BREAKOUT STRANDS

1. Ed Code, Regulations, Guidelines, and Statewide Issues
2. The Basics
3. Beyond the Basics and Data
4. Guided Pathways
5. Equity
6. Curricular Considerations: CTE, DE, and Noncredit
7. Student Support and Support Services
8. System Partner/Vendor
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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.

VALUE 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.
The 2018-19 Curriculum Committee welcomes you to the 21st Annual Curriculum Institute.

At its 2019 Spring Plenary Session, the Academic Senate for California Community Colleges celebrated its fifty-year anniversary with several presentations related to ASCCC history. As we continue to recognize the milestones and individuals that have contributed to the evolution and growth of the organization, we also recognize the history of what has become the ASCCC’s largest event, the annual Curriculum Institute. The first Curriculum Institute was held at the Disneyland Pacific Hotel on July 28-30, 1999. Beverly Shue, the curriculum chair at that time, wrote an article for the October 1999 Rostrum that shared some of the highlights of that first event (https://asccc.org/content/senates-first-annual-curriculum-institute). In reviewing Beverly’s article, one may be struck by how many of the same issues we face today were topics at that institute so long ago. Since then, the Curriculum Institute has grown in size and content: This year the event will include nearly 600 participants and 80 presenters, 7 strands of different topics, and over 70 presentations.

Over the past year, faculty have been working diligently to adapt their course and program offerings in response to Guided Pathways, AB 705 implementation, and the Student Centered Funding Formula. Improvements continue in distance education and open educational resources to provide greater access for nontraditional students and to address barriers to student success. The ASCCC and the community college system as a whole also remain dedicated to closing achievement gaps and infusing equity into all aspects of our curriculum, programs, and processes.
The theme of this year’s Curriculum Institute, “Decoding Your Curriculum,” truly describes the work that has been taking place to design a Guided Pathways framework and implement AB 705 by using data to drive curriculum design and revision. “Decoding” is synonymous with deciphering, unraveling, untangling, interpreting, understanding, and making sense of. This institute is focused on providing faculty and others who work with curriculum with the tools and resources to decode, untangle, interpret, and make sense of the curriculum and changes necessary to continue providing a valuable and high quality educational experience for students in a time of external demands, change, and often uncertainty.

As an additional aspect of this institute, the ASCCC has developed a special issue of its Rostrum publication. This Rostrum contains articles focused specifically on issues related to curriculum, from AB 705 to equity-centered syllabi to meta majors to statements from retiring curriculum veterans and more. We hope that you will take the time to enjoy and benefit from this varied collection of information, guidance, and tributes.

The Curriculum Institute is, as always, an occasion to meet and exchange ideas with others from around the state who face similar issues and problems on their campuses, to share solutions and ideas, and to enjoy the company of colleagues. We invite you to take full advantage of all of these opportunities and to carry the information and possibilities you explore back to your campuses. Only through a collegial effort that includes all involved parties on our campuses will we successfully address the curricular and programmatic challenges of the current moment.

Again, welcome to the 2019 Curriculum Institute.

Virginia “Ginni” May
ASCCC Treasurer, 2018-19 Curriculum Chair
New/Newer Curriculum Chairs
Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee
Aimee Tran, Saddleback College, ASCCC Curriculum Committee
Eric Wada, Folsom Lake College, ASCCC Curriculum Committee

New, newer, and aspiring curriculum chairs or faculty on the curriculum committee will benefit from this session. Topics include the role of the curriculum committee as a part of a college’s academic senate and the legal framework for how the committee works with the local governing board. Discussion topics will include subcommittees and roles of committee members, new course coding, requirements of programs and the Course and Outline of Record (COR).
New/Newer Administrators  
Grand Peninsula B
Karen Daar, Los Angeles Valley College, ASCCC Curriculum Committee  
Virginia Guleff, Butte College  
Michelle Hillman, Long Beach City College  
Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee  
Michelle Sampat, Mt. San Antonio College

Administrators often find themselves overseeing a wide range of curriculum issues; deans and 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, working effectively alongside faculty, and new course coding.

New/Newer Curriculum Specialist  
Grand Peninsula C
Shireen Awad, Chaffey College  
Stephanie Curry, ASCCC North Representative, ASCCC Curriculum Committee  
Stephanie Di Alto, Saddleback College  
Marilyn Perry, Sacramento City College

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, an update on the Chancellor’s Office Curriculum Inventory (COCI), and course and program coding.
**AB 705 Data Revision Project**

*Presenters for this session will visit each pre-session breakout to provide information on the AB 705 Data Revision Project*

Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair

Erik Shearer, Napa Valley College

The work of the AB 705 Data Revision Project was to define coding to count courses more accurately for evaluation of AB 705 implementation and appropriate funding from the Student Centered Funding Formula. This segment will provide an opportunity to learn about and discuss the new coding and rubrics for CB21 and the new MIS Data Elements: CB25 and CB26.
THURSDAY
July 11, 2019

BREAKOUT STRANDS

1 Ed Code, Regulations, Guidelines, and Statewide Issues
2 The Basics
3 Beyond the Basics and Data
4 Guided Pathways
5 Equity
6 Curricular Considerations: CTE, DE, and Noncredit
7 Student Support and Support Services
8 System Partner/Vendor

7:30a – 8:30a Breakfast
Grand Peninsula Foyer

7:30a Registration Opens
Grand Peninsula Foyer
In recent years, the California Legislature has become more and more interested in curriculum. 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 level. 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?
Forging an Unbreakable Bond: 
Strengthening the Relationship Between 
Local Senates and Curriculum Committees  

Grand Peninsula B

Chery Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair  
Brandi Asmus, Woodland Community College  
Piper Rooney, Glendale Community College  

On the surface, it might seem like the work of the local academic senate and the curriculum committee rarely overlap. While many curriculum committees are empowered to communicate directly with local governing boards, the academic senate is given the primary responsibility for making recommendations on curriculum in Education Code. How can you ensure that the lines of communication remain open and that the curriculum committee works cohesively with the academic senate? Join us for a discussion of strategies to ensure that these two separate groups work together as one cohesive unit.

