

VIRTUAL EVENT  
JULY 7-9, 2021

# CURRICULUM INSTITUTE

ENSURING LEARNING: ACCESSIBILITY & FLEXIBILITY IN EQUITY-DRIVEN

CURRICULUM

ACADEMIC SENATE  
FOR CALIFORNIA  
COMMUNITY COLLEGES

## MISSION STATEMENT

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As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to equity, student learning and student success. The Academic Senate for California Community Colleges acts to:

- Empower faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation

## VALUES STATEMENT

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**Leadership** The Academic Senate champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty, and fosters faculty participation in governance to effect change and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The Academic 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.

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

**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 The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters 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 Academic Senate values thoughtful discourse and deliberation and centers its work on student success.

## LAND ACKNOWLEDGEMENT

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We begin today by acknowledging that we are holding our gathering on the land of the Nisenan Nations who have lived and continue to live here. We recognize the Nisenan Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Sacramento. As we begin we thank them for their strength, perseverance and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call Sacramento their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.

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# Welcome

*Welcome, virtually, to the 2021 ASCCC Curriculum Institute!*

*Whew... another dynamic year for those involved in curriculum, as local colleges both proactively and reactively responded to the shifts and pivots needed to ensure learning for California community college students. Curriculum is at the core of what we do in higher education, but a complex system of local and state policies and procedures that are often directed by the influence of legislation and regulations that guide curriculum is ever-changing in focus. Simultaneously, the complexity of a society that is invoked by the history of a need for diversity, equity, and inclusion has proven that our institutions are poised to be the catalyst for systemic change!*

*As we consider the lived experiences of each and every student, this year's theme is *Ensuring Learning: Accessibility and Flexibility in Equity-Driven Curriculum*. The ASCCC has been beyond impressed with the innovations and rapid transformations around curriculum seen from our colleges throughout the system. With that, this institute has a continued focus on guided pathways, alternative approaches to curriculum, a shift and lift for online/distance education, with a consideration for the "real" cost of education requiring critical support student services. Clearly, there are unquestionable pursuits toward accessibility and flexibility for students to succeed.*

*Although this year's institute program is consolidated due to many factors and inevitably some aspects of curriculum are not addressed, the breakouts are intended to give a holistic view of where we are as part of an intertwined system. Accessibility and flexibility in equity-driven curriculum and support services best serve students when they amalgamate through a collegial and collaborative process, ensuring that a college offers curriculum services that meet the needs of all students in reaching their educational aspirations.*

*So, here is what you can expect! Begin your institute experience with pre-sessions focused on the various curriculum roles and responsibilities at the local college. General sessions are designed to provide everyone with information and effective practices that are intended to benefit all colleges and programs. The breakout sessions expand on the theme through strands focused on curriculum basics, beyond the basics, equity-driven curriculum, guided pathways, and California Community College system efforts. We hope you find some time to join the social opportunities each day to just converse and connect virtually with other curriculum enthusiasts here at the 2021 Curriculum Institute! We also hope that you find the information, presentation materials, and resources available relevant and useful for not only yourself, but your colleagues and constituent groups at your college, so that when you return to the hustle and bustle of the fall you are rejuvenated to take next steps to ensure learning and consider action for accessibility and flexibility in equity-driven curriculum.*

*I am beyond thankful to those who contributed to providing an institute of this complexity and magnitude. The ASCCC Curriculum Committee hit the ground running in 2020 to determine what would ideally serve our institutions during these unprecedented times. Please join them for a social hour to thank them yourselves! I have such an appreciation for the California Community College Chancellor's Office (CCCCO) and members of the California Community Colleges Curriculum Committee (5C) who provide the expertise*



*and perspectives from faculty, 4CS (Classified Senate), ACCE (Association of Community & Continuing Education), CCCAOE (Association for Occupational Education), CCCCIO (Chief Instructional Officers), CCCSSO (Chief Student Services Officers), and the SSCCC (Student Senate). Please also help me recognize the ASCCC Executive Committee, faculty from various disciplines, articulation officers, and all other representatives who committed to multiple breakouts and the time it took to collaborate on the event. I also give my sincere gratitude to the ASCCC staff who are not only behind the scenes in the planning and execution of this event, but they are also present in each and every breakout to support presenters and attendees; their diligence to these responsibilities does not go unnoticed! As evidenced, collaboration across local campuses and throughout the system is crucial to ensure the success of students.*

