



IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE MINUTES (Adopted)
 Regular Meeting, Thursday, March 6, 2014
 3:05 p.m. –Board Room

Present:	<input checked="" type="checkbox"/> Kathy Berry	<input checked="" type="checkbox"/> Craig Blek	<input checked="" type="checkbox"/> Susan Carreon	<input type="checkbox"/> Rick Castrapel
	<input checked="" type="checkbox"/> David Drury	<input checked="" type="checkbox"/> Daniel Gilison	<input type="checkbox"/> Carol Hegarty	<input checked="" type="checkbox"/> Michael Heumann
	<input checked="" type="checkbox"/> Jose Lopez	<input type="checkbox"/> Norma Nava	<input checked="" type="checkbox"/> Norma Nunez	<input checked="" type="checkbox"/> Ed Scheuerell
	<input checked="" type="checkbox"/> James Patterson	<input checked="" type="checkbox"/> Jose Ruiz	<input type="checkbox"/> Veronica Soto	<input type="checkbox"/> ASG Representative
	<input type="checkbox"/> Kevin White	<input type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> Gaylla Finnell	Andrea Montano
Consultants:	<input checked="" type="checkbox"/> Tina Aguirre	<input checked="" type="checkbox"/> Gloria Carmona	<input checked="" type="checkbox"/> Ted Cesar	<input checked="" type="checkbox"/> Becky Green
	<input type="checkbox"/> Todd Finnell	<input type="checkbox"/> Frank Rapp	<input type="checkbox"/> Sydney Rice	<input checked="" type="checkbox"/> Brian McNeece
	<input checked="" type="checkbox"/> Efrain Silva			
Visitors:	Eric Lehtonen			
Recorder:	Dixie Krimm			

I. Opening of the Meeting

A. Call to order

Michael Heumann called the regular meeting of the Imperial Valley College Curriculum Committee to order at 3:05 pm on Thursday, March 6, 2014.

B. Approval of the Minutes

1. Regular Meeting of February 20, 2014

M/S/C (Patterson/Drury) to approve the minutes of the February 20, 2014, regular meeting of the Curriculum Committee, as presented. The motion carried.

II. Action Items

A. Credit Courses

1. Revised Courses

a. AHP 060 – Health Assistant (5.5)

M/S/C (Carreon/Berry) to approve the textbook revision for AHP 060, effective 2014-2015, as presented. The motion carried.

B. Revised Degree

1. Behavioral Science

M/S/C (Nunez/Blek) to approve the revision of the Behavioral Science degree requirement statement, effective 2013-2014, as presented. The motion carried.

C. Catalog Textual Items

1. **Distance Education: Online Courses (2013-2014 Catalog, p.27)**

M/S/C (Patterson/Finnell) to approve the revision to the Distance Education: Online Courses statement (2013-2014 Catalog, p.27), effective 2014-2015, as amended. The motion carried.

2nd paragraph revised to replace “on-campus” with “traditional”.

2. **Financial Aid (2013-2014 Catalog, p.22-23)**

M/S/C (Berry/Nunez) to approve the revision of the Financial Aid information (2013-2014 Catalog, p.22-23), effective 2014-2015, as amended. The motion carried.

The committee recommended revising the first paragraph, second sentence as follows: “Often students assume that they will not qualify for financial aid; however, the IVC Financial Aid Office encourages...”

3. **President’s Message (2013-2014 Catalog, p.4)**

M/S/C (Blek/Nunez) to approve the revision to the President’s Message (2013-2014 Catalog, p.4), effective 2014-2015, as amended. The motion carried.

Correction made to paragraph 1, third sentence – removal of the “s” from associate. Revision to paragraph 4, first sentence “...we will begin offering classes out of our two...”

4. **History of the College – Campus Redefined (2013-2014 Catalog, p.8)**

M/S/C (Blek/Nunez) to approve the revision of the History of the College-Campus Redefined information (2013-2014 Catalog, p.8), effective 2014-2015, as presented. The motion carried.

5. **Library and Learning Services (2013-2014 Catalog, p.30)**

M/S/C (Patterson/Blek) to approve the revision of the Library and Learning Services information (2013-2014 Catalog, p.30), effective 2014-2015, as presented. The motion carried.

Kathy mentioned that the addition of Information Literacy/Competency information was important as it addresses concerns from accreditation. Brian thanked Frank Hoppe and Cathy Zazueta for their work on the section.

III. **Discussion Items**

1. **Class Size Policy – Michael Heumann**

Michael – reviewed the CTA contract language (section 15.16 Class Size). There is nothing that states that the Curriculum Committee has the authority to raise class sizes. This may need to be readdressed during negotiations.

Gaylla Finnell mentioned that during negotiation the CTA regional representative advised CTA to indicate the minimum and maximum class sizes in the contract.

Brian McNeece – he is on a subcommittee that was formed through the Curriculum Committee. This subcommittee should meet to discuss the concerns. He is aware that instructors are teaching double and triple loads without regard for pedagogy. The instructor does not spend as many hours in this type of class; therefore students are not compensated for that time.