All About the Credit Hour 
and Communicating Expectations  

Grand Peninsula C

Geoffrey Dyer, ASCCC Area A Representative  
Erik Shearer, Napa Valley College  

The relationship between student learning hours and credit hours (or units) continues to be a topic of significant discussion. This breakout will examine definitions of the credit hour, including how it is defined for college programs where students earn unit credit including work experience, clock hour programs, and the development of local policy required by Title 5 §55002.5.
Ensuring Learning and Maintaining Standards in the Classroom Through Curricular Processes

Randy Beach, Southwestern College
Nathaniel Donahue, ASCCC At-Large Representative
Michelle Hillman, Long Beach City College

The “intensity” and “difficulty” of a course are listed in Title 5 as standards and criteria to consider in the development of our curriculum. How can we use these curricular concepts and SLOs to maintain standards and ensure learning at the appropriate level, while facilitating the timely completion of students’ goals and aligning with standards expected by the CSUs and UCs? In addition, what role do faculty and others in the process (the curriculum committee, advisory boards, local boards, the CCCC0, etc.) play in ensuring learning and upholding standards? Come learn and brainstorm how to use the curricular process creatively in order to increase student success while maintaining the rigorous local, state, and regional standards of IGETC, CSU GE, and the Program and Course Approval Handbook (PCAH).

The Course Outline of Record – Through an Equity Lens

Michelle Bean, ASCCC Area C Representative
Sofia Ramirez Gelpi, Allan Hancock College

The Course Outline of Record (COR) is essential to all aspects of curriculum at our colleges and drives the decisions we make as educators in the implementation of teaching strategies and course design. This breakout will include discussion on the impact the elements of the COR have on providing diversity and equity in the classroom, as we as educators seek to provide rich, robust, and culturally-responsive curricula to meet the needs of our diverse student populations.
**6 Noncredit Distance Education**  
*Regency C*

Madelyn Arballo, Mt. San Antonio College  
Kathleen O’Connor, Santa Barbara  
Jan Young, Glendale Community 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.

**6 Stackable Certificates – details, details, details**  
*Harbour A*

Dianna Chiabotti, Napa Valley College  
Stephanie Curry, ASCCC North Representative, ASCCC Curriculum Committee  
Leandra Martin, Mission College

Come to this session to learn why and how stackable certificates or credentials can be developed in programs to help career education students both build and document their skill levels. This presentation will demonstrate how stackable certificates can improve student success and completion while also meeting the regional workforce needs of our communities.
Articulation and Transfer – What’s the Difference and How are they Used in Curriculum Review?  
*Bayside Room*
Karen Daar, Los Angeles Valley College, ASCCC Curriculum Committee  
Sam Foster, ASCCC South Representative  
Aimee Tran, Saddleback College, ASCCC Curriculum Committee

There’s a difference? Oh yes there is! Join us to learn more about the important role of Articulation Officers and how they support faculty in curriculum. Topics include balance of degree (major, general education, transfer), TMCs (AAM, GECC, BCT), C-ID, 51% articulation, challenges and best practices.

System Partner/Vendor: curriQūnet META:  
*A Technology Platform Built For The Future*  
*Harbour B*
Nancy Howard, curriQūnet  
Natalie Rasmussen, curriQūnet  
Ken Brown, curriQūnet

The demands placed on higher education, especially community colleges is increasing everyday. Faculty, staff, and administration are called up to respond to a changing instructional landscape – meta-majors, Guided Pathways, badging, and more. Community college leadership is looking for ways to streamline and simply how to meet these challenges. This session explores how the recent enhancements to META is a driving force in the partnership with California Community Colleges and curriQūnet.

11:30a - 11:45a  *Break*
SECOND GENERAL SESSION  11:45a – 2:00p

Lunch  
President’s Welcome  

Grand Peninsula DEFG

Chancellor’s Office Update – UC Transfer Pathways, Credit for Prior Learning and the 7 Disciplines, COCI, and More!
Marty Alvarado, Executive Vice Chancellor of Educational Services, CCCCOC
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair
Alice Perez, Vice Chancellor of Academic Affairs, CCCCOC
Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee
John Stanskas, ASCCC President

What’s new with UC Transfer Pathways, Credit for Prior Learning, and the Chancellor’s Office Curriculum Inventory system? The California Community Colleges Chancellor’s Office and Academic Senate for California Community Colleges will provide the latest information on these curricular issues and more.

2:00p - 2:15p  Break

SECOND BREAKOUT SESSIONS  2:15p – 3:30p

1  AB 705 - Local Practice and Evaluation  
Grand Peninsula A

Jennifer Johnson, Bakersfield College
LaTonya Parker, ASCCC Area D Representative
Craig Rutan, Santiago Canyon College
Erik Shearer, Napa Valley College

The Fall of 2019 is upon us and colleges have modified their placement models and support structures for mathematics and
English. What are colleges doing locally? How will we know if the implementation choices are working? Please join us for an interactive discussion about the different support and placement methods that colleges have implemented, strategies for serving students that need support during the term, and what colleges should be monitoring to ensure they are serving the needs of all students.

2 The Course Outline of Record – The Basics
Grand Peninsula B
Marilyn Perry, Sacramento City College
Meridith Selden, Yuba College
Thais Winsome, Mission College

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.

3 The Chancellor’ Office Curriculum Inventory – Using it, and for How Long?
Grand Peninsula C
Marty Alvarado, Executive Vice Chancellor of Educational Services, CCCCCO
Virginia Guleff, Butte College
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Committee Chair

With 114 colleges in the California Community College system, finding an efficient and effective curriculum inventory or repository system has turned out to be easier said than done. Join us as we discuss the history and future of the Chancellor’s Office curriculum inventory system(s).
Course Sequencing and Program Mapping – Implications Considering the Student Experience

Regency A

Randy Beach, Southwestern College
Stephanie Curry, ASCCC North Representative, ASCCC Curriculum Committee
Michelle Sampat, Mt. San Antonio College

Understanding student needs and placing that at the center of our course sequencing is the best place to start when creating maps, and program mapping provides colleges with exciting possibilities for providing clear coursetaking patterns for their students to follow to promote completion. But how should faculty go about determining the right sequence for students to fulfill program requirements whether they be major courses, general education courses, electives, or the increasingly important transfer math and English courses? At this presentation, attendees can learn from colleges that have asked these same questions at various stages in the program mapping process.

