



ACADEMIC SENATE
FOR CALIFORNIA
COMMUNITY COLLEGES

CURRICULUM INSTITUTE

RESPONSIVE CURRICULUM

& COLLECTIVE IMPACT

VIRTUAL EVENT
JULY 7-10, 2020

MISSION STATEMENT

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California community colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

VALUES STATEMENT

Leadership

The Academic Senate champions the leadership role of faculty at their colleges and at the state level and fosters effective faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards. The Senate models effective leadership and promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty.

Empowerment

The Academic Senate empowers faculty through its publications, resources, activities, policies, and presentations. The Senate collaborates with other statewide organizations, and with administrators, trustees, students, and others, to develop and maintain effective relationships. The Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level. The Academic Senate works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms.

Voice

The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California community college faculty in statewide consultation and decision making and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Senate values thoughtful discourse and deliberation that incorporates diverse perspectives as a means of reaching reasoned and beneficial results.

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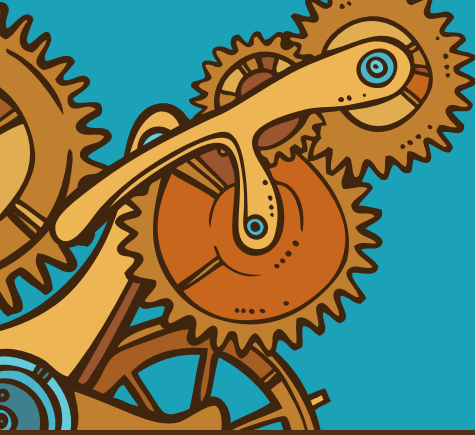
GUIDELINES FOR DIALOGUE / COMMUNITY EXPECTATIONS

1. **Be true to yourself.** We want to create an atmosphere for open, honest exchange.
2. **Commit to learning from each other.** Listen to each other and acknowledge that we all come from different backgrounds, skills, interests, abilities, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. **Acknowledge each other's experiences.** We will not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. **Trust that others are doing the best they can.** We will try not to 'freeze people in time' but leave space for everyone to learn and change through our interactions with one another.
5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
6. **Speak your discomfort.** If something is bothering you and you are open to sharing, please share it with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
7. **Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

(adapted from the University of Michigan Program on Intergroup Relations, IGR)

FREQUENTLY USED ACRONYMS LIST

AAM	Articulation Agreement by Major
AD-T	Associate Degree for Transfer
AO	Articulation Officer
AP	Advanced Placement
ASCC	Academic Senate for California Community Colleges
ASSIST	Articulation System to Stimulate Interinstitutional Student Transfer
BCT	CSU Baccalaureate Level Course List by Department
C-ID	Course Identification System
CB	Course Basics Code
CBE	Competency Based Education
CCAP	College and Career Access Pathways
CDCP	Career Development and College Preparation
CIAC	California Intersegmental Articulation Council
CIO	Chief Instructional Officer
CPL	Credit for Prior Learning
CTE	Career Technical Education
DE	Distance Education
GECC	CSU GE Certification Course List by Area
IB	International Baccalaureate
IGETC	Intersegmental General Education Transfer Curriculum
OER	Open Education Resources
PCAH	Program and Course Approval Handbook
TMC	Transfer Model Curriculum



Tuesday

July 7, 2020

BREAKOUT STRANDS

- 1 Curriculum 101: The Basics
- 2 Curriculum 201: Beyond the Basics
- 3 Collective Impact: It Takes a Village
- 4 Collective Impact: Advancing Student Success
- 5 Responsive Curriculum

PRE-SESSION BREAKOUTS 10:00 AM - 12:00 PM

New/Newer Curriculum Chairs

Jim Bowen, ASCCC Curriculum Committee

Shilo Nelson, Los Angeles Pierce College

Lisa Saperston, ASCCC Curriculum Committee

Erik Shearer, ASCCC Curriculum Committee

New, newer, and aspiring curriculum chairs or faculty on curriculum committees will benefit from this session. Topics include the role of the curriculum committee and its members as a part of a college's academic senate, the legal framework for how the committee works with the local governing board, and requirements of programs and the Course and Outline of Record (COR). Experienced curriculum chairs are encouraged to attend the afternoon collaboration session rather than the pre-session training.

New/Newer Curriculum Specialists

Shireen Awad, Chaffey College

Stephanie Di Alto, Saddleback College

Nili Kirschner, ASCCC Curriculum Committee

This workshop, intended for new or newer curriculum specialists, will provide the basics of the roles and responsibilities of curriculum specialists. Discussion topics include requirements and procedures for submitting curriculum, course and program coding, and working effectively with curriculum administrators and faculty. Experienced curriculum specialists are encouraged to participate in the afternoon collaboration session rather than the pre-session training.

New/Newer Curriculum Administrators

Karen Daar, California Community Colleges Curriculum Committee

Jennifer Taylor-Mendoza, Skyline College

David Williams, Solano College

Administrators often find themselves overseeing curriculum processes and responding to a wide range of curriculum issues. Deans and Chief Instructional Officers (CIOs) can provide a comprehensive perspective as well as support to faculty during curriculum development. Topics discussed during this session include the roles and responsibilities of administrators in managing and coordinating curriculum issues, understanding and communicating state mandates, and managing effective curriculum processes in partnership with faculty and classified professionals. Experienced administrators are encouraged to participate in the afternoon collaboration session rather than the pre-session training.

