

Curriculum Committee Report  
Academic Senate Governing Council Meeting 4/23/15  
Dani Behonick, Curriculum Committee Chairperson

1. Friday April 24 is the last meeting at which the Curriculum Committee will review course and program proposals for the 2014-2015 academic year. All proposals that did not make the submission deadlines for this final meeting have received notification of this as well as instructions regarding how to proceed with their curriculum work.

The remaining Curriculum Committee meetings for the 2014-2015 academic year will be dedicated to Program Review presentations (May 8) and Curriculum-related discussion items (May 22). All are welcome to attend.

2. A total of 22 courses that were on the Curriculum Update schedule for this academic year were not updated. Six of these courses are in the Fall 2015 schedule. The instructional deans for the divisions responsible for these courses were notified on April 14 and were asked to identify the faculty members to consult with regarding these courses. Faculty/deans may request a 1-year extension of their curriculum update by May 1. If no such request is received by Curriculum Committee Chairperson Dani Behonick by May 1, the affected courses will be banked and removed from the college catalog and Fall 2015 schedule (if applicable).
3. The Curriculum Committee (and guests) began its discussion of Course Enrollment Maximums at its 4/10 meeting. Notes from this brainstorming conversation are attached. This conversation will continue at the 4/24 meeting if time allows and at the 5/22 meeting.

# Homework/Things to Consider

- review ASCCC document
- what is process for setting course maximum enrollment?
- how would course enrollment maximum be justified?
- how would course enrollment maximum & justification be documented?

- on COR/in CurricUNET

- what is current process?

↑ examples of current Cañada courses & maximums?  
↑ set by Deans? set by classroom size? safety? equipment?

- framework from ASCCC document

- is this about outreach/AB86?

↑ creating clear pathways for students.

- should course enrollment maximums be district-wide for equivalent courses?  
↳ who would manage this?

- what are unintended consequences of process we create?

↳ reduced maximums, need for more sections?

- different population for CTE students

↳ students can't finish programs when courses cancelled / need course subs / independent study

- class max size shapes course, is curriculum issue.

- measurement of program efficiency aside from FTES?

- collaboration w/ deans to set class max

- no 1 size fits all

- can we talk about class max without talking about class min?