Introducing Cultural Competency Across the Curriculum through Intentional Design of English Composition

Regency B

Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Committee Chair
Michelle Bean, ASCCC Area C Representative

In a time of increasing friction between social and cultural groups, cultural competency is more important than ever. Join the presenters as they discuss ways to introduce and reinforce cultural competency through intentional design of English composition courses. Considerations include student-centered instruction that takes into account diverse student populations and is respectful, inclusive, and responsive to cultural differences.
Noncredit Student Support in Response to AB 705

Madelyn Arballo, Mt. San Antonio College
Sam Foster, ASCCC South Representative
Donna Necke, Mt. San Antonio College, ASCCC Curriculum Committee

AB 705 (Irwin, 2017) has fundamentally changed student placement and instruction for students in mathematics, English, and English as a Second Language (ESL). How could these changes impact noncredit students? How might noncredit faculty be able to help credit faculty better meet the needs of students? Please join us for an overview of AB 705, the impacts on noncredit programs, and how noncredit may be what many colleges need to serve their students.

Cooperative Work Experience

Raul Arambula, Dean Curriculum and Instruction & Intersegmental Support, CCCCO
Dianna Chiabotti, Napa Valley College
Jamar London, Santa Monica College, ASCCC Curriculum Committee

In this session, we will explore the ins and outs of Cooperative Work Experience (CWE) within community colleges across California. Come hear and learn what other colleges have done and share your college’s vision for CWE.
Credit for Prior Learning: What’s New... and What Do You Need to Know?  
Dolores Davison, ASCCC Vice President  
Alice Perez, Vice Chancellor of Academic Affairs, CCCCCO  
Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee

Join us for a follow-up to the general session with the Chancellor’s Office that will focus on updates and information on changes in areas including Credit for Prior Learning, Competency Based Education, Credit by Exam, and changes to Title 5 Regulations.

System Partner/Vendor: CourseLeaf Does the Heavy Lifting in Your Curriculum Management Processes.  
With CourseLeaf Curriculum (CIM), the pain of curriculum change goes away, replaced by automated processes, dynamic workflow, and responsive forms. A dynamic workflow engine replaces your curriculum approval “traffic cop”. Integration replaces duplicate data entry. CourseLeaf is the smart solution that lets faculty spend more time teaching students and less time filling out forms and meeting with committees. CourseLeaf Catalog (CAT) automates online and print catalog publication with easy tools for managing content such as guided pathways and meta-majors, integration to utilize external data sources, and a robust toolkit for managing an engaging, useful online catalog.

3:30p - 3:45p: Coffee Break

4:00p - Registration Closes
Gossiping in the hall with another member of your curriculum committee about that new noncredit corequisite to be considered at Friday’s curriculum committee meeting? Standing around the copy machine selling your colleagues on your planned program revisions? Or, have you ever added items for action to your curriculum committee meeting, even though they were not on the agenda? If so, you may want to consider the Brown Act and its relationship to your local curriculum committee. In this session, the presenters will review legal requirements of the Brown Act, its application to curriculum committees, and ways that you can not only ensure compliance but maximize meetings to promote transparency and inclusion without letting meetings run away from you.
Roles and Responsibilities of Administrators in Curriculum Processes

Kelly Fowler, Merced College
Sarah Harris, College of the Sequoias
Jennifer Vega La Serna, College of the Sequoias
John Stanskas, ASCCC President

Curriculum is the purview of the academic senate and therefore of the faculty. However, administrators play a supporting role to faculty in curriculum processes and are responsible for ensuring that curriculum is legally compliant and can be supported by the college. Administrators and faculty leaders, at both the state and local levels, will share with you their roles in supporting the curriculum process.

New Coding and Other Implications of AB 705 and the Student Centered Funding Formula

Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair

Funding and accountability efforts, such as the Student Centered Funding Formula (SCFF) and AB 705, rely on drawing accurate and meaningful information about our students and colleges. With a portion of college funding based on students passing transfer-level English and mathematics during their first academic year, earning Career and Technical Education units, attaining degrees, certificates, transfer, and a living wage, faculty and staff alike are feeling pressure to make sure every student meets one or more of these metrics and is counted for doing so. Join us for an update on the SCFF and an opportunity to discuss some of the curriculum-related implications of the performance-based portion of the SCFF and AB 705, such as the revised CB21 Rubrics, new MIS data elements, and consideration of course and program offerings that best meet the needs of the students and the college community.
Role of the Curriculum Committee in Guided Pathways

Program Development and Evaluation  
Regency A

Randy Beach, Southwestern College
Nate Donahue, ASCCC At-Large Representative
Gretchen Ehlers, West Valley College

The role of your local curriculum committee is central to the development and implementation of guided pathways on your campus. The curriculum committee can spur the development of innovative programs in both credit and noncredit offerings, and help to create legible maps that connect areas of interest, degrees, and certificates. Come learn the central role your local curriculum committee has in the development of guided pathways, and how the committee can position itself to evaluate the results of your redesign in order to make sure students are finding equitable pathways to success.

Designing Curriculum to Increase Participation and Engagement of Disproportionately Impacted Students in STEM

Regency B

Lara Baxley, Cuesta College
Jamar London, Santa Monica College, ASCCC Curriculum Committee
Eric Wada, Folsom Lake College, ASCCC Curriculum Committee

This session explores some of the barriers African American, Latinx, Native American, and Pacific Islander students face when pursuing STEM degrees or certificates. Given these barriers, how can STEM curriculum be structured with an equity focus? What types of curriculum-based support structures are possible to improve persistence and retention of disproportionately impacted student populations? Come and discuss the social, economic, and cultural implications of increased participation and engagement for students of color in the STEM disciplines.
Noncredit Pathways to College and Career Readiness  
Regency C
Diane Edwards, Southwestern College
L.E. Foisia, Mt. San Antonio College
Donna Necke, Mt. San Antonio College, ASCCC Curriculum Committee

This presentation will highlight the many paths noncredit offers to credit college and career readiness including: basic skills for credit college and careers, ESL, short-term vocational courses and programs, including contextualized courses and 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.