Articulation Officers

Ben Mudgett, Palomar College

Bob Quinn, California Community Colleges Chancellor's Office

Elizabeth Ramirez, ASCCC Curriculum Committee

Devin Rodriguez, California Community Colleges Chancellor's Office

Tiffany Tran, Irvine Valley College

This session is intended as a training and collaboration session for all articulation officers, new and experienced. Discussion topics will include the role of the articulation officer in the curricular process, updates on the Course Identification Numbering (C-ID) System, Associate Degree for Transfer, and Transfer Model Curriculum submissions to the Chancellor's Office, ASSIST updates, expanding Advanced Placement (AP) policies to include International Baccalaureate (IB) and College-Level Examination Program CLEP, and competency based education and credit for prior learning.

NETWORKING AND COLLABORATION BY ROLE 1:00 PM - 2:00 PM

Networking and Collaboration by Role: Curriculum Chairs and Faculty Committee Members

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20

Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee

Chair 2019-20

Are you a faculty member or chair on your local curriculum committee, academic senate, or other curriculum-related committee? Do you want to meet folks who have similar roles at other colleges? Do you need an infusion of new ideas, or are you curious about practices at other colleges? Join facilitators and colleagues for an hour of collaboration and networking.

Networking and Collaboration by Role: Chief Instructional Officers (CIO)

Leandra Martin, West Valley College

Jennifer Vega La Serna, College of Sequoias

Whether you are a new or experienced CIO, this session is for you. Enjoy an opportunity to connect with CIO colleagues, share ideas, or problem solve together. Join facilitators and colleagues for an hour of collaboration and networking.

Networking and Collaboration by Role: Deans, Directors, Coordinators, and Program Managers

Michelle Grimes-Hillman, Long Beach City College

Michelle Sampat, Mt. San Antonio College

Are you a dean, director, coordinator, or program manager responsible directly or indirectly for the curriculum of departments or programs? Do you want to meet folks who have similar roles at other colleges? Do you need an infusion of new ideas or curious about practices at other colleges? Join facilitators and colleagues for an hour of collaboration and networking.

Networking and Collaboration by Role: Curriculum Specialists and Classified Professionals

Lisa Abbott, Solano College

Stephanie Di Alto, Saddleback College

Are you a curriculum specialist or classified professional who interacts with curriculum in spaces like financial aid, transcript evaluation, or advising? Do you want to meet folks who have similar roles at other colleges? Are you interested in sharing effective practices or problem solving together? Join facilitators and colleagues for an hour of collaboration and networking.

Networking and Collaboration by Role: Articulation Officers (AO)

Ben Mudgett, Palomar College

Elizabeth Ramirez, ASCCC Curriculum Committee

Whether you are a new or experienced AO and whether you attended the morning session for articulation officers or not, this session is for you. Enjoy an opportunity to connect with AO colleagues, share ideas or problem solve together. Join facilitators and colleagues for an hour of collaboration and networking.

BREAKOUT 1 2:45 PM - 4:00 PM

1 All About the Credit Hour: An Introduction

Shilo Nelson, ASCCC Curriculum Committee

Erik Shearer, ASCCC Curriculum Committee

The credit hour continues to be a topic of significant discussion across California community colleges. This breakout provides a brief history of the credit hour, basic calculation methods to determine appropriate units of credit for every type of course, and variations in local practices that are permissible within title 5 regulations. This breakout includes information about lecture, activity, lab, clinical and work experience courses, as well as clock hour programs and the development of local policies.

2 Stackable Certificates

Brandi Asmus, Woodland Community College

Lynn Shaw, CTE C-ID Director

David Williams, Solano College

Stackable certificates or credentials can be developed in programs to help career education students both build and document their skill levels and provide multiple

exit points to employment. This presentation will demonstrate how stackable certificates can improve student success and completion while also meeting the regional workforce needs of our communities.

3 Curriculum & Legislation

Wendy Brill-Wynkoop, College of the Canyons

Virginia “Ginni” May, ASCCC Vice President

Whether it is attempting to create programs, requiring certain courses for graduation, or asking for changes in general education patterns, the involvement of the Legislature in curriculum and curricular process has created opportunities and challenges at both the state and local levels. How are these changes impacting what colleges are doing, and what is being done to dialogue with the Legislature about the California Community Colleges and our existing structures and processes? How might currently proposed legislation impact curricular efforts?

4 Delivering via Correspondence: Regulations, Local Standards, and Considerations

Dana Armeson, Lassen Community College

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20

Shane Reynolds, Lake Tahoe Community College

Michelle Risdon, Lake Tahoe Community College

Some California community colleges have been delivering instruction within prisons and jails via correspondence for many years, while other colleges have been forced by COVID-19 to shift from in-person delivery to correspondence. Explore considerations for managing and delivering instruction via correspondence, from accreditation to financial aid, effective processes, communication with institutions, and training for faculty. Also review proposed title 5 language for correspondence education.