*Finally, my thanks go out to so many of you that have done tremendous work this past year (and then some) as faculty and curriculum leaders. Thank you, each and all. Now...curriculum colleagues, unite! Opportunity awaits at the local and state level to rethink decisions that impact curriculum which ultimately support our students throughout our system in their educational endeavors.*

*Onward,*

*Carrie Roberson*

*Carrie Roberson*

*Curriculum Chair 20-21*

## FREQUENTLY USED ACRONYMS LIST

4CS	Classified Senate
5C	California Community Colleges Curriculum Committee
AAM	Articulation Agreement by Major
ACCE	Association of Community & Continuing Education
AD-T	Associate Degree for Transfer
AICCU	Association of Independent California Colleges and Universities
AO	Articulation Officer
AP	Advanced Placement
ASCCC	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
CCCAOE	Association for Occupational Education
CCCCIO	Chief Instructional Officers
CCCCO	California Community College Chancellor's Office
CCCCSSO	Chief Student Services Officers
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
FACCC	Faculty Association of California Community Colleges
GECC	CSU GE Certification Course List by Area
HBCU	Historically Black Colleges and Universities
IB	International Baccalaureate
IGETC	Intersegmental General Education Transfer Curriculum
OER	Open Education Resources
PCAH	Program and Course Approval Handbook
SSCCC	Student Senate
TMC	Transfer Model Curriculum



## 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)



Wednesday  
JULY 7, 2021

## **BREAKOUT STRANDS**

- 1 Basics
- 2 Beyond the Basics
- 3 Equity-Driven Curriculum
- 4 Guided Pathways
- 5 System/CCCCO

**PRESESSIONS | 9:00 AM - 11:00 AM**

### **New/Newer (and Aspiring) Curriculum Chairs/ Committee Members**

Rose Giordano, ASCCC Curriculum Committee, Folsom Lake College

Josefina Gomez, ASCCC Curriculum Committee, San Joaquin Delta College

Nili Kirschner, Woodland Community College

Jeff Waller, ASCCC Curriculum Committee, Grossmont College

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, myth busting the "processes," and requirements for getting things done!

## **New/Newer Curriculum Specialists**

Lesley Agostino, 5C/4CS, Diablo Valley College

Raul Arambula, Dean of Educational Services and Support, CCCCCO

Randy Beach, ASCCC Curriculum Committee, Southwestern College

Stephanie DiAlto, Saddleback College

David Garcia, Associate Governmental Program Analyst, CCCCCO

Marwin Luminarias, 4CS, Fullerton College

Curriculum specialists play an essential role in the college curriculum process, and the work can be daunting for those new to this role. This workshop is intended for new or newer curriculum specialists and provides the basics of the roles and responsibilities of curriculum specialists, designing your personal tracking system, best practices for submitting curriculum, and building relationships with faculty and the curriculum chair.

## **New/Newer (and Aspiring) Curriculum Administrators**

Karen Daar, 5C Co-Chair, VP of Academic Affairs, Los Angeles Valley College

Jennifer Vega La Serna, VP of Academic Services, College of the Sequoias

Jennifer Zellet, VP of Instruction, Modesto Junior College

Robert Cabral, CCCAOE, Moorpark College

Administrators often find themselves overseeing a wide range of curriculum issues, and deans and CIOs can provide a comprehensive perspective and support to faculty during curriculum development. This session will explore the roles and responsibilities administrators have as they manage and coordinate curriculum issues, state mandates, and effective practices alongside faculty while myth busting realities curriculum streamlining processes.

## **New/Newer Articulation Officers**

Estela Narrie, 5C, Santa Monica College

Mark Edward Osea, 5C, Bakersfield College

Michelle Plug, ASCCC Curriculum Committee, Citrus College

LaTonya Parker, ASCCC South Representative

This session is intended as a training and collaboration session for all articulation officers, both new and experienced. Join us for discussions and information around the role of the articulation officer in the curricular process, effective collaborations, updates, and more!