Effective Practices for Working with CTE Advisory Committees and Regional Consortia  
Harbour A
Dianna Chiabotti, Napa Valley College
Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee
Kim Schenk, Diablo Valley College

CTE program approval processes require input from advisory committees and review by the regional consortium to validate the proposed program’s responsiveness to labor market demand and employer needs. This breakout will focus on the process for consortium review, the roles and responsibilities of Deputy Sector Navigators and the regional consortia in CTE program development, as well as tips and tricks to ensure the effectiveness of advisory committees.
Course Substitutions and Reciprocity

Karen Daar, Los Angeles Valley College, ASCCC Curriculum Committee
Mark Osea, Bakersfield College
Aimee Tran, Saddleback College, ASCCC Curriculum Committee

Instructional relevance 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. Please come and experience hands-on teaching methods that will equalize the science of teaching for our diverse students. 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.

CLEP and IB Credit Policies

Raul Arambula, Dean Curriculum and Instruction & Intersegmental Support, CCCCO
Dolores Davison, ASCCC Vice President

In 2016, AB 1985 required the Chancellor’s Office and ASCCC to develop and require each district to adopt and implement a uniform policy on Advanced Placement (AP) credit. AB 1512 (2019, Carrillo) is poised to amend AB 1985 to include International Baccalaureate (IB). Further, to more clearly align CCC policies on external examination credit with CSU and in response to the proposed AB 1985 revisions, the Chancellor’s Office is encouraging colleges to begin revising their AP credit policy to include CLEP and IB. Join us to learn more about AB 1512, the current recommendations of the Chancellor’s Office, and what your college can do to respond.
5:30p - 7:00p  RECEPTION  Grand Peninsula Foyer
The Academic Senate for California Community Colleges invites you to join us for a no-host bar with light refreshments.
8:00a – 9:00a: **Breakfast**  
*Grand Peninsula Foyer*

8:00a **Registration Opens**  
*Grand Peninsula Foyer*

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**FOURTH BREAKOUT SESSIONS  9:00a  – 10:15a**

1. **Consider the Source – Deciphering Fact from Fiction:**  
   **Implementation Requirements vs Options for AB 705**  
   *Grand Peninsula A*

   Kelly Fowler, Merced College  
   Virginia Guleff, Butte College  
   Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair  
   Alice Perez, Vice Chancellor of Academic Affairs, CCC Chancellor’s Office  
   John Stanskas, ASCCC President

   With full implementation of AB 705 for English and mathematics beginning in fall 2019, how do faculty, administrators, and staff know what they can do versus what they must do? Have you read or heard conflicting interpretations on requirements for implementation of the law? Join us as we discuss how to determine the required elements vs the optional elements for implementing AB 705.
Roles and Responsibilities of Classified Professionals in Curriculum Processes

Lesley Agostino, Diablo Valley College
Jamar London, Santa Monica College, ASCCC Curriculum Committee
Renee Medina, Sacramento City College
Marilyn Perry, Sacramento City College
Kim Schenk, Diablo Valley College

Classified professionals contribute to the success of California Community College students in all phases and services of a college community. In this session, we will explore how the roles and responsibilities of classified professionals support faculty curriculum developers, how faculty and administrators work together to support curriculum development, and finally, how all three groups maintain and support the processes that bring about the best programs of study for our students. Come along on this journey with us for a lively discussion.

Submission of ADTs and Double Counting

Raul Arambula, Dean Curriculum and Instruction & Intersegmental Support, CCCCO
Michelle Pilati, Open Educational Resources Initiative Faculty Lead, Rio Hondo College

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.
Area of Emphasis Degrees in Guided Pathways and Meta Majors
Michelle Hillman, Long Beach City College
Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee

What is the difference between an area of emphasis (AOE) and a major? How do you document and submit a local AOE degree? In this session, we will review Title 5 Regulations and the process for developing and approving AOE local degrees. We will also discuss the ways in which AOE degrees might benefit students, especially in a Guided Pathways framework.

Curriculum and Instruction for the Disproportionately Impacted Students – A Pathway to Higher Education
Dolores Davison, ASCCC Vice President
Silvester Henderson, ASCCC At-Large Representative
Kerry Ybarra, Fresno City College

Instructional relevance 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. Please come and experience hands-on teaching methods that will equalize the science of teaching for our diverse students. 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.
C-ID and CTE: A Framework and Perspectives

Njeri Griffen, Program Assistant, CCCCO
Krystinne Mica, ASCCC Executive Director
Miguel Rother, ASCCC Director of Grants and Initiatives
Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee

You have questions? We have answers! Come to this breakout session to hear the latest in C-ID news, hear about current efforts around career technical education (CTE) C-ID, and engage in dialogue with the presenters. If you have a burning question related to C-ID, this breakout is for you!

Noncredit VESL Curriculum and Its Pathway to College and Career Readiness

Dana Miho, Mt. San Antonio College
Donna Necke, Mt. San Antonio College, ASCCC Curriculum Committee (facilitator)
Jacquelyn Rangel, Cypress College
Kathy Wada, Cypress College

Noncredit Vocational English as a Second Language (VESL) and credit English as Second Language (ESL) provide more than teaching English to non-native English speakers. These programs have embraced the concept of guided pathways long before this was mandated and continue to serve as entry points for students to transition to credit programs, achieve higher employment levels, and complete degree and/or transfer goals. This presentation will discuss the development of VESL certificates and curriculum as well as the unique supports noncredit ESL students require for success. It will also briefly discuss newly approved credit ESL certificates in CTE and transfer areas.
Supplemental Instruction, Learning Centers, and Tutoring Programs  
*Bayside Room*

Stephanie Curry, ASCCC North Representative, ASCCC Curriculum Committee  
Sam Foster, ASCCC South Representative  
LaTonya Parker, ASCCC Area D Representative  
Dianne Rowley, Mt. San Antonio College

Tutoring and supplemental instruction are an essential curricular and student support. This session surveys the current regulations and legislation regarding apportionment for tutoring programs. Learn from examples the types of credit and noncredit options for tutoring/supplemental/embedded instruction. With the mandated AB 705 implementation for fall 2019, see how supplemental instruction and similar programs can support student learning in a changed curricular environment.