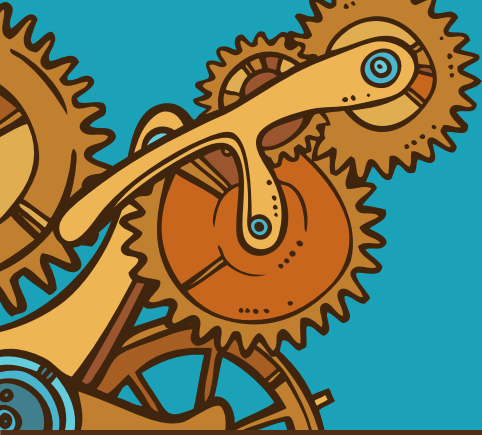
5 Noncredit Pathways to College and Career Readiness

L.E. Foisia, Mt. San Antonio College

Allison Tom-Miura, West Los Angeles College

Graciela Vasquez, Cerritos College

This presentation will highlight the many paths noncredit offers to credit college and career readiness including: basic skills for credit, college and careers, English as a Second Language (ESL), short-term vocational courses and programs, including contextualized courses and Vocational English as a Second Language (VESL) opportunities. Presenters will discuss working with credit faculty and industry partners to create innovative curriculum to facilitate student success in the classroom and in employment as well as the need for counseling support to address the unique needs of the noncredit student. This presentation emphasizes integrative planning efforts, leveraging of resources, the flexibility of noncredit delivery models, and strengthening the credit-noncredit relationship to enhance student success.



Wednesday

July 8, 2020

GENERAL SESSION 1 9:00 AM - 10:15 AM

Welcome

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20
Dolores Davison, ASCCC President

Chancellor's Office Update

Marty Alvarado, Executive Vice Chancellor Educational Services and Support,
California Community Colleges Chancellor's Office

Aisha Lowe, Vice Chancellor Educational Services and Support, California
Community Colleges Chancellor's Office

With a focus on curricular impacts, Executive Vice Chancellor Marty Alvarado and Vice Chancellor Aisha Lowe will update attendees on efforts within the Chancellor's Office Educational Services and Support Division relative to the curriculum inventory, new and revised regulations, competency based education, credit for prior learning, the Vision for Success, the culturally relevant curriculum call to action, the CVC exchange, and goals for 2020-2021.

1 Course Outline of Record: The Basics

Jim Bowen, ASCCC Curriculum Committee
Stephanie Curry, ASCCC North Representative
Lisa Saperston, ASCCC Curriculum Committee

The Course Outline of Record (COR) is the backbone of instruction in the California Community College system. This breakout will demystify all the elements of the COR, with information on which elements are required by California Education Code, California Code of Regulations (Title 5) and/or Code of Federal Regulations (and why) as well as suggestions about those elements that may not be required but which greatly enhance the quality and utility of your curriculum. This breakout is designed for people who are new to the curriculum process.

2 Advanced Credit Hour: Where Curriculum and Scheduling Meet

Brian Sanders, Columbia College
Erik Shearer, ASCCC Curriculum Committee

The relationship between the calculation of credit hours in curriculum and local scheduling and attendance accounting procedures is often strange, murky territory. While local curriculum committees deal with a theoretical course outline of record that includes ideal hours of student learning, CIOs, deans, department chairs, scheduling specialist, registrars, and others responsible for class schedules and attendance accounting deal with the practical implementation of credit hour calculations. This interactive breakout will cover the relationship between the credit hour in curriculum, scheduling, and attendance accounting with practical scenarios and problem solving exercises.

3 Financial Aid and Curriculum

Gina Browne, California Community Colleges Chancellor's Office

Jacqueline Chacon, California Community Colleges Chancellor's Office

Jennifer Johnson, Bakersfield College

Kevin Lovelace, California Community Colleges Chancellor's Office

Curriculum and financial aid intersect much more than most curriculum committee members realize. During curriculum development and revision, it is important to understand parameters for awarding financial aid and the ways in which curricular decisions may conflict with those parameters. Explore these important parameters and engage in discussion about ways to ensure curriculum is aligned so students have access to the aid they need to continue their educations.

4 Work-Based Learning

Brook Oliver, Sierra College

Applying learned skills in a real world work environment is an important part of the workforce development mission of community colleges. This session will start with an overview of Cooperative Work Experience Education (CWEE) regulations and practices and then will venture into other means of facilitating work-based learning for students, including internships and alternatives for noncredit students.

5 Curriculum Design and Delivery through an Equity Lens

Wendy Koenig, Long Beach City College

Don Miller, College of Alameda

Jennifer Taylor-Mendoza, Skyline College

Curricular equity is a critical component for the support of our disproportionately impacted students throughout the California Community College system. By highlighting the importance of our students' cultural heritage via cultural sensitivity and appreciation, our impacted students can begin to connect their human experiences with our current institutional and curricular requirements. The primary goal of this session is to heighten our equity-focused teaching skills and reshape our curricular methods for the benefit of our impacted students. Please come and experience hands-on teaching methods that will equalize the science of teaching for our diverse students.

BREAKOUT 3 1:00 PM - 2:15 PM

1 Catalogs, Brown Act, Curriculum, Accreditation, and Public Documents

Sarah Harris, College of the Sequoias

Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee
Chair 2019-20

David Williams, Solano College

Colleges must follow state regulations and accreditation requirements that require public availability of curriculum documents. Join us at this breakout to learn about the requirements for public documentation of curriculum processes and products. Presenters will identify what colleges are required to make public versus what is recommended. This breakout will include information and discussion about open meeting laws, regulatory requirements for college catalogs and class

schedule, other college publications, and the need for accuracy and consistency among public documents.

