

## Curriculum Committee Minutes

| 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: 2:04 p.m.                                    |  | Adjournment: 3:45 p.m.                            |   | Quorum: 13   |
| <input checked="" type="checkbox"/> Anthony Ababat          | <input checked="" type="checkbox"/> Samuel Addington | <input checked="" type="checkbox"/> John Banola   | <input type="checkbox"/> Elizabeth Banuelos             | <input checked="" type="checkbox"/> Thomas Berry (Faculty Chair) |
| <input checked="" type="checkbox"/> Melita Caldwell-Betties | <input checked="" type="checkbox"/> Mary Copeland    | <input checked="" type="checkbox"/> Todd Heibel   | <input checked="" type="checkbox"/> Kristina Heilgeist* | <input checked="" type="checkbox"/> Leticia Hector (Chair)       |
| <input checked="" type="checkbox"/> Denise Knight           | <input type="checkbox"/> Keith Lee                   | <input type="checkbox"/> Steven C. Lee            | <input checked="" type="checkbox"/> Jessy Lemieux       | <input type="checkbox"/> Breanna Lopez                           |
| <input type="checkbox"/> Kevin Lyons                        | <input checked="" type="checkbox"/> Micah Martin     | <input checked="" type="checkbox"/> David Martin  | <input type="checkbox"/> Jesus Navarro                  | <input checked="" type="checkbox"/> Maria Notarangelo            |
| <input checked="" type="checkbox"/> Matthew Robles          | <input checked="" type="checkbox"/> Jamie Salyer     | <input checked="" type="checkbox"/> Rutina Taylor | <input checked="" type="checkbox"/> Janice Wilkins      | <input checked="" type="checkbox"/> Vinnie Wu*                   |
| <input checked="" type="checkbox"/> Kay Dee Yarbrough       | <input type="checkbox"/> Student Reps. (2)           |   |   |  |
| <b>Guests:</b>  | Andrea Hecht for Jamie Salyer                        | Carol Jones                                       | Nori Sogomonian (DE)                                    |  |
|   |  |   |   |  |

*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 <ul style="list-style-type: none"> <li>• Tabled</li> </ul>  |
| VPI Report  | No updates at this time.   |
| New Business – Information Items                          |  |
| Review Curriculum Committee Charge, Membership and Voting | <p>Thomas Berry reviewed the committee charge and membership. Under AB1725, the Academic Senate has a responsibility to make recommendation with respect to Academic and Professional matters. Curriculum is an academic matter and, therefore, the curriculum committee is authorized by the Academic Senate to make recommendation about the curriculum of the college, including:</p> <ul style="list-style-type: none"> <li>• approval of new courses,</li> <li>• deletion of existing course,</li> <li>• proposed changes in course,</li> <li>• periodic review of course outlines,</li> <li>• approval of proposed programs,</li> <li>• deletion of programs,</li> </ul> |

*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 Minutes

### Agenda Items

|                      |  |
|----------------------|--|
|                      | <ul style="list-style-type: none"> <li>• review of degree and certificate requirements,</li> <li>• approval of prerequisites and corequisites,</li> <li>• and assessment of curriculum as needed.</li> </ul> <p>Membership: represents 10% of faculty from each division along with these standing members:</p> <ul style="list-style-type: none"> <li>• Articulation Officer</li> <li>• Curriculum Coordinator</li> <li>• Schedule/Catalog Data Specialist</li> <li>• Librarian</li> <li>• Vice-President of Instruction</li> <li>• Faculty Co-Chair (only votes in case of tie)</li> <li>• A Dean/Manager appointed by the Vice President of Instruction</li> <li>• Two Student Representatives</li> </ul> <p>Voting: Quorum is 50%+1 of the voting membership (13 members). All standing members are voting members.</p>  |
| CCN Phase II Courses | <p>Thomas reviewed the 25 courses up for Phase II. These courses need to be reviewed and approved by May 2025 in order to go into effect Fall 2026. Here's a list of the Phase II courses:</p> <ul style="list-style-type: none"> <li>• Introduction to Sociology</li> <li>• United States History to 1877</li> <li>• United States History from 1865</li> <li>• Introduction to Literature</li> <li>• Principles of Macroeconomics</li> <li>• Introduction to Biological Anthropology (with lab)</li> <li>• Principles of Microeconomics</li> <li>• Interpersonal Communication</li> <li>• Human Anatomy with Lab</li> <li>• Child Growth and Development</li> <li>• Introduction to Chemistry</li> <li>• Chemistry sequence:             <ul style="list-style-type: none"> <li>○ General Chemistry for Science Majors Sequence A (one-year sequence and includes two courses), OR</li> <li>○ General Chemistry for Science Majors I, with Lab (first semester course of the one-year sequence)</li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Argumentative Writing and Critical Thinking Through Literature</li> <li>• Art History               <ul style="list-style-type: none"> <li>○ Survey of Western Art for Prehistory through the Middle Ages, OR</li> <li>○ Survey of Western Art from Renaissance to Contemporary</li> </ul> </li> <li>• Calculus sequences:               <ul style="list-style-type: none"> <li>○ Single Variable Calculus I Early Transcendentals</li> <li>○ Single Variable Calculus I Late Transcendentals</li> <li>○ Single Variable Calculus II Early Transcendentals</li> <li>○ Single Variable Calculus II Late Transcendentals</li> </ul> </li> <li>• General survey Biology course with lab (no C-ID)</li> <li>• Astronomy with lab (no-C-ID)</li> </ul> |
| BP/AP 4260 Prerequisites and Corequisites (PPAC)   | Thomas asked the committee to review the BP/AP 4260.   |
| Common Application Subcommittee Language           | The District compiled a group of individuals from SBVC and CHC to review processes for aligning the college's curriculum. In this group, Dr. Nohemy Ornelas drafted a memo asking the colleges to consider adopting the language from "Department Advisory" and "Department Recommendation" to "Departmental Suggestion." SBVC currently uses "departmental advisory" and CHC uses "department suggestion". In reviewing the PCAH, it is suggested to use advisory or recommendation for any advisories. Thomas is requesting that this item be held in order to go through the curriculum approval process. The committee will vote on this at our next meeting on February 10 <sup>th</sup> .  |
| New Business – Action Items                        |  |
| Common Course Numbering (CCN) Task Force Formation | <p>Thomas asked the committee to review the CCN Task Force. This task force will meet this semester to help streamline the Phase II CCN process and assist faculty who need to update their curriculum.</p> <p><b>Motion to approve the task force:</b></p> <p>1<sup>st</sup>: Mary Copeland<br/>         2<sup>nd</sup>: John Banola<br/>         15 Responses<br/>         Aye: 100% (15 votes)<br/>         Nay: 0% (0 votes)<br/>         Abstain: 0% (0 votes)</p> <p><b>Motion Passes</b></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.