## **Faculty Leaders: Program Coordinators/Liaisons/Leaders**

Stephanie Curry, ASCCC Curriculum Committee Chair 2021-2022

Christopher Howerton, ASCCC North Representative

Michelle Pilati, ASCCC OERI Faculty Coordinator

The Academic Senate for California Community Colleges (ASCCC) champions the various leadership roles of faculty at their colleges and at the state level while fostering effective faculty participation in governance to effect change. This session is intended to explore the various supportive faculty leadership roles at a local college and learn how the ASCCC facilitates and supports the ongoing development of faculty leaders.

**11:00 AM - 12:00 PM LUNCH**

## **ASCCC Welcome**

Dolores Davison, ASCCC President

Carrie Roberson, ASCCC Curriculum Committee Chair 2020-2021

## **Chancellor's Office Update**

Aisha Lowe, Vice Chancellor of Educational Services & Support, CCCCCO

Rebecca Ruan-O'Shaughnessy, Vice Chancellor of Educational Services & Support,  
CCCCCO

### **1 Curriculum Basics**

Randy Beach, ASCCC Curriculum Committee, Southwestern College

Rose Giordano, ASCCC Curriculum Committee, Folsom Lake College

David Williams, 5C, VP of Academic Affairs, Solano College

Curriculum must be a continuous priority on every campus and should involve the input and attention of faculty and administration, including those who are not part of the curriculum committee. This session will focus on the communication links and processes necessary to ensure a smooth and balanced curriculum process on campus.

## **2 TOP to CIP**

Lesley Agostino, 5C/4CS, Diablo Valley College

Karen Beltramo, WestEd

Kathy Booth, WestEd

Laura Coleman, Centers of Excellence

Courses and programs have required data elements that appear to be complex. This session will cover insights on the history of Taxonomy of Programs (TOP) codes, an explanation of the intended and unintended uses at the state and local level, and considerations of connection to Classification of Instructional Programs (CIP) codes. Join us for an update on system efforts to transition from TOP to CIP and share your ideas around opportunities and challenges this would present at the local college.

## **3 Online/Distance Education- Accessibility, Equity & Diversity for Students**

Stephanie Curry, ASCCC Curriculum Committee Chair 2021-2022

Sam Foster, Fullerton College

Robert L. Stewart Jr., ASCCC Area C Representative

Having a sense of students' diverse capacity as learners and knowing that students learn and demonstrate their learning better in culturally responsive and diverse learning environments, is central to an institutional framework of diversity, equity and inclusion that is necessary for closing the persistent success gaps for disproportionately impacted student populations. Join this session to consider the basic components of online and distance education and some strategies for accessibility, equity, and diversity to support student success.

#### **4 Curriculum Committee, Planning, and Governance: Integrating Our Guided Pathways Work**

Josefina Gomez, ASCCC Curriculum Committee, San Joaquin Delta College

Sarah Harris, College of the Sequoias

Erik Shearer, 5C, Napa Valley College

By clarifying the path, helping students to find the path, supporting students to stay on the path, and ensuring student learning, the Guided Pathways framework serves as an institutional redesign with equity and the student experience at the core. Colleges have completed year four of the five-year grant to design and implement a Guided Pathways framework. Colleges are situated to institutionalize their Guided Pathways frameworks by integrating the guided pathways elements into existing and redefined college structures. Our curriculum committees and academic senates have a central role in leading this next stage of institutional redesign. Join this session to learn and discuss what a Guided Pathways integration looks like across different colleges and how your curriculum committee can play a central role.

#### **5 What's Transfer Got to Do With It?: Transfer Basics for Curriculum Committees**

Estela Narrie, 5C, Santa Monica College

Mark Edward Osea, 5C, Bakersfield College

Eric Wada, C-ID Curriculum Director

The ASCCC has long been engaged in the work of streamlining the transfer process. From the CSUs to the UCs, to the HBCUs, the AICCU, CCC baccalaureate programs, and out-of-state (including international) institutions, there are plenty of transfer opportunities for the students of the California community colleges. In this breakout session, we will discuss what Curriculum Committees need to know about transfer and how to get courses approved for CSU and UC Transfer, CSU GE Breadth, and IGETC. We will also discuss the different transfer initiatives that the ASCCC has engaged with, such as C-ID, UCTP, and the IGETC Standards.