2 Exploring Articulation and Transfer

Elizabeth Ramirez, ASCCC Curriculum Committee

Eric Wada, C-ID Director

Articulation and transfer are often considered one and the same, but there are differences. Learn more about the complex role of articulation officers, how they support faculty in curriculum, and the relationship between articulation and transfer. Additional topics include criteria for transfer general education approval (IGETC and CSU GE-Breadth), C-ID, and development of Associate Degrees for Transfer (ADTs), including transfer model curricula (TMC), articulation agreement by major (AAM), GECC, and BCT.

3 Effective Practices for Working with CTE Advisory Committees

Jim Bowen, ASCCC Curriculum Committee

Lynn Shaw, CTE C-ID Director

Curriculum processes for career technical program require recommendations from advisory committees and regional consortia. Explore effective practices for working with CTE advisory committees to increase the connection between industry and instruction and to improve the degree to which advisory committee members and faculty find value in the advisory committee process.

4 Evaluation of Placement and Course-Taking Success

Juan Buriel, College of the Canyons

Karen Chow, ASCCC Area B Representative

Michael Davis, Glendale College

Angela Echeverri, Los Angeles Mission College

Janet Fulks, ASCCC Guided Pathways Co-Lead

Lisa Saperston, ASCCC Curriculum Committee

Kathy Wada, Cypress College

After a year of updated placement practices, it's important that colleges evaluate student course-taking success. This session will discuss: statewide success given available statewide data, ways to evaluate local data, the importance of properly coding CB 25 and 26 to ensure quality data, and other considerations for evaluating student success based on new placement practices. Participants are encouraged to also attend the follow-up session for discipline-specific dialog and sharing of practices.

5 Competency Based Education: What Is It and How Is It Different Than What We Already Do?

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20

Karen Daar, Los Angeles Valley College, California Community Colleges Curriculum Committee Co-Chair

Aisha Lowe, California Community Colleges Chancellor's Office

The California Community Colleges Curriculum Committee (5C) worked this spring to prepare the regulatory language necessary to allow implementation of direct assessment competency based education (CBE) at colleges. Join presenters from the Chancellor's Office and 5C to learn more about CBE, how it is different than what we already do, and for an overview of the title 5 regulations being proposed to the Board of Governors.

System Partner Breakout: curriQūnet

Mark Svorinic



BREAKOUT 4 2:45 PM - 4:00 PM

1 Noncredit Basics

Sam Foster, ASCCC South Representative

Chantee Guiney, California Community Colleges Chancellor's Office

Neil Kelly, California Community Colleges Chancellor's Office

Have you heard about noncredit but don't know much about it? Is your college considering incorporating noncredit courses and programs into your offerings? Please join us for a discussion of the basics of noncredit curriculum, including an introduction to terms like Career Development and College Preparation (CDCP) noncredit and mirrored courses, the ten instructional categories, and possibilities for integrating noncredit into instructional programs.

2 Submission of ADTs and Double Counting

Kevin Olson, California Community Colleges Chancellor's Office

Bob Quinn, California Community Colleges Chancellor's Office

Elizabeth Ramirez, ASCCC Curriculum Committee

In the context of ADTs, what is "double-counting" and how do you ensure you are "double-counting" appropriately? What restrictions on double-counting are found in Title 5, local policies, and CSU Executive Orders? Join us for an overview of double-counting and approaches to ensure we're doing our math correctly.

3 Introduction of the Open Educational Resources Initiative (OERI)

Michelle Pilati, Rio Hondo College, OERI Faculty Coordinator

Suzanne Wakim, Butte College, OERI Regional Lead

The ASCCC OERI aims to make the adoption of OER as commonplace as the adoption of a commercial text. What does this mean for curriculum, articulation, and students? Join us for a lively discussion of the work of the OERI and intersection of OER, curriculum, articulation, equity, and student success.

4 Evaluation of Placement and Course-Taking Success: Follow-up Conversations for Math, English, and ESL

Juan Buriel, College of the Canyons

Karen Chow, ASCCC Area B Representative

Michael Davis, Glendale College

Angela Echeverri, Los Angeles Mission College

Janet Fulks, ASCCC Guided Pathways Co-Lead

Lisa Saperston, ASCCC Curriculum Committee

Kathy Wada, Cypress College

Following the Evaluation of Placement and Course-Taking Success, join facilitators for discipline-specific conversations. Math, English and ESL faculty will review and discuss discipline-specific statewide data and share placement practices in a brief introduction and then go into breakout rooms by disciplines. The ESL dialogue will also include a sharing of planned placement practices for Fall 2020. This session will conclude with a final discussion summarizing what was learned in all the breakout rooms.

5 Competency Based Education: Follow-up and Facilitated Dialogue

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20

Karen Daar, Los Angeles Valley College, California Community Colleges Curriculum Committee Co-Chair

Amparo Diaz, CCC Foundation

Nadia Leal-Carrillo, CCC Foundation

Aisha Lowe, California Community Colleges Chancellor's Office

Continue a conversation about implementation of direct assessment competency based education in the California community colleges by joining presenters for this follow-up conversation. Learn more and engage in dialog about plans to roll out a CBE, how colleges can be involved, the equity intent and expected impacts, and more.

