

2016 CURRICULUM INSTITUTE
PATHWAYS THROUGH CURRICULUM

JULY 6 TO 9, 2016
DOUBLETREE HILTON - ANAHEIM



USEFUL INFORMATION

ASCCC FOUNDATION

Support the ASCCC Foundation with a donation for a T-shirt, lanyard, pin or bag. All items will be available at the ASCCC Foundation registration table.

The Foundation will be holding a raffle during the Curriculum Institute, tickets can be purchased at the registration desk. Grand Prize: A one night stay at the Wyndham Anaheim Garden Grove. See flyer at the registration desk for a full list of raffle prizes and ticket costs.

MESSAGE BOARD

Messages for attendees can be received at the conference registration desk during open hours, and will be posted on the designated message board. Be sure to check for messages at least once a day.

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, ribbons will be available with various designations including presenters and executive committee members.

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.

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Welcome to the Curriculum Institute

On behalf of the ASCCC Curriculum Committee, welcome to the 2016 Curriculum Institute. For the past two years, a major focus in our system has been on Career Technical Education (CTE). From the establishment of the Strong Workforce Task Force in Fall 2014, to the adoption of its report and recommendations by the Board of Governors in Fall 2015, to the present as the recommendations are implemented, the focus on moving more students through our CTE pathways has never been greater. However, we should always remember that our students journey down many pathways through our colleges to reach their educational goals. Many of our students start their journeys in basic skills or noncredit courses, while others begin with general education or CTE classes that lead to additional courses, culminating in the completion of a degree, certificate, or transfer. Some pathways may be longer, while others may be shorter. But regardless of the student's journey, the pathway that leads to success always runs through the curriculum of our colleges.

To honor all types of curriculum, the ASCCC Curriculum Committee has created an exciting program of general session and breakout presentations that leads attendees down a wide array of pathways that include diverse curriculum topics in CTE, curriculum leadership and processes, noncredit, basic skills, general education, transfer and articulation, equity, and innovation in instruction. Some may even begin their journeys during our pre-session CTE Data Unlocked workshop or our "bootcamp" workshops designed for new curriculum chairs, chief instructional officers and deans, and curriculum specialists. Whether you are a curriculum "newbie" or seasoned veteran, this

institute provides a variety of pathways you can take to expand your knowledge of important curriculum issues and then share with your colleagues when you return to your colleges.

As always, this institute is the result of the collaborative efforts and hard work of many individuals. First, please join me in thanking the Chancellor's Office staff for once again taking time out of their busy schedules to attend the Curriculum Institute in order to give presentations, engage in conversations, and answer questions. The importance of their presence at this institute can never be overstated. We are also extremely grateful to our many presenters who are here sharing their invaluable experiences and expertise with you and to the ASCCC staff for doing a wonderful job in pulling this event together. Finally, no Curriculum Institute is possible without the Curriculum Committee. The 2015-2016 Curriculum Committee is an amazingly talented and hard-working group of colleagues, and they deserve our deepest gratitude for planning this event.

Please take this opportunity to connect with your colleagues from around the state, have conversations, and exchange ideas that you can bring back to your colleges. And, of course, this institute is a wonderful time to reconnect with old friends, make new friends, and, most importantly, to enjoy yourself.

May your pathways through curriculum lead you to curricular enlightenment.

John Freitas, ASCCC Curriculum Chair

WEDNESDAY

July 6

PRE-SESSION WORKSHOPS

10:00 am to 12:00 pm

Workshop 1: CTE Data Unlocked and Curriculum

Laguna, 1st Floor

John Freitas, ASCCC Curriculum Committee Chair, Facilitator

Dianna Chiabotti, Doing What Matters for Jobs and the Economy

Renah Wolzinger, WestEd

The Strong Workforce Program is providing new funding and requirements to create more CTE offerings and improved CTE courses and programs. This session will walk attendees through implications for curriculum development and approval and introduce them to tools and resources that can support them in this process. Using a scenario-based process, attendees will also have a chance to explore labor market information, employment outcomes, and regional offerings in the LaunchBoard.

12:00 pm to 2:00 pm

Lunch On Your Own

PRE-SESSION WORKSHOPS CONTINUE

2:00 pm to 5:00 pm

Workshop 2: Curriculum Basics for New Curriculum Chairs

Laguna, 1st Floor

Ginni May, ASCCC Executive Committee, Facilitator

Diana Hurlbut, Irvine Valley College

Toni Parsons, San Diego Mesa College

Tiffany Tran, Irvine Valley College

This session is intended for new curriculum chairs or those curriculum chairs that are still new to the process. The intent of this workshop is to provide an overview of the responsibilities of a curriculum chair along with ideas on how to stay on well-informed. Additionally, the presentation will include an overview on how to work with curriculum committee members and others on campus that are valuable to the smooth flow of the curriculum process. The focus will be on the role of the curriculum chair and effective ways to manage time and workload.