## Curriculum Committee Minutes

### Agenda Items

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|  | <p><b>Motion to approve the Chair for the Task Force to be Thomas Berry</b><br/> 1<sup>st</sup>: Matt Robles<br/> 2<sup>nd</sup>: Maria Notarangelo<br/> 15 Responses<br/> Aye: 100% (15 votes)<br/> Nay: 0% (0 votes)<br/> Abstain: 0% (0 votes)<br/> <b>Motion Passes</b></p>  |
| Curriculum Review Process: Streamlining the process with Current & Proposed Step Additions | <p>Kay Dee Yarbrough showed the committee the proposed workflow in Meta. This would move the Division Dean to the first step and then add a final review step for DE, Honors, DEIA, and Outcomes.<br/> <b>Motion to approve the new workflow:</b><br/> 1<sup>st</sup>: Anthony Ababat<br/> 2<sup>nd</sup>: John Banola<br/> 15 Responses<br/> Aye: 100% (15 votes)<br/> Nay: 0% (0 votes)<br/> Abstain: 0% (0 votes)<br/> <b>Motion Passes</b></p>   |
| Modification of a Recommended Maximum Course Enrollment (Course Cap)-Refining the Process  | <p>Thomas shared 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. (See attached document “Data and Documentation to Justify Maximum Course Enrollment/Course Caps.”)</p> <ul style="list-style-type: none"> <li>There is an area in the process that needs more criteria for the rationale for Meta. This document will help faculty know what to put into the rationale in Meta. The second will allow the committee to better review the course caps.</li> <li>References <ul style="list-style-type: none"> <li>a. <a href="#">Setting Course Enrollment Maximums: Process, Roles, and Principles</a> (ASCCC – Adopted Spring 2012).</li> <li>b. <a href="#">Curriculum Process for Class Caps</a> (SBVC Academic Senate Minutes – <a href="#">First read Jan 31, 2024, passed Feb 7, 2024</a>)</li> </ul> </li> </ul> |

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 Minutes

### Agenda Items

- c. Class Caps Resolution Endorsement (SBVC Curriculum Committee Minutes – [supported Dec. 4, 2023](#))
- d. Academic Senate Resolution for Class Caps (SBVC Curriculum Committee Minutes – [supported Oct. 30, 2023](#))

There was some discussion on how this item differed from the ASCCC 2012 paper and the resolution that passed February 2024 through the Academic Senate. The committee would like additional time to review and propose changes to the document prior to voting for approval.

**Motion:** Andrea Hecht motioned to hold this in action until the March 3, 2025, Curriculum Committee meeting and we will continue the existing process and to use the ASCCC 2012 paper as guidance until this action (Modification of a Recommended Maximum Course Enrollment (Course Cap)-Refining the Process) is brought forth to the Curriculum Committee for action.

1<sup>st</sup>: Andrea Hecht

2<sup>nd</sup>: Denise Knight

15 Responses

Aye: 100% (15 votes)

Nay: 0% (0 votes)

Abstain: 0% (0 votes)

**Motion Passes**

Announcements and Public Comments



## Common Application: Course, Program, and Catalog Subcommittee Memorandum

**Date:** 11/18/2024  
**To:** Academic Senate  
**From:** Common Application Subcommittee  
**Re:** Common Application Update

### Background

SBCCD brought together a team of faculty, staff, and administrators to implement a common application that allowed students to complete one admission application. As part of the implementation, the workgroup identified different areas that could be improved to support access and eliminate any barriers for students. Through this process, it was identified that SBVC and CHC use different terms for advisory courses.

Below is an example:

#### ECON-200 - Principles of Macroeconomics (SBVC)

- **Departmental Advisory:** Eligibility for college level English and Mathematics based on the SBVC Guided-Self Placement process.

#### ECON-200 - Principles of Macroeconomics (CHC)

- **Departmental Recommendation:** Successful completion of MATH 095. Eligibility for ENGL 101.

### Recommendation

Adopt “departmental suggestion” as the common term with the goal of supporting clarity and creating consistency among the terminology that is used.

Below is an example:

#### ECON-200 - Principles of Macroeconomics (SBVC)

- **Departmental Suggestion:** Eligibility for college level English and Mathematics based on the SBVC Guided-Self Placement process.

#### ECON-200 - Principles of Macroeconomics (CHC)

- **Departmental Suggestion:** Successful completion of MATH 095. Eligibility for ENGL 101

### Timeline

Changes will take place in Spring 2025 and will be fully implemented in Fall 2025.

## **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)