4:30 PM - 5:30 PM Networking

Conversations with ASCCC President and Vice President

Dolores Davison Davison, ASCCC President

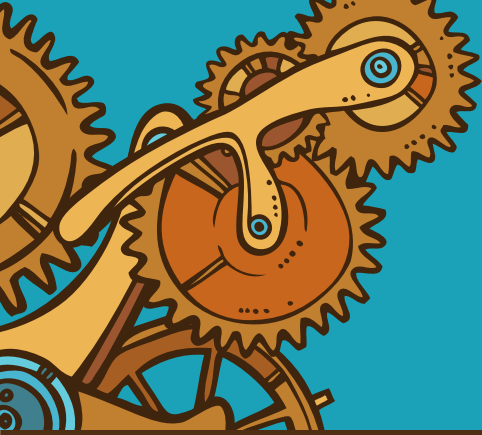
Virginia "Ginni" May, ASCCC Vice President

Join ASCCC President Dolores Davison and Vice President Virginia "Ginni" May for a conversation regarding curriculum, governance, and faculty leadership in our system. Bring your questions, ideas, and even your favorite end-of-day beverage!

4:30 PM - 5:30 PM Open Social Hour

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20

Join colleagues for an hour of curriculum geekiness, casual banter, and collaboration. Feel free to bring your favorite end-of-day beverage!



Thursday

July 9, 2020

8:00 AM - 8:45 AM Morning Conversations and Coffee or Tea

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20

Start your day having casual or curriculum-related conversation with other interested colleagues.

BREAKOUT 5 9:00 AM - 10:15 AM

1 Accreditation and Curriculum

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20

Randy Beach, ACCJC Commissioner

Stephanie Droker, ACCJC President

Curriculum is a key component of the accreditation standards, and the relationship between curriculum and accreditation is critical for understanding the accreditation process. In this breakout, explore the interplay of curriculum requirements in relation to the requirements of accreditation and the importance of curriculum specialists, curriculum chairs, articulation officers, and others in the accreditation process.

2 Local Curriculum Processes - Closing the Loop on Curriculum Changes

Shirween Awad, Chaffey College

Angela Burk-Herrick, Chaffey College

Michelle Grimes-Hillman, Long Beach City College

Jennifer Zellet, Modesto Junior College

In recent years, the California Community Colleges Chancellor's Office has taken steps to streamline the curriculum review process for most curriculum proposals. Colleges should continue to examine local curriculum review processes to ensure that they are responsive to emerging student needs and recent legislative mandates. Additionally, as new curriculum is developed or deleted and existing curriculum is revised, there are downstream effects on a number of campus offices and, most importantly, on our students. This breakout explores the requirements for curriculum review and discusses effective practices for ensuring that curricular changes are broadcast to those who need to know.

3 Bridging the Conversation: Effective Practices for Dialogue and Decision-making

Michelle Bean, ASCCC At Large Representative

Karen Chow, Area B Representative

This breakout session will focus on key elements of effective dialogue processes that lead to inclusive decision-making. Participants will engage in small group discussions for reflection on various scenarios that many of us face when working in teams and in curriculum committees. The outcomes will include various approaches to understanding, listening, empathy, and inclusion. Together, we will reflect on how to build peaceful and productive work environments and community norms that honor and provide space for our diverse voices.

4 Credit for Prior Learning: What's New and What Can You Do Next?

Chantee Guiney, California Community Colleges Chancellor's Office

Jodi Lewis, CCC Success Senter

Ben Mudgett, Palomar College

Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee
Chair 2019-20

Candace Rose, Palomar College

Credit for Prior Learning (CPL) is an equity driven initiative that focuses on research and local policies/procedures that support students and colleges in increasing completion and reducing achievement gaps by acknowledging that learning happens in environments outside the traditional classroom. Driven by regulation and legislation, ASCCC, in collaboration with the Success Center at the Foundation for California Community Colleges, the Chancellor's Office, and faculty throughout the system, developed effective practices around CPL that consider the Vision for Success, Guided Pathways, and the student experience. What are the next steps needed to implement CPL at the local college/district? This breakout session focuses on what's new and what you need to know to take local action to support students in their educational endeavors using credit for prior learning.

5 Developing Responsive Curriculum for CTE Programs

Mayra Cruz, ASCCC Treasurer

Lynn Shaw, CTE C-ID Director

California community colleges play a significant role preparing people for the workforce and helping them advance in their careers. As a result, CTE curriculum needs to be responsive to workforce needs as well as responsive to societal racial and cultural needs. Explore ways CTE programs can drive social change, equity, and workforce development. Leave with ideas for examining local processes, CTE curriculum, and partnerships.

Keynote: Responsive Curriculum and Collective Impact: Inclusion and Social Justice

Michelle Bean, ASCCC At Large Representative

LaTonya Parker, ASCCC South Representative

Jennifer Taylor-Mendoza, Skyline College

As educational leaders, we have the collective responsibility to lead the design of curriculum that supports our students and celebrates their diverse perspectives and lived experiences. Discipline faculty need to assess and revamp their curriculum through an anti-racist lens and ensure teaching methods are inclusive. In this session, the presenters will share effective practices and actions that leaders can take to review and design culturally-responsive curricula, support services, and instruction.

1 Program Submission Requirements

Patti Blank, California Community Colleges Chancellor's Office

David Garcia, California Community Colleges Chancellor's Office

Njeri Griffin, California Community Colleges Chancellor's Office

Nili Kirschner, ASCCC Curriculum Committee

Kevin Lovelace, California Community Colleges Chancellor's Office

The Program and Course Approval Handbook (PCAH) is the go-to source for course and program development information, but there are still technical aspects of course and program submissions that are not well-covered in the PCAH. Join Chancellor's Office staff and curriculum specialists to discuss common submis-

sion errors and to clarify requirements for course and program submissions, including CTE programs and new versus revised programs.