Michael – last fall the subcommittee developed a policy/procedure to address class size. He asked the committee what they see as this committee’s responsibility regarding the contract and as a committee of the college. Suggestions were requested as to what the committee could do to address changes.

James Patterson – as a department chair he took on the task of reviewing the courses for appropriate class sizes. There is a responsibility placed on department chairs to take initiative.

Michael displayed the policy/procedure that was developed with the criteria (document attached). This policy was developed from the California Academic Senate paper, “Setting Course Enrollment Maximums: Process, Roles, and Principles.”

Kathy Berry – when it was first agreed that classes would be double or triple she warned those involved to be careful for success rates. The question may come at some point that the class size should be capped higher if success was not adversely affected. A review of data regarding the success rates for double and triple load should be done. There is also a need to look at similar courses that have different class sizes. We will start looking at data, including statewide averages.

Gaylla Finnell – there was motivation to provide double and triple load courses for specific purposes (IVUP, and bond issues with the new building). This has opened up to other courses, and data should be looked at.

Michael presented forms from Mt SAC where data is requested from benchmarked colleges (for development of new courses). Michael asked the committee if this was the type of form the committee would like to use. The committee members were in favor of the form. The subcommittee will be meeting to bring a draft to the next committee meeting.

Dave Drury – some of the reason for lower caps was the limitation of classroom size. Departments should be given directive to look at their class sizes.

2. Large Quota Classes (COR designation) – Michael Heumann

Michael explained that the CTA contract included language that stated that courses approved for large quota would be indicated as such on the COR and approved as such through this committee. It is currently not noted on the COR.

Kathy – large quota classes should be looked at carefully by department faculty. There will be a location in CurricUNET to indicate the appropriateness of large quota for a given course that will allow for the process of approval through the committee.

IV. Information Items

1. Brown Act Revision – SB751 – Michael Heumann

Michael reviewed the location of the Brown Act statement and presented an example of an acceptable statement to be placed at the end of the minutes of the meeting. The committee was asked about the location of the statement and it was agreed that it should be at the bottom of the last page of the minutes.

2. Clarification of Course Revision Approval Process – Michael Heumann

This committee approves course changes that involve revisions; SLOs do not get approved by the committee. The SLO coordinator does not have the authority to deny SLO revisions. The committee agreed that the SLO changes should go to the department chair, then the Dean, and then to the SLO coordinator as information only.

V. Other Items

None

VI. Next Regular Meeting: MARCH 20, 2014, 3:05pm in the Board Room.

VII. The meeting adjourned at 4:00 p.m.

In accordance with the Ralph M. Brown Act and SB 751, minutes of the IVC Curriculum Committee record the votes of all committee members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

Policy for Establishing and Modifying Class Size

Definitions

Class Size is the maximum for student enrollment for each section of a course as listed on the Course Outline of Record for each course. When, by necessity, a course is assigned to a room with a capacity less than the class size, the class size will not apply. The term “class size” has also been referred to (as equivalents) as “class caps,” “enrollment maximums,” and “class quotas.”

Principles for the Initial Establishment and for Modification of Class Size

1. Class size will be established initially by using the current class size as reflected in Curricunet for each course.
2. Department chairs or coordinators have the authority to submit a major course revision to the Curriculum Committee to modify the existing class size based on the criteria outlined below with the consent of their fellow department faculty and with appropriate documentation.
3. If the Curriculum Committee approves a major course revision to modify the class size, then the new class size will become the official maximum for student enrollment for that course and will be listed as such on the Course Outline of Record (COR), effective the following semester after approval.

Process for Changing Existing Class Size

1. Department chairs and coordinators may submit a major course revision to the Curriculum Committee to modify an existing class size based on established criteria as explained below, each of which must be supported and/or justified with appropriate documentation.
2. Based on the criteria for the modification of class size listed below, the appropriate documentation to support a proposal to change a course cap may include, but is not limited to, the following:
 - A. Comparative research of class sizes for similar courses at other California community colleges;
 - B. Recommendations or requirements from a professional or academic publication or organization; and/or
 - C. Course specific documentation, such as course syllabus, assignment criteria, SLOs, and objectives.
3. Proposals to change the existing course cap for a course will be reviewed by the Curriculum Committee, which will make the final decisions regarding the proposal to change the existing enrollment maximum for a course.

Criteria for the Modification of Class Size

Modifications to a class size must be justified with one of the below criteria; it is recommended that two or more criteria be considered in a proposal. Under each criterion below, suggested examples are provided of the types of data that may be used to justify a class size modification. In addition, department chairs and coordinators who propose a new course to the Curriculum Committee should establish the class size based on one or more of the below criteria:

1. Health and Safety
 - Fire codes
 - 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.
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
 - Lab courses vs. combined lecture and lab courses – class size may be determined differently for labs, which may have different limitations compared to lecture-only courses.
4. Student Skill Level
 - Basic skills
 - Transfer
5. Instructional Delivery
 - Nature of classroom activities
 - Nature of interaction between instructor and students
 - Use of group work or group projects
6. Student Assessment
 - Types and/or amount of individual assignments, projects, 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
7. Use of Existing Class Size 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