System Partner/Vendor: Kuali  
*Harbour B*

Dani O’Rourke, Kuali, Regional Director, West

Get Value through Visibility: How a clear view of your curriculum across colleges and departments empowers data-driven decisions and contributes to on-time graduation, positive student outcomes, and a great experience for both students and faculty.

10:15a - 10:30a  **Break**
Exploring Different Options for ESL -
AB 705 and Beyond

Mallory Newell, RP Group
Craig Rutan, Santiago Canyon College
Kathy Wada, Cypress College

Colleges have until fall 2020 to fully comply with the requirements of AB 705 (Irwin, 2017) for English as a Second Language, but many colleges have already started to explore different options for their curriculum and placement. Different options being explored include guided placement, integrated ESL courses, ESL courses meeting transfer general education requirements, and creating credit certificates of achievement that pair advanced ESL coursework with a student’s pathway or career education. Join us for a discussion about what is happening with ESL, including a first look at the revised CB 21 rubrics that are expected to be ready in fall 2019.

Local Curriculum Processes—Closing the Feedback Loop on Curricular Changes

Shireen Awad, Chaffey College
Erik Shearer, Napa Valley College
Eric Wada, Folsom Lake College, ASCCC Curriculum Committee

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. This
breakout explores the requirements for curriculum review. We will also discuss effective practices for ensuring that curricular changes are broadcast to those who need to know.

### 3 Impact of Curriculum Decisions Beyond the Classroom – Looking at the Data

*Grand Peninsula C*

Darla Cooper, Executive Director, RP Group  
Stephanie Curry, ASCCC North Representative, ASCCC Curriculum Committee  
Carlos Lopez, Moreno Valley College

Data provides the clues when colleges are looking at the impact of its curricular decisions on the college and particularly its students. Learn what data will provide colleges the best information to make decisions on areas such as scheduling, creation of new programs, expansion of programs, distribution of resources and support services for students. Presenters will provide examples of best practices and provide real world examples.

### 4 General Education Guided Pathways: Sequencing and Scheduling in order to Facilitate Student Success

*Regency A*

Nate Donahue, ASCCC At-Large Representative  
Heather Rau, Butte College  
Dorrie Richer, Butte College

Redesigning the student experience means that counseling and instructional faculty must innovate together in order to sequence and schedule courses in deft new ways that will center and serve our students. Learn the importance of sequencing and scheduling courses as we map programs, stack degrees and certificates, integrate general education and program-specific curriculum, and create clear, nimble pathways for students to complete their goals.
Implementing Inmate Education Programs  
Trevor Albertson, Lassen College  
Raul Arambula, Dean Curriculum and Instruction & Intersegmental Support, CCCCCO  
Peter Fulks, Cerro Coso Community College  
Silvester Henderson, ASCCC At-Large Representative

Following the passage of SB 1391 (Hancock, 2014), apportionment for colleges now allow face-to-face academic programs to be held inside of California prisons. Explore how Cerro Coso Community College Incarcerated Student Education Program, which began in 2015, teach their students skills from an inter-sectional academic construct that leads to successful certificate and degree attainment. Come learn about the many opportunities these students are offered as this program delivers creative curriculum, social development and intellectual skills via an inventive framework that supports, equity, diversity and inclusion.

Distance Education: Definitions, Guidelines, and then Some...  
Geoffrey Dyer, ASCCC Area A Representative  
Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee  
Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee

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. The new distance education (DE) guidelines include definitions of fully online courses (FO), partially online courses (PO), and online with flexible in-person component (OFI). This breakout will provide an update on the distinction of the three categories of online education, review the alternative attendance procedure for DE labs, and address the “how” for local colleges to address student access issues.
A properly developed and well-supported program focused on career education (formerly CTE) provides students with the best the community college system has to offer: high-quality education in a field that has a high probability of employment upon program completion. The trick to ensuring that your program is a winner is to plan ahead and have all the pieces in place before you begin. If this critical planning phase is overlooked, the program can easily become derailed during the approval process. Join us at this breakout as we share insights, pitfalls, and tricks to ensure that your program moves smoothly from brilliant idea to state approval and beyond.

As colleges prepare to implement AB 705, they are having to re-think not only their placement practices, but curriculum, the provision of support for students, the role of prerequisites, the gathering and interpretation of student outcome data, course scheduling, and the potential impact of AB 705 on student persistence. In this interactive session, we’ll explore the impact of new placement practices from the lens of instruction, counseling, research, and curriculum.
System Partner: Program Pathways Mapper

Jennifer Johnson, Bakersfield College
Billie Jo Rice, Bakersfield College

This session will include an engaging presentation around the process and benefit of providing program maps and career information to our students. Using the Program Pathways Mapper, students can explore pathway degree options and ‘enter the path’ without penalty of choice. The tool is an interactive, visual display of the program listings in the catalog which allows students to visualize the path to the degree or career of their choice. Come join us as we share our journey of using the Program Pathways Mapper tool in developing program maps.

11:45a - 12:00p  Break

THIRD GENERAL SESSION  12:00p - 2:00p

Lunch

Curriculum and Data: Making Every Course Count
Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Darla Cooper, Executive Director, RP Group
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair
Erik Shearer, Napa Valley College

With AB 705, AB 1805, the Student Centered Funding Formula, Guided Pathways, the SEA Program, and the Vision for Success, college faculty, staff and administrators are working feverishly to make sure their curriculum meets the needs of the student populations and surrounding community. Colleges are also working to make sure their data truly represent the colleges’ and students’ stories. The panelists will
discuss from various perspectives the importance of faculty, researchers, and managers working together to collect the right data – asking questions, qualifying data, and understanding the many possible confounding variables in order to effectively and accurately evaluate impacts for the purpose of making further curricular adjustments that best serve the diverse student populations in the California Community College system.

2:00p - 2:15p  Break

SIXTH BREAKOUT SESSIONS  2:15p  – 3:30p

1 A Sneak Peek at the PCAH 7th Edition Draft  Grand Peninsula A
Raul Arambula, Dean Curriculum and Instruction & Intersegmental Support, CCCCO
Virginia Guleff, Butte College
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair

With all the recent changes in California Education Code, the Code of Regulations (Title 5), and especially the curriculum streamlining approval process and self-certification it is time to update the Program and Course Approval Handbook (PCAH) 6th Edition. Join us, to discuss the anticipated changes to the PCAH 6th Edition and learn about the timeline to produce the PCAH 7th Edition.
Assigning Courses to Disciplines –
Who Owns this Course Anyway?