## 1 Noncredit Curriculum Basics

Madelyn Arballo, Associate VP of School of Continuing Education,  
Mt. San Antonio College

Karen Chow, ASCCC Area B Representative

Jeff Waller, ASCCC Curriculum Committee, Grossmont College

This breakout will examine the noncredit curricular process from idea to submission, including the ways regulations guide noncredit curriculum development and the differences in process and regulations between noncredit and credit. Come and learn more about noncredit courses and programs as you consider developing your own.

## 2 Scheduling: A Student-Centered Approach

Josefina Gomez, ASCCC Curriculum Committee, San Joaquin Delta College

Erik Reese, 5C, Moorpark College

Erik Shearer, 5C, Napa Valley College

Jennifer Zellet, ASCCC Curriculum Committee, VP of Instruction, Modesto Junior  
College

This session focuses on effective practices and deliberative discussions in strategic enrollment management to support student success. This breakout will focus on the data needed to make scheduling decisions, various methods and approaches to scheduling and identifying the best method, the ways that guided pathways should impact scheduling decisions, approaches to improving collaboration in building schedules and how to get started or revamp your strategies at your college.

### **3 Taking Action: Affirming Commitment to Culture, Lived Experiences, and Relationships in Learning Spaces**

Michelle Velasquez Bean, ASCCC Treasurer

Karla Kirk, ASCCC North Representative

Alketa Wojcik, 5C, VP of Student Services, MiraCosta College

Don Miller, CCCCIO President, VP of Academic Affairs, Rio Hondo College

Valuing our students' excellence and understanding that our students learn and demonstrate their learning better in culturally sensitive learning environments is central to an institutional framework of inclusion, diversity, equity, and anti-racism necessary for closing the success and persistence gaps for disproportionately impacted student populations. In a culturally sensitive environment, students' prior learning and authentic lived experiences are central to the design of instruction. How can faculty facilitate this when sometimes we struggle to find or develop strategies to create it? How are faculty at your college achieving this? Presenters will share models to promote diversity across the curriculum and ways to frame and inform culturally responsive practices in college learning spaces.

### **4 Leveraging your GP Framework to Advance DEI**

Jeffrey Hernandez, East Los Angeles College

Virginia "Ginni" May, ASCCC Vice President

With the entire student experience as its core, Guided Pathways is an ideal structure for advancing diversity, equity, and inclusion (DEI). Join this session to learn how local academic senates and curriculum committees can leverage guided pathways efforts as a framework for DEI and create culturally relevant and student-centered curriculum and wrap-around student support.

## **5 An Equity Framework for Competency Based Education (CBE)**

Randy Beach, ASCCC Curriculum Committee, Southwestern College

Amparo Diaz, Success Center for California Community Colleges

Chantée Guiney, Specialist, CCCCCO

Nadia Leal-Carrillo, Success Center for California Community Colleges

Aisha Lowe, Vice Chancellor of Educational Services & Support, CCCCCO

This breakout is for those who would like to learn more about CBE, how it is different from what we already do, and an overview of the Title 5 regulations to consider opportunities for CBE at your local college. Join us to learn about implementation of direct assessment competency based education in the California community colleges and engage in dialogue about the equity intent, expected impacts, and more.

### **5:00 PM - 5:30 PM Social**

ASCCC Curriculum Committee

The ASCCC Curriculum Committee invites all Curriculum Institute attendees to bring a beverage of choice for a little social mixing around all things curriculum!



Thursday  
JULY 8, 2021

NETWORKING BY ROLE | 8:00 AM - 9:00 AM

The ASCCC invites you to join colleagues for an hour of collaborating and networking!