2 Assigning Courses to Disciplines - Who Owns This Course Anyway?

Geoffrey Dyer, Taft College

Julie Oliver, ASCCC Area A Representative

The Disciplines List provides the minimum qualifications for all faculty, but the minimum qualifications to teach courses at your college are not set until each course is assigned to one of those disciplines. Assigning courses to disciplines is based upon the academic and career technical education preparation necessary to teach the content of a specific course and may not match local department names. Join us for a lively discussion to learn about the Disciplines List, different options for assigning courses to disciplines, and effective practices for cross-listing and double-coding courses.

3 The Role of Academic Senates and Curriculum Committees in Recommending Curricular Pathways

Julie Bruno, Sierra College

Virginia “Ginni” May, ASCCC Treasurer

Michelle Grimes Hillman, Long Beach City College

With so many changes at colleges and statewide in regard to pathways, degrees, and curriculum, it is often difficult to know where to draw the line between academic senate and curriculum committee purview and discipline faculty purview. Academic senates and curriculum committees have a “big picture” perspective and a responsibility to make sure curricular requirements are clear, consistent, and meet the needs of students. Discipline faculty are the experts in their fields and are responsible for providing appropriate and rigorous curricular pathways that best prepare students for success upon leaving the institution.

Join this session to learn about local and statewide issues where the lanes may be blurred, to engage in robust dialog about the role and responsibilities of the local and statewide academic senates and curriculum committees in regard to recommending curricular pathways, and to share practices for navigating situations where roles or perspectives may conflict.

4 Transfer Alignment (ADTs & UCTPs)

Krystinne Mica, ASCCC Executive Director

John Stankas, ASCCC Immediate Past President

Eric Wada, C-ID Curriculum Director

California community colleges are charged with preparing students to transfer, and most agree there is room for improvement. Presenters will review the data regarding transfer from the California Community College system and the current structure of associate degrees for transfer (ADTs), University of California transfer pathways (UCTPs), and locally articulated degrees. Presenters will also highlight plans for aligning ADTs with UCTPs, barriers to alignment and to transfer, and next steps for moving forward to improve systems of transfer between CCCs and university partners.

5 Conducting a Cultural Curriculum Audit

Jerome Hunt, Long Beach City College

Wendy Koenig, Long Beach City College

Kathleen Scott, Long Beach City College

In 2019-20, faculty at Long Beach City College took action to improve success rates for African American and LatinX students by conducting two 18-hour cultural curriculum audits. Facilitated by the Curriculum Chair, Faculty Student Equity Coordinator, and the Faculty Professional Development Coordinator, fifty-six faculty reviewed outlines, course materials, and syllabi and had courageous conversations about the impacts of the documents and teaching methods on students. These actions led to changes that directly impacted students.

Learn more about the concept of a cultural curriculum audit and how it was implemented at LBCC.

System Partner Breakout: eLumen, Inc.

Mitch Shively



BREAKOUT 7 2:45PM - 4:00PM

1 The Course is Approved. What Happens Next?

Sarah Harris, College of the Sequoias

Nili Kirschner, ASCCC Curriculum Committee

After a course is approved, when can it be offered? This session walks you through considerations that come after approval: publication requirements, financial aid considerations, general education approvals, transfer and articulation agreements, and more.

2 Things Credit Folks Need to Know about Noncredit

Madelyn Arballo, Mt. San Antonio College

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee 2019-2020

Jan Young, Glendale College

Are you a credit-centric faculty member or administrator who has an interest in noncredit or has already started developing or offering noncredit courses but are finding it difficult to relate to your experiences in credit? There are elements of noncredit course and program development and instruction that can be difficult

for credit-centric people to grasp. Join presenters to de-mystify noncredit from a credit lens. This is a beyond the basics presentation but may have some overlap with Noncredit Basics.

3 From Locally Developed ZTC Pathways to Statewide Open Educational Resources (OER) Degrees

Jennifer Paris, College of the Canyons, OERI Regional Lead

Amanda Taintor, Reedley College, OERI Regional Lead

Creating a degree pathway with Zero Textbook Cost (ZTC) materials is a daunting task for any college. What if we change the conversation from focusing on local ZTC efforts and a single pathway to creating no-cost OER degrees? If our goals are inclusion and access, shouldn't our ZTC and OER efforts emphasize benefitting the state – and beyond? Come have a conversation with OERI about this new approach to OER adoption and establishment of ZTC OER pathways.

4 Supplemental Instruction, Learning Centers, and Tutoring Programs

Ted Blake, Mt. San Jacinto College

Vandana Gavaskar, Santa Barbara City College

Janice Levesseur, Mt. San Jacinto College

Kathalena Rios, Mt. San Jacinto College

Tutoring and supplemental instruction are an essential curricular and student support. This session surveys the current regulations and legislation regarding apportionment for tutoring and learning support programs, prohibitions to be aware of, and methods for providing these critical student supports in an online environment. Review the options for credit and noncredit options for tutoring, supplemental, and embedded instruction. Also see how supplemental instruction and similar programs can support student learning in a changed curricular environment.

