enrollment (Course Cap)-Refining the Process: A criteria-based rubric for identifying the necessary data and documentation required in a proposal to justify the maximum course enrollment (Course Caps) housed within the curriculum

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. Note: Committee members are voting on all Proposals, Requisites, Advisories, and Distance Education.

Curriculum Committee Agenda

	<p>course management system. (See attached document “Data and Documentation to Justify Maximum Course Enrollment/Course Caps.”)</p> <p>a. References:</p> <ul style="list-style-type: none"> i. Setting Course Enrollment Maximums: Process, Roles, and Principles (ASCCC – Adopted Spring 2012). ii. Curriculum Process for Class Caps (SBVC Academic Senate Minutes – First read Jan 31, 2024, passed Feb 7, 2024) iii. Class Caps Resolution Endorsement (SBVC Curriculum Committee Minutes – supported Dec. 4, 2023) iv. Academic Senate Resolution for Class Caps (SBVC Curriculum Committee Minutes – supported Oct. 30, 2023)
<p>Announcements and Public Comments</p>	

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. Note: Committee members are voting on all Proposals, Requisites, Advisories, and Distance Education.

Data and Documentation to Justify Maximum Course Enrollment/Course Caps

This document is to outline a criteria-based rubric for identifying the necessary data and documentation required in a proposal to justify the Maximum Course Enrollment/Course Caps housed within the curriculum course management system. The criteria are to be used to inform faculty and curriculum committee members on writing and reviewing justifications.

Note: A proposal that includes a Recommended Maximum Course Enrollment/Course Cap and its justification must be submitted in accordance with the Curriculum Committee's effective dates, curriculum deadlines, and Board approval process.

Definitions

1. Course Caps are the maximums for student enrollment for all sections of a course as listed on the Curriculum Course Management System.

2. Enrollment Maximums are the total number of students that can enroll in a section of a course due to campus site, classroom size, or modality. Fill rates for individual sections of a course are to be determined by the enrollment maximum for a course, not the course cap, because the course cap may be higher than the classroom size allows.

Data and Documentation

Appropriate documentation to support a proposal to change a course cap may include, but is not limited to, the following:

- A. Comparative research of caps for similar courses at other California community colleges.
- B. Requirements from a widely recognized professional or academic publication or organization.
- C. Standards published by national organizations.
- D. CTE courses and programs, such as nursing, have external demands from separate accreditations or advisory boards that must inform their course sizes.
- E. Course specific documentation, such as the Course Outline of Record, the course syllabus, assignment criteria, SLOs, and objectives.
- F. Local data on student success and student learning outcomes assessment may be useful in determining which classes require more individualized attention for students in order to help them succeed.
- G. College researchers (Division of Research, Planning, and Institutional Effectiveness) may be able to help discipline faculty analyze various types of data on which decisions regarding enrollment caps can be based.

Criteria for the Modification of Course Caps

Modifications to a course cap must be justified with the following criteria, and it is recommended that two or more criteria be considered in a proposal to modify a course cap. Under each criterion below, suggested examples are provided of the types of data that may be used to justify a modification to a course cap. Many of these reasons involve the amount of time and attention that a

faculty member can and should dedicate to each individual student in order to facilitate the most effective learning. In addition, faculty members who propose a new course to the Curriculum Committee can opt to establish the course cap based on the course cap of a similar course(s) within the discipline or based on one or more of the below criteria:

1. Health and Safety

- Supervision: Number of students who can be safely supervised by available faculty and/or staff within a classroom when the students are undertaking hazardous activities or working with hazardous equipment.
- Classes involving performance of activities and physical contact among students, where accidents, disruptions, or conflicts among the students may be more likely to arise require supervision for safety reasons.

2. Facility or Other Class Capacity Limitations

- Availability of seats, desks, or workstations
- Availability of equipment or supplies
- Availability of required or necessary teaching or lab assistants

3. Course Modality

- The different proportion of in-class time for a lab course creates different demands and expectations for an instructor: the entirety of lab time typically involves direct, individualized student contact, and therefore enrollment numbers must allow the instructor sufficient opportunity to give each student the attention assumed within this course format. Furthermore, although the students are not expected to spend time completing work outside of class, faculty may still spend significant additional time evaluating the work done during the class period.
- Career Technical Education (CTE), physical activity, and performance courses carry demands similar to those of lab courses. Students need time on task to develop a given skill, and filling the class with too many students impedes the ability for students to gain that time on task under necessary guidance.
- Distance education courses present a unique set of issues in terms of determining appropriate class sizes concerning maintaining Regular and Substantive Interaction with each and every student and to mitigate the significant negative correlation seems to exist between increased class size and student learning.
- Course is designed for a special population of students (such as those for an Honors Program) who require a smaller class size to achieve the goals and intent of the course.

4. Instructional Delivery

- Nature of classroom activities
- Nature of interaction between instructor and students
- Use of group work, or group projects
- Use of group discussions that contribute to student learning and the synergy of the class.

5. Student Assessment

- Types and/or amount of individual assignments, projects, presentations, and/or papers to assess
- Methods of student assessment, feedback, or evaluation
- Course-level or Program-level Student Learning Outcomes
- Course objectives in the COR

6. Compliance Factors

- Standards outside of the college calling for specific student:teacher ratios. (Examples: nursing, police, fire tech, aviation)

7. Use of Existing Course Cap for a similar course(s) within the discipline

- For new courses only—can not be used as one of the required criteria for modifying an existing course cap
- New course should be comparable (i.e. objectives, topics and scope, assignment, assessment, and pedagogy) to other course(s) in the discipline

Criteria not useful for the Modification of Course Caps

These factors should not carry the primary weight in making decisions about the modification of course caps as these are generally not the purview of the curriculum committee. Instead, faculty and curriculum committee decisions regarding how large or small a class should be must begin with considering the factors that create the best environment for student learning from an instructional standpoint. In the end, the goal is to find the right balance between maximizing learning opportunities for students and assuring program and college viability. Further, while faculty must adhere to legal mandates and address all relevant safety issues in determining maximum class size recommendations, scheduling and safety concerns fall under the purview of the administration, namely the Office of Instruction. Recourse to address non-compliance of these secondary factors is with the administration and not the curriculum committee. Thus, pedagogical factors should remain at the forefront of curriculum committee decisions on enrollment limitations. The following additional factors should be secondary to the pedagogical criteria the curriculum committee uses to consider course caps:

- Valid reasons derived from Administrators and/or union leaders
- Physical space or size of a classroom
- Logistical limitations (fire codes, OSHA compliance: like room capacity, unsafe practices, etc.)
- Legal limitations (Compliance with federal, state, and local laws and policies)