Administrators

Articulation Officers

Curriculum Specialists

Curriculum Chairs/Members

Faculty Leaders/Coordinators/Liaisons

## **1 Open Educational Resources (OER) and Open Educational Practices (OEP) – Accessible and Flexible Teaching Tools and Practices**

Shagun Kaur, OERI Project Facilitator, De Anza College

Jennifer Paris, OERI Regional Lead, College of the Canyons

Suzanne Wakim, OERI Project Facilitator, Butte College

OER provides equitable access to course resources for students while allowing faculty to personalize their teaching resources based on their students' backgrounds, skills, and demographics. OEP takes this one step further by inviting students to become contributors to academia rather than just passive recipients. What evidence is there that OER and OEP improve student success? This session will explore the what, why, and how of OER and OEP.

## **2 Preview of Coming Attractions: Proposed Changes to Work Experience Education**

Brook Oliver, CIWEA President, Sierra College

Jan Young, 5C/ACCE President, Glendale Community College

Maniphone (Moni) Dickerson, CCCAOE, Evergreen Valley College

Currently, Cooperative Work Experience (CWE) courses allow students to earn course credit while gaining valuable experience in the workplace. New policies need to be incorporated into Title 5 which has not been updated since 2009. Come learn about the proposed changes in offering a Work Experience Education program (all positive!) including providing diversity, equity, and inclusion (DEI) to allow noncredit students' participation.

### **3 In Search of the Perfect COR: Diversity and Equity in the Classroom**

Mark Edward Osea, 5C, Bakersfield College

Manuel Vélez, ASCCC South Representative

David Williams, 5C, VP of Academic Affairs, Solano 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 will begin with a brief overview of the COR, and it 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.

### **4 Integration of Guided Pathways and Program Review for Strong Learning Outcomes for Students**

Stephanie Curry, ASCCC Curriculum Committee Chair 2021-2022

Christopher Howerton, ASCCC North Representative

Sam Foster, Fullerton College

As colleges, academic senates, and curriculum committees examine and evaluate their institutional processes in relation to self-examination, guided pathways are intended to inspire, and program review is of key relevance. Referenced in accreditation standards, Title 5 regulations, and the Program and Course Approval Handbook, program review is a process that should consist of meaningful systemic and data-driven reflection on how college programs serve students and align with the mission of the college. What is the role of the academic senate in the design of a meaningful program review process? How might program review processes be improved to help colleges become more responsive to our students and community? How can local academic senates and curriculum committees use data within program review to evaluate guided pathways and AB 705 implementation efforts? Throughout this interactive session, presenters and attendees

will work together to identify key areas within program review as colleges align and update their program review processes in light of their own guided pathways efforts.

## **5 Credit for Prior Learning (CPL)**

Chantée Guiney, Specialist, CCCCCO

Jodi Lewis, Success Center, Foundation for California Community Colleges

Benjamin Mudgett, Palomar College

Candace Rose, Palomar College

As more students are arriving at colleges with experience from prior work or military service, colleges are afforded the opportunity to award college credit that is appropriate and accurately reflects the prior experience. How are colleges developing models whereby students can receive credit without compromising the overall integrity of a program? This breakout will update attendees about CPL efforts, along with a discussion of effective strategies to offer credit for prior learning at your local college.



## **1 Number 1 of the 10+1: Assigning Courses to Disciplines**

Mark Edward Osea, 5C, Bakersfield College

Erik Shearer, 5C, Napa Valley College

Jeff Waller, ASCCC Curriculum Committee, Grossmont College

Want or need to learn about the principles and practices for effectively assigning courses to disciplines? Curious about the implications for equivalency and minimum qualifications? The Disciplines List provides the minimum qualifications (established by the ASCCC and the Board of Governors) for all faculty. But placing courses into disciplines can be one of the most confusing tasks that curriculum committees face. Join us for a lively discussion to learn about the Disciplines List, minimum qualifications, granting equivalencies, different options for assigning courses to disciplines, and effective practices that support student success.