5 Teaching Online: Regular Substantive Interaction in Practice

Stephanie Curry, ASCCC North Representative

Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee
Chair 2019-20

Robert L. Stewart, Jr., ASCCC Area A Representative

As faculty prepare to do more teaching, most may recognize that the requirement for regular substantive interaction exists both in accreditation standards and title 5 regulations. But does everyone know what regular substantive interaction (RSI) looks like in practice? Is it being approached as a requirement or as an opportunity to maximize student success through regular engagement with the instructor and other students? Join presenters for an overview of RSI requirements and then discussion about effective methods for connecting with students regularly in ways that support their learning and progress. Share your own examples of practices that have proven effective for you and your students.

4:30 PM - 5:30 PM Networking

Conversations with ASCCC Curriculum Chairs

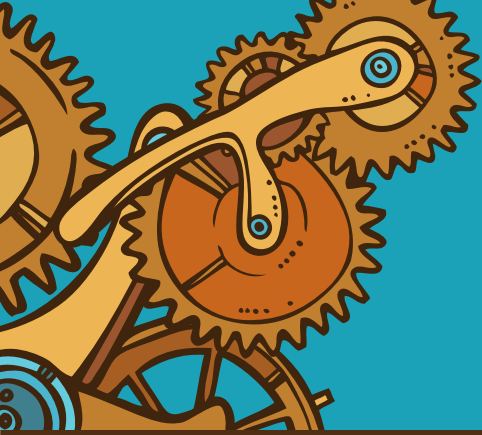
Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20
Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee
Chair 2019-20

Join outgoing and incoming ASCCC Curriculum Committee chairs for a conversation regarding curriculum in our system. Bring your questions, ideas, and even your favorite end-of-day beverage!

5:30 PM - 6:30 PM Social Hour

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20

Join colleagues for an hour of curriculum geekiness, casual banter, and collaboration. Feel free to bring your favorite end-of-day beverage!



Friday

July 10, 2020

8:00AM - 8:45AM Morning Conversations and Coffee or Tea

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20

Start your day having casual or curriculum-related conversation with other interested colleagues.

GENERAL SESSION 3 9:00 AM - 10:15 AM

Certification Training and Training Local Committees

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20

Karen Daar, Los Angeles Valley College

David Garcia, California Community Colleges Chancellor's Office

Njeri Griffin, California Community Colleges Chancellor's Office

Kevin Lovelace, California Community Colleges Chancellor's Office

Aisha Lowe, California Community Colleges Chancellor's Office

Kevin Olson, California Community Colleges Chancellor's Office

Colleges are required to train curriculum committees annually to be eligible for continued local approval certification. This session will highlight elements of local approval certification for 2020-2021. In addition to using this session as a template for committee members, presenters will share additional resources

that may be helpful in training local curriculum committee members and curriculum developers.

BREAKOUT 8 10:45 AM - 12:00 PM

1 Development Criteria and Addressing Local Needs

Kelly Fowler, Merced College

Nili Kirschner, ASCCC Curriculum Committee

Erik Shearer, ASCCC Curriculum Committee

Curriculum streamlining has given colleges more flexibility over curriculum, but also more responsibility. PCAH lays out development criteria for supporting local need. In this session we will review the criteria and discuss best practices for ensuring lively and collegial discussion around new programs and courses.

2 General Education and Competency Requirements for Mathematics

Virginia "Ginni" May, ASCCC Vice-President

Elizabeth Ramirez, ASCCC Curriculum Committee

When considering graduation requirements for mathematics, many colleges struggle with the misalignment between the community college competency and general education requirements established in title 5 regulations and the general education expected of students completing the California State University (CSU) General Education Breadth Area B4 or the Intersegmental General Education Transfer Curriculum (IGETC) Area 2A in preparation for transfer to the CSU or UC systems. This session will cover the requirements in title 5, CSU GE Breadth B4, and IGETC 2A, examine challenges and opportunities, as well as allow attendees opportunities to share how they are approaching this on their campuses locally.

4 Sequencing and Scheduling to Facilitate Student Success

Sarah Harris, College of the Sequoias

Jennifer Johnson, Bakersfield College

Don Miller, College of Alameda

Student access and success is ultimately dependent on effective sequencing and scheduling of courses within a program. If students cannot take required courses, particularly sequenced courses like those needed in the sciences and many CTE disciplines, they cannot progress in a program or meet their educational goals. Join presenters for an overview of considerations for sequencing and a discussion about effective practices for scheduling, with special attention to the varying perspectives of articulation officers, chief instructional officers, curriculum specialists, and curriculum committee chairs.

5 Noncredit Distance Education

Christine Gascon, Santiago Canyon College

Kathy O'Connor, Santa Barbara City College

Come and learn about the basics of noncredit distance education (DE), with an emphasis on the curricular components needed to plan, develop, and maintain a high quality and compliant noncredit DE program. Presenters will also discuss critical policies, debunk noncredit DE myths, and share best practices that include noncredit DE attendance accounting.

1 Distance Education: Addendums, Guidelines, Faculty Preparation, Student Access, and More

Geoffrey Dyer, Taft College

Robert L. Stewart, Jr, ASCCC Area C Representative

With a new focus on preparedness for remote delivery of instruction, colleges may need to expand or rethink the way they use and support distance education. Distance education encompasses any method of instruction where the student and faculty are separated by time and/or distance as specifically addressed in California Code of Regulations section 55200 through 55210. This breakout will provide an overview of the many forms distance education may take, guidance on communicating distance education participation expectations to students, requirements for faculty preparation, and methods for providing equitable experiences online.