Geoffrey Dyer, ASCCC Area A Representative
Michelle Bean, ASCCC Area C Representative
Michelle Hillman, Long Beach City College

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 and different options for assigning courses to disciplines to ensure excellence in learning.

Curriculum and Public Documents

Karen Daar, Los Angeles Valley College, ASCCC Curriculum Committee
Stephanie Di Alto, Saddleback College
Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee

Colleges must follow state and accreditation requirements pertaining to public availability of curriculum and course offerings. Join us at this breakout to find out if your college is in compliance. Presenters will identify what is required versus what is recommended and will explore effective practices. Discussion will also include the relationship between curriculum and the college catalog, class schedule, and college publications as well as the need for accuracy and consistency among public documents. This session is intended to share information, facilitate dialogue, and learn from each other. If you are a new curriculum chair, administrator, curriculum committee member, curriculum specialist, or simply in need of a refresher, this breakout is for you.
Degrees and Certificates - Sorting Through All of the Credit Options for Students

Carol Farrar, Riverside City College
Craig Rutan, Santiago Canyon College

Local certificates, Certificates of Achievement, Associate Degrees, ADTs, Bachelor’s Degrees and now transfer degrees to the UC--What different types of awards are available and how do each of them support the needs of students? What do students need to know to be able to make the best choice for their education and career goals? Join us for a discussion about all of the award types in the community colleges, including an update on the transfer degree pilot with the University of California.

Addressing Equity in the Arts and Humanities through Curriculum

Nate Donahue, ASCCC At-Large Representative
Silvester Henderson, ASCCC At-Large Representative

The Arts and Humanities are well-positioned as disciplines to promote equitable practices of pedagogy, scholarship and performance. Too often however, Eurocentric content and histories can dominate the narratives of these courses. How can we use the curricular process to ensure that our courses and programs develop inclusive skills such as communication, critical thinking, social justice awareness, and writing? Come learn how to create culturally responsive curriculum through the examples of music and art history, and see how we can maximize the development of curriculum to ensure we teach the Arts and Humanities through the lens and practice of equity.
6 Myths and Murkiness in Noncredit Curriculum—Course Repeatability and Other Unclear Areas

Madelyn Arballo, Mt. San Antonio College
Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Jan Young, Glendale College

For those who have been studying the basics of noncredit instruction and have begun or are on the verge of implementing noncredit courses, there may still be some myths and murkiness causing confusion or uncertainty. Join experienced noncredit practitioners to myth bust and improve understanding of nuances and benefits within the implementation of noncredit courses and programs.

6 ESL Credit Certificates

Njeri Griffin, Program Assistant, CCCCO
Alice Perez, Vice Chancellor of Academic Affairs, CCCCO
Jacquelyn Rangel, Cypress College
Kathy Wada, Cypress College

The language in AB 705 which state that 1) ESL is “distinct from remediation in English” and that 2) students “enrolled in ESL credit coursework are foreign language learners…” have opened up new opportunities for English Language Learners (ELLs) enrolled in the California community colleges. Among these opportunities are the Cypress College “Guided Pathways ESL Milestone Certificates,” which recognize ELL success in completing advanced credit ESL courses and a prerequisite or foundational course in their pathways to degree, certificate, or transfer. This workshop will be a deep dive into the philosophy, creation, collaboration, and process behind these Certificates of Achievement which incorporate the best of the Guided Pathways and AB 705 initiatives to create unique opportunities for ELLs.
Lecture, Lab, Activity, or Noncredit Support Courses – Pros and Cons for Faculty and Students

Bayside Room

Sam Foster, ASCCC South Representative
Jamar London, Santa Monica College, ASCCC Curriculum Committee
Natasha Maryanow, Reedley College
Renee Medina, Sacramento City College

Beginning in fall 2019, there will be an increased number of students placed directly into transfer level English and mathematics courses. Many of these students will also enroll in a concurrent support course, but which type of concurrent support makes the most sense for your students? Potential options include lecture, lab, activity or noncredit support courses. Join us for a discussion of the strengths and weaknesses of the different types of concurrent support and how your colleges can adopt these strategies locally.

System Partner/Vendor: Improve curriculum delivery effectiveness and empower student learning with LiveBinders

Harbour B

Be the mentor you always wanted to be in the age of digital learning. In this breakout session, learn about LiveBinders, see example course binders and enjoy an informal discussion with John Dahlgren, full time instructor from Butte College, who will share why he is using LiveBinders with his students.

3:30p - 3:45p Coffee Break

4:00p Registration Closes

Grand Peninsula Foyer
1 The CVC-OEI Course Design Rubric and Your Curriculum  
Grand Peninsula A  
Michelle Pilati, Open Educational Resources Initiative Faculty Lead, Rio Hondo College  
Meridith Randall, CVC-OEI  
Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee  

The CVC-OEI Course Design Rubric establishes standards relating to online course design, providing a mechanism for improving the student experience through a consideration of interaction and collaboration, assessment, learner support, and accessibility. When, where, how, and should course design standards factor into your curriculum review process? This session will provide an overview of the Rubric and a discussion of how it can be integrated into your distance education addendum review process.

2 Effective Practices for Training your Curriculum Committee  
Grand Peninsula B  
Michelle Hillman, Long Beach City College  
Jennifer Johnson, Bakersfield College  
Eric Wada, Folsom Lake College, ASCCC Curriculum Committee  

Title 5 §55100 and §55130 require that those involved in the curriculum review and approval process are trained. Committee membership and operating procedures may evolve, therefore there is a need for regular and ongoing training. Approved curriculum is reviewed by others who
may not be affiliated with the Chancellor’s Office, the idea of training can also extend beyond the requirements. Are there additional training opportunities for committee members to review curriculum while keeping student equity in mind? Join us for an interactive discussion where we brainstorm ideas for effectively training the curriculum committee.