## **2 Leveraging Student Services for Student Success**

Gina Browne, Dean of Educational Services and Support, CCCCCO

Mia Keeley, Dean of Educational Services and Support, CCCCCO

LaTonya Parker, ASCCC South Representative

Alketa Wojcik, 5C, VP of Student Services, MiraCosta College

The student experience at our local colleges starts with access and leverages student centered academic and support services to support students on their academic journey. During a pandemic, natural disasters, fiscal crisis, and beyond, it is critical to dialogue around what thoughtfully designed curriculum and student services opportunities and challenges prepare students for success in their educational endeavors. This session will focus on internal and external spheres of influence to bolster a culture of success through accessibility and flexibility in curriculum and wrap around student support.

### **3 CTE Program Alignment and Design for Equity, Access and Flexibility**

Christy Coobatis, MiraCosta College

Maniphone (Moni) Dickerson, CCCAOE, Evergreen Valley College

Pedro Mendez, CCCAOE, Modesto Junior College

Tina Recalde, CCCAOE, San Diego Mesa College

Career and Technical Education (CTE) programs are expected to ensure that education provides timely and responsive curriculum aligned to emergent industry trends and workforce demands with a focus on equity, access and flexibility for our dynamic student population. Join this session to consider expanding the participation of CTE faculty in leadership roles at the local, regional, and statewide levels to address the ongoing challenges of program alignment keeping up with the needs of our industry partners.

### **4 Defining the Fourth Pillar: Enhancing Teaching, Learning, and Equity**

Sarah Harris, College of the Sequoias

Jeffrey Hernandez, East Los Angeles College

How do we know students are learning? And if they are not learning, or if outcomes are inequitable, how do we improve? In this breakout, participants will discuss the fourth pillar of the Guided Pathways framework, Ensure Learning, and its focus on using meaningful data about student learning (such as data analysis, student input, and outcomes assessment) to guide the strategies of the other pillars and re/design curriculum and instruction to be culturally responsive, equitable, and meet students' goals.

## **5 PCAH- Program and Course Approval Handbook**

Karen Daar, 5C Co-Chair, VP of Academic Affairs, Los Angeles Valley College  
Erik Reese, 5C, Moorpark College

With the realities around the complexity of California Education Code, the Title 5 Code of Regulations, and curriculum streamlining approval process and self-certification it is again time to review necessary updates to the Program and Course Approval Handbook (PCAH). Join this session to discuss the anticipated changes to the PCAH, the repository of resources and technical components to ensure curriculum success!

**12:00 PM - 1:00 PM LUNCH**

**GENERAL SESSION 2 | 1:00 PM - 2:30 PM**

### **Legislation and Curriculum: Keeping it Student-Centered**

Wendy Brill-Wynkoop, FACCC President, College of the Canyons  
Virginia "Ginni" May, ASCCC Vice President  
David O'Brien, Vice Chancellor for Governmental Relations, CCCCCO

While often requirements in regard to curriculum reside in the California Code of Regulations, some changes are proposed and may be mandated through the legislative process. Some recent examples include associate degrees for transfer, assessment and placement, graduation requirements, general education patterns, course numbering, and distance education. The involvement of the legislature in curricular or more broadly, academic and professional matters (a.k.a. the 10+1) creates opportunities and challenges. Join us for an up-close look at the legislative and budget development processes, including past and currently proposed legislation. In addition, we will explore resources to help you stay informed and venues to provide voice to support student-centered curricular requirements.

## **1 Navigating Curriculum Technology and Management Systems**

Lesley Agostino, 5C/4CS, Diablo Valley College

Nili Kirshner, Woodland Community College

Marwin Luminarias, 4CS, Fullerton College

In this session, we will explore the roles and responsibilities of classified professionals in conjunction with faculty and administrators to reiterate the importance that local and statewide processes should drive curriculum management, not curriculum management driving curriculum and processes. Join this session for tips and tricks to productive relationships while navigating curriculum technology.

## **2 College and Career Readiness: Noncredit Pathways**

Randy Beach, ASCCC Curriculum Committee, Southwestern College

Wendy Brill-Wynkoop, FACCC President, College of the Canyons

Emma Diaz, San Bernardino Valley College

This presentation will highlight the many paths noncredit offers to credit college and career readiness. Presenters will discuss working with credit faculty and industry partners to create an innovative curriculum that facilitates 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.