2 Accommodations: When Is a Program Fundamentally Altered?

Angela Echeverri, Los Angeles Mission College

Brian Sanders, Columbia College

Title 5 regulations include the expectation that academic accommodations cannot be so significant as to alter the required objectives or content of a course. What about program alterations? How do colleges balance access for students with protection of program objectives and content? Join presenters for a lively discussion about effective practices for academic accommodations and finding the balance that serves students needing academic accommodations while ensuring course and program outcomes are met.

3 Implementing Inmate Education Programs

Peter Fulks, Cerro Coso College

Alec Griffin, Cerro Coso College

Silvester Henderson, ASCCC At Large Representative

Currently, more than 20 California community colleges are serving incarcerated students, with nearly half of our colleges providing services for formerly incarcerated students. While research demonstrates that rates of recidivism are greatly reduced with increased access to educational opportunities for formerly populations, not all colleges have expressed interest in moving forward with possible programs. What efforts are occurring statewide to expand these offerings? Should the system try to establish a guided pathway for the incarcerated programs and if so, what form should that pathway take? Join us for a dialogue on the efforts underway and how faculty can become more involved and informed about serving these unique segments of our college population.

4 Dual Enrollment - Effective Practices

Michelle Sampat, Mt. San Antonio College

Andrea Vizenor, Skyline College

The expansion of dual enrollment programs for special admits and CCAP students creates an opportunity to engage students on a pathway toward advanced study or a career early in high school. Explore effective practices for dual enrollment, including for engaging faculty, students, and parents, for establishing and communicating expectations for all stakeholders, and for supporting student achievement.

5 Considerations for Continuity of Instruction during Emergencies

Virginia Guleff, Butte College

Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee
Chair 2019-20

Erik Shearer, Napa Valley College

Whether fire, smoke, earthquake, power outage, snow, protest, or other unfortunate events, colleges have been increasingly impacted by emergencies causing closures and disruption to instruction, some for extended periods of time. When should instruction continue? When should it not? What needs to be taken in to consideration for faculty? for students? for support services? Join presenters in a discussion about considerations for maintaining continuity of instruction during unplanned closures.

BREAKOUT 10 2:45 PM - 4:00 PM

1 Nuts and Bolts of Prerequisites and Corequisites

Cheryl Aschenbach, ASCCC Secretary, ASCCC Curriculum Committee Chair 2019-20
Virginia "Ginni" May, ASCCC Vice President

Prerequisites and co-requisites are intended to improve students' success in a given course or multiple courses through prior preparation or additional learning and application. They may also end up being a barrier to student progress and enrollment. This session will include an overview of regulations and requirements followed by dialogue about effectively using prerequisites and co-requisites in ways that support student success without adversely impacting student access.

2 Accessibility Standards and Effective Practices

Kimberly Saccio-Kent, Skyline College

Laurie Vasquez, Santa Barbara City College

Instruction and instructional materials must be accessible to students. What are the laws establishing this, and why is it important to students? Who is responsible? What can faculty do to ensure accessible materials whether teaching online or in a classroom? While most faculty have good intentions when it comes to making course materials accessible, there are a lot of misconceptions that result in barriers to students. Join presenters as they share the standards, principles, and practices for accessible instruction as well as helpful resources.

3 Developing and Maintaining Partnerships between Classified Professionals, Administrators, and Faculty Curriculum Leaders

Silvester Henderson, ASCCC Curriculum Committee

Melissa Stewart, Mission College

Jennifer Taylor-Mendoza, CIO, Skyline College

Various interpersonal and relationship-building strategies can be used to ensure the relationships between administrators, faculty curriculum leaders, and classified professionals enable effective communication, respect for differing views, and maintenance of professional respect for all involved. This seminar will focus on common impediments to effective relationships between those most involved with curriculum processes and decisions along with developing effective skills that will enhance governance conversations, which should be centered on improving student experiences. Discussions and oral exchange regarding how to create more collegial and respectful dialogue will be explored. Please come share your ideas as we elevate our leadership goals and outcomes.

4 Credit ESL: Implementation Placement Guidelines and Practices for AB705

Craig Rutan, Santiago Canyon College

Lisa Saperston, ASCCC Curriculum Committee

Kathy Wada, Cypress College

The adoption of AB 705 in 2017 changed the way the students are placed and how course sequences are structured for English language learners. Will placement testing still be available? How are colleges that have moved away from placement test placing students into ESL courses? What do you need to complete to make sure your college is ready for full implementation of AB 705? Please join us for a lively discussion where we will review the guidance from the Chancellor's Office, discussion the work of the AB 705 ESL Implementation Committee, and answer all of your questions about how to continue to serve the needs of English language learner students in the world of AB 705.

5 Making the Case for Investing in OER

Shagun Kaur, De Anza College

Michelle Pilati, Rio Hondo College, ASCCC OERI Faculty Lead

Amanda Taintor, Reedley College

Suzanne Wakim, Butte College

While Open Educational Resources (OER) are free, institutionalizing OER requires an investment. What evidence is there to support the need for OER? What evidence is there that OER impact student success? This workshop will discuss research studies that demonstrate how the cost of textbooks affects student success and retention. We will focus specifically on research that demonstrates the effects on students from underserved populations such as ethnic minorities, low-income students, and first-generation students.

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