**Curriculum Streamlining Training: A Deep Dive**  
*Grand Peninsula C*

Raul Arambula, Dean Curriculum and Instruction & Intersegmental Support, CCCCO  
Virginia Guleff, Butte College  
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair

Curriculum streamlining has allowed for local approval of selected courses and programs, meaning that the approval of a local governing board makes curriculum official. Come to this session to learn about curriculum streamlining, taking a deep dive into the history, its present, and goals for the future for both credit and noncredit curriculum approval processes.
Opportunities and Challenges of the CCC Baccalaureate Degrees

Jolena Grande, Cypress College, CCC Board of Governors
Njeri Griffin, Program Assistant, CCCCO
Bonnie Hunt, Modesto Junior College
Craig Rutan, Santiago Canyon College

Fifteen community colleges have been given the ability to grant baccalaureate degrees. Ensuring that these opportunities are meeting the needs of students hasn’t always been easy, but everyone involved in these programs believes that these opportunities should expand and be permanent. Join us for a discussion about the steps to establish a community college baccalaureate degree, information from two of the baccalaureate programs including the incredible successes of the students, challenges for moving the baccalaureate programs forward, and how colleges without baccalaureate degrees can support the existing programs by encouraging their students to consider transferring to a California community college with a Baccalaureate program instead of another university system.

Data Informed Curriculum Revision—Looking at Disproportionately Impacted Students

Alyssa Nguyen, RP Group
Erik Shearer, Napa Valley College
Thais Winsome, Mission College

Student learning and success data plays an increasingly prominent role in planning, program review, and decision making processes at our colleges. As our system implements AB 705 reforms, develops student-ready college practices through guided pathways, and focuses on issues of equity, student data provides critical information that can inform curriculum development and revisions. This breakout will
cover how data can be used in local curriculum processes, including a conversation on disproportionate impact as it relates to establishing and maintaining prerequisites, co-requisites, and curricular innovations in math and English in the coming years.

6 Noncredit Certificate Programs and Curriculum Approval Processes – current and anticipated changes  
Regency C
Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Jan Young, Glendale College

Curriculum streamlining for noncredit certificate programs is almost here! Review the current curriculum approval processes for noncredit certificate programs and learn what changes to expect when the proposed Title 5 changes are adopted by the California Community College Board of Governors.

6 The Basics of Noncredit  
Harbour A
Donna Necke, Mt. San Antonio College, ASCCC Curriculum Committee
LaTonya Parker, ASCCC Area D Representative
Michelle Sampat, Mt. San Antonio College

Is your college considering incorporating noncredit courses and programs into your offerings? Join us for a discussion of the basics of noncredit curriculum, including Career Development and College Preparation (CDCP) noncredit, mirrored courses, and methods for integrating noncredit into instructional programs.
Financial Aid and Curriculum – Implications Resulting from New Programs

Karen Daar, Los Angeles Valley College, ASCCC Curriculum Committee
Rhonda Mohr, Vice Chancellor Student Services and Special Programs, CCCCCO
Aimee Tran, Saddleback College, ASCCC Curriculum Committee

Many curriculum committees are unaware of the implications that curricular changes may have for financial aid, including unit totals, awarding of certificates, financial aid requirements, and the like. This session will cover the major areas of financial aid that can be impacted by curriculum (and vice versa) and discuss ways to ensure that students have access to the aid that they need to continue their educations. Title 5 changes to §55070 were adopted in July 2018 by the Board of Governors, and these changes are largely inspired by financial aid eligibility.

System Partner/Vendor: curriQūnet META:

New Products Announcement

Come learn about the new additions to curriQūnet META – Syllabus Generator and Policy Engine. See how these new technologies will make it easier for your faculty to create and manage their syllabi while staff and administration use the power of META to create and manage the approvals of new policies. Also, learn about all the new additions to the Catalog builder in META.
8:00a – 9:00a  **Breakfast**

**Grand Peninsula Foyer**

**EIGHTH BREAKOUT SESSIONS  9:00a – 10:15a**

1. **Accreditation and Curriculum**  
   Grand Peninsula A

   Randy Beach, ACCJC Commissioner  
   Stephanie Curry, ASCCC North Representative, ASCCC Curriculum Committee  
   Stephanie Droker, Senior Vice President, ACCJC

   Curriculum is a key component of the accreditation standards, and the relationship between curriculum and accreditation is essential for understanding the accreditation process. In this breakout, decode the interplay of curriculum requirements in relation to the requirements of accreditation and, as well as how both requirements may benefit from your guided pathways work, and the importance of faculty involvement in the accreditation process.
2 Program Submission Requirements—

What is a Program Anyway?  
Cheryl Aschenbach, ASCCC Secretary, 2019-20 Curriculum Chair
Erik Shearer, Napa Valley College

The term “program” is used in many ways when talking about community college curriculum, but what does the term really mean? What is a program? Explore the different ways the term is used at your colleges and decode the confusion using definitions in Education Code and Title 5.

3 Conflict Resolution –

Whoa, Whoa, Whoa Feelings…  
Dolores Davison, ASCCC Vice President
Virginia Guleff, Butte College
Krystinne Mica, ASCCC Executive Director
Bob White, Butte College

State initiatives and mandates with timelines for implementation can put your local senate and curriculum committee in a position where you are facilitating tough discussions. Running an effective meeting and getting work done challenges even the most talented curriculum chair. Chairs must be able to resolve conflict within the committee, ensure that processes are effective and fair, and work with individuals that might be a challenge. This breakout explores effective practices for communication before, during, and after curriculum meetings.
Guided or Self Placement – Helping Students to Determine and Meet their Goals

Diane Dieckmeyer, Mira Costa College
Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair
LaTonya Parker, ASCCC Area D Representative

What is guided placement and self-placement? With the passage of AB 705, AB 1805, and new or modified Title 5 Regulations, college districts were required to submit a detailed description of the guided and self-placement methods implemented by July 1, 2019. In addition, college districts were given provisional approval of their guided and self-placement methods that require the chancellor’s approval per Title 5 §55522. Join us to learn about the requirements and options around guided and self-placement, and engage in discussion around what is working for students, and the challenges of implementation.