### **3 Open Educational Resources (OER), Curriculum, Articulation, and Student Success**

Julie Bruno, OERI Communications Lead, Sierra College

Michelle Pilati, ASCCC OERI Faculty Coordinator

Sally Potter, OERI Regional Lead, Fresno City College

Why and how do you make OER part of your curriculum as an integral component of addressing inequities? When supporting the adoption of OER, how do you contend with articulation myths? Is there a connection between OER and student success? Join us as we explore OER basics, approaches to encouraging OER adoption in the curriculum process, articulation facts, and the benefit of OER for students, faculty, and the college.

### **4 Optimizing Student Success Through Equitable Placement**

Cheryl Aschenbach, ASCCC Secretary

Sam Foster, Fullerton College

Kathy Wada, Cypress College

Equitable Placement is key to student success as they begin their college experience. With AB 705 being fully implemented for English and mathematics in Fall 2019, longer at some colleges, it is time to investigate college implementations to determine whether they are closing long standing equity gaps and optimizing student success. The ASCCC Guided Pathways Task Force examined local and statewide data and have reported their findings in the Academic Senate White Paper, *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*, and recently collected responses to an ASCCC survey intended to capture faculty perceptions of local AB 705 implementation. Join this session to explore data and findings presented in the ASCCC paper and survey along with research from other system stakeholders. Together presenters and attendees will share successes, discuss solutions to challenges, and innovations to optimize student success.

## **5 The Brown Act, Parliamentary Procedures, and You! – Open Meeting Laws and Robert’s Rules for Local Academic Senates and Curriculum Committees**

Stephanie Curry, ASCCC Curriculum Committee Chair 2021-2022

Mark Edward Osea, 5C, Bakersfield College

Erik Reese, 5C, Moorpark College

David Williams, 5C, VP of Academic Affairs, Solano College

As legislatively created bodies, local academic senates are required to comply with open meeting requirements of the Ralph M. Brown Act. What does this mean for local academic senate leaders? Is it just about posting agendas by deadlines, or is there more to consider? Not to complicate things, but how does Governor Newsom’s Executive Order N-29-20, which relaxes some of the public meeting requirements of the Brown Act in response to COVID-19 stay-at-home orders affect local academic senates? This session will help local academic senate leaders understand the basics of the Brown Act and provide effective practices for ensuring a commitment to openness that meets both the letter and the spirit of the law. We will talk about how to ensure your meetings run effectively, efficiently and equitably.

**CASUAL CONVERSATION + CONNECTION | 5:00 PM - 5:30 PM**

Dolores Davison, ASCCC President

Virginia “Ginni” May, ASCCC Vice President

Wrap up the day with a casual conversation and an opportunity to connect with the President/Vice President of ASCCC around curriculum, governance, and leadership as it pertains to curriculum throughout our system!



Friday  
JULY 9TH

IT'S JUST BREAKFAST! | 8:00 AM - 9:00 AM

Start the day off with the opportunity for conversing and connecting virtually with those curriculum enthusiasts here at the 2021 Curriculum Institute!

BREAKOUT 6 | 9:00 AM - 10:15 AM

### **1 Transfer Pathways Advocacy**

Virginia "Ginni" May, ASCCC Vice President

Michelle Plug, ASCCC Curriculum Committee, Citrus College

Eric Wada, C-ID Curriculum Director

With nearly a decade since the introduction of Associate Degrees for Transfer and the recent introduction of the University of California Transfer Pathways, it would seem that transfer between the California systems of public higher education would be easier than ever. Students still continue to face barriers and obstacles to successfully transfer if that is a part of their educational goals. Join this session to discuss how college and system stakeholders can assist students



in reaching their self-determined transfer goals, and consider changes that would better ensure students are well served by both the processes in place and subsequent proposals around transfer.