Equity Considerations in Distance Education

Kathy O’Connor, Santa Barbara City College
Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee

Instructional faculty pedagogy plays a crucial role in the online learning environment. Utilizing an equity framework, this breakout will provide strategies and recommendations for embedding high-impact practices in course design and online classroom practices to support faculty in reducing equity gaps by creating online classrooms that are welcoming, supportive, student-centered.
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, equity, student success, and guided pathways.

Have you heard of WSCH, DSCH, or positive attendance? Do you know how they impact the funding for your college? As colleges are working under the new Student Centered Funding Formula and exploring different options to support students under AB 705, it is more important than ever to understand how scheduling choices directly impacts college funding. Please join us for an overview of attendance accounting and how to use it to your advantage when serving the needs of students.
Implications of Changing Prerequisites

Craig Rutan, Santiago Canyon College
Sarah Shepard, West Hills College, Coalinga
Aimee Tran, Santiago Canyon College, ASCCC Curriculum Committee
Eric Wada, Folsom Lake College, ASCCC Curriculum Committee

Prerequisites, corequisites, and advisories are causing confusion at many colleges. Join us as we discuss how colleges are moving forward with AB 705 and its implication on prerequisites. Topics include Chancellor’s Vision for Success, articulation, innovative student support services, challenges and best practices.

10:15a - 10:30a Break

FOURTH GENERAL SESSION 10:30a – 11:45a

Curriculum Streamlining and Training the Curriculum Committee

Grand Peninsula DEFG

Raul Arambula, Dean Curriculum and Instruction & Intersegmental Support, CCCCO
Virginia Guleff, Butte College
Ginni May, ASCCC Treasurer, 2018-19 ASCCC Curriculum Chair

To access the automated approval in the Curriculum Inventory, colleges are required to train their curriculum committee each year. This closing session will update attendees on pending changes to the annual certification memo and provide a template for training curriculum committees on all of the requirements of local approval.

11:45a INSTITUTE ENDS
ASCCC CURRICULUM COMMITTEE

Ginni May, Chair, Sacramento City College
Stephanie Curry, Reedley College
Karen Daar, Vice President of Instruction, Los Angeles Valley College
Nili Kirschner, Woodland Community College
Jamar London, Santa Monica College
Donna Necke, Mt. San Antonio College
Aimee Tran, Saddleback College
Carrie Roberson, Butte College
Eric Wada, Folsom Lake College

PRESENTERS

Agostino, Lesley, Interim Senior Program Coordinator, Diablo Valley College
Albertson, Trevor, Dean of Instructional Services, Lassen College
Alvarado, Marty, Executive Vice Chancellor of Educational Services, CCC Chancellor’s Office
Arambula, Raul, Dean Curriculum and Instruction & Intersegmental Support, CCC Chancellor’s Office
Arballo, Madelyn, Dean of the School of Continuing Education, Mt. San Antonio College
Asmus, Brandi, Agriculture Faculty, Woodland Community College
Awad, Shireen, Administrative Assistant II, Chaffey College
Baxley, Lara, Chemistry Faculty, Cuesta College
Beach, Randy, Professor, School of Language, Literature & Humanities, Southwestern College
Chiabotti, Dianna, Dean of Career Education & Workforce, Professor, Child & Family Studies, Napa Valley College
Cooper, Darla, Executive Director, RP Group
Daar, Karen, Vice President of Academic Affairs, Los Angeles Valley College, ASCCC Curriculum Committee
Di Alto, Stephanie, Curriculum Specialist, Saddleback College
Dieckmeyer, Diane, Vice President of Instructional Services, Mira Costa College
Edwards-Lipera, Diane, Counselor, Southwestern College
Ehlers, Gretchen, Mathematics Instructor, Academic Senate President and FYE Coordinator, West Valley College
Farrar, Carol, Vice President of Academic Affairs, Riverside City College
Foisa, L.E., Noncredit Faculty, Mt. San Antonio College
Fowler, Kelly, Vice President of Instruction, Merced College
Fulks, Peter, Associate Professor, Administration of Justice, Cerro Coso Community College
Grande, Jolena, Mortuary Science/Health Science Faculty, Cypress College, CCC Board of Governors
Griffin, Alec, Faculty – Professor of Anthropology & Sociology, Cerro Coso Community College
Griffin, Njeri, Program Assistant, CCC Chancellor’s Office
Grimes-Hillman, Michelle, Dean of Academic Affairs, Long Beach City College
Guleff, Virginia, Vice President of Instruction, Mission College
Harris, Sarah, Curriculum and Outcomes Assessment Coordinator, College of the Sequoias
Hunt, Bonnie, Professor, Respiratory Care, Modesto Junior College
Johnson, Jennifer, Professor & Department Chair, Nursing, Bakersfield College
Kirschner, Nili, Sociology Faculty, Woodland College, ASCCC Curriculum Committee
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<td>Young, Jan, Division Chair, Noncredit Business &amp; Life Skills, Glendale College</td>
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ACADEMIC SENATE

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Vice President: Dolores Davison
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North Representative: Carrie Roberson
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South Representative: Sam Foster
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Administrative Assistant: Kyoko Hatano

CONSULTANT

Educational Consultant: Pam Walker
BADGE IDENTIFICATION
Name badges must be worn during the conference, as they are your ticket for entrance to conference sessions and social events. So that you can readily recognize conference attendees, Executive Committee members will have purple ribbons, Committee members will have blue ribbons and Presenters will have yellow ribbons.

SPECIAL DIETS
If you are vegetarian or require a special diet, these meal preferences will be notated by a large colored sticker on the back of your name badge. Vegetarians have a GREEN sticker. Vegans have a BLUE sticker. All other special needs have a YELLOW sticker. Please alert the banquet staff of the type of meal you have and show him/her your sticker. Notify Senate staff at the registration desk if you do not have a special meal sticker and require one.

PARKING
Parking is $22.50 for overnight guests as well as those driving in the day of the event with in and out privileges at the Hyatt San Francisco Airport. For day drivers, please notify ASCCC Staff at the registration desk and we will provide you instructions on what to do when departing the hotel. Attendees staying at the hotel, please advise the Front Desk upon check-in that you are overnight self-parking to receive validation that will give you the discounted parking privileges for the entire stay.

WIFI
Attendees will be able to access internet in the Hyatt San Francisco Airport Business Center allowing access for text, email and web browsing services.
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Questions?
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