## **2 Roles, Structures, and Functions: Curriculum Committee Effective Practices & Partnerships**

Lesley Agostino, 5C/4CS, Diablo Valley College

Karen Daar, 5C Co-Chair, VP of Academic Affairs, Los Angeles Valley College

Mark Edward Osea, 5C, Bakersfield College

Jeff Waller, ASCCC Curriculum Committee, Grossmont College

Understanding the authority and role of the academic senates, as well as the roles of staff and administrators, in curriculum is important for ensuring that a college's governance structure functions well in order to serve its students and the community. This session is intended to explore collegial processes and discuss how to effectively navigate the curriculum committee roles, structure, and functions while supporting the success of students.

## **3 Online/Distance Education- Addendums, Compendiums, Guidelines, & Faculty Preparation**

Karen Chow, ASCCC Area B Representative

Robert L. Stewart Jr., ASCCC Area C Representative

Suzanne Wakim, OERI Project Facilitator, Butte College

Attendees of this breakout will be informed about the requirements regarding curriculum for teaching courses in an online modality and will consider some examples of processes for approving courses to be offered via distance education. Discussion will include where course modality fits in the curriculum development and approval process, why distance education courses undergo a separate curriculum approval process, and what elements are important and critical to support the success of students.

#### **4 Light the Fire! Embedding Ethnic Studies at the Local College**

Randy Beach, ASCCC Curriculum Committee, Southwestern College

Karla Kirk, ASCCC North Representative

Don Miller, CCCCIO President, VP of Academic Affairs, Rio Hondo College

Manuel Vélez, ASCCC South Representative

Instructional relevance and decolonizing the curriculum are critical components that support our disproportionately impacted students throughout the California Community College system. Supporting our students' understanding of Ethnic Studies competencies through cultural sensitivity and appreciation can help students connect their human experiences with our current institutional and curricular requirements. This breakout/workshop will provide participants with a better understanding of Ethnic Studies competencies and see examples of those competencies in practice. The primary goal of this session is to heighten our equity-focused curriculum for the benefit of students.

#### **5 Student Learning and Achievement: Ensuring Equity in Accreditation and Curriculum**

Stephanie Curry, ASCCC Curriculum Committee Chair 2021-2022

Sarah Harris, College of the Sequoias

Jennifer Vega La Serna, VP of Academic Services, College of the Sequoias

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, presenters will review the relationship between curriculum requirements and accreditation standards, with a focus on their shared goal of ensuring meaningful and equitable student learning and achievement, and discuss the important roles curriculum specialists, curriculum chairs, articulation officers, and others share in these processes.

## **Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum**

Dolores Davison, ASCCC President

Ed Code, Title 5, California Community Colleges Curriculum Committee (5C), ASCCC Curriculum Committee, local college/district curriculum committees, 2021 and beyond... opportunity awaits to ensure learning: accessibility and flexibility in equity-driven curriculum!

## **Certification Training and Training Local Curriculum Committees**

Raul Arambula, CCCCCO Dean

Patti Blank, CCCCCO Curriculum Specialist

Karen Daar, 5C Co-Chair, Los Angeles Valley College- VP Academic Affairs

Kevin Lovelace, CCCCCO Program Analyst

Aisha Lowe, CCCCCO, Vice Chancellor- Educational Services & Support

Carrie Roberson, ASCCC Curriculum Chair 2020-2021

Zitali Torres, CCCCCO Associate Governmental Program Analyst

This final session is intended to provide those involved with the curriculum the most efforts around legislation and regulations as well as the legal authority and roles of state and local entities as it pertains to curriculum. This session also covers all aspects of the curriculum development submission process for Chancellor's Office review- including program development standards, submission requirements, approval criteria, supporting documentation, requirements for local and regional approval, and submission categories. Everything you want to know... and more... about Certification Training and Training Local Curriculum Committees.

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2021 ASCCC Curriculum Institute!*

## PRESENTERS

Lesley Agostino, Diablo Valley College,  
5C/4CS

Raul Arambula, CCCCCO, Dean of  
Educational Services and Support

Madelyn Arballo, Mt. San Antonio College,  
Associate VP of School of Continuing  
Education

Randy Beach, Southwestern College, ACCJC

Karen Beltramo, WestEd

Patty Blank, CCCCCO, Curriculum Specialist

Kathy Booth, WestEd

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