Workshop 3: Curriculum Basics for New Curriculum Specialists

Newport, 1st Floor

Michael Heumann, Imperial Valley College, Facilitator

Stephanie DiAlto, Saddleback College

Jackie Escajeda, Chancellor's Office

Dixie Krimm, Imperial Valley College

Chancellor's Office Curriculum and Instruction Staff

This workshop is intended for new or newer curriculum specialists and examines the basics of the roles and responsibilities of curriculum specialists. The presenters will also review the requirements and procedures for submitting curriculum to the Chancellor's Office.

Workshop 4: Curriculum Basics for New CIOs and Deans

Malibu, 1st Floor

Lori Bennett, Clovis College

John Freitas, ASCCC Curriculum Committee Chair

Michelle Grimes-Hillman, Long Beach City College

This workshop is intended for new or newer chief instructional officers (CIOs) and curriculum deans and provides a basic overview of basic curriculum topics and the roles and responsibilities of curriculum committees, with a focus on the role of the CIO and deans in the curriculum process.

THURSDAY

July 7

8:00 am to 9:00 am

**Registration
Continental Breakfast**

Grand Ballroom Foyer

GENERAL SESSION ONE

9:00 am to 10:15 am

Grand Ballroom

Welcome

John Freitas, ASCCC Curriculum Committee Chair

State of the Senate

Julie Bruno, ASCCC President

State of the Chancellor's Office,

Pam Walker, Vice Chancellor of Educational Services, Chancellor's Office

COR 101: The Nuts and Bolts of the Course Outline of Record

International Center, 1st Floor

Diana Hurlbut, Irvine Valley College

Carol Kimbrough, Hartnell College

This breakout will share everything attendees ever wanted to know about the course outline of record (COR), from the elements required to the elements suggested to ways to develop a solid COR. Presenters will share representative samples of good CORs and discuss effective practices for creating the COR.

Curriculum and Public Documents—Catalogs, Class Schedules

Sequoia, 2nd Floor

Lori Bennett, Clovis College

Stephanie DiAlto, Saddleback College

Dan Keller, Los Angeles Harbor College

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.

Curriculum Basics for Senate Presidents, Deans, and Chief Instructional Officers

Malibu, 1st Floor

Kelly Fowler, Clovis College

Michael Heumann, Imperial Valley College

Thais Winsome, Mission College

Curriculum is a continuous priority on every campus and involves the input and attention of faculty and administration. This session will focus on the communication links and processes necessary to ensure a smooth and balanced curriculum process on local colleges.

Math Graduation Requirements and Alternative Math Pathways

Sunset, 1st Floor

Mary Legner, Riverside City College

Ginni May, ASCCC Executive Committee

Toni Parsons, San Diego Mesa College

The math graduation requirement is often a barrier to degree completion for many of our students. This situation has led to efforts to develop and implement alternatives to the traditional pathway for completing this graduation requirement. At this breakout, attendees will learn of the current math graduation requirements for the associate degree, alternative math pathways, and the positions and requirements regarding students taking transfer level math to meet quantitative reasoning at the CSU and UC.

A Conversation about the Philosophy and Future of General Education

Redwood, 2nd Floor

Dolores Davison, ASCCC Secretary

Dawn Digrius, California State University Office of the Chancellor

Ken O'Donnell, California State University Office of the Chancellor

John Stanskas, ASCCC Vice President

The establishment of ADTs, the advent of the pilot baccalaureate degrees, and the current focus on CTE programs have stimulated various conversations about general education requirements for our students. This breakout will provide an opportunity for discussions about the direction of general education in the CSU and the possible future directions for general education in the California Community Colleges.

Creating and Revising Curriculum—The Role of Program Review

Lassen, 2nd Floor

Randy Beach, ASCCC Executive Committee

Virginia Guleff, Mendocino College

Course and program self-assessment should be the heart of an academic program review, which can lead faculty to a thoughtful, data-informed evaluation of their courses and course sequences leading to certificates and degrees. In this breakout session, participants will discuss how program review can facilitate those conversations and decisions, what elements should be present in a program review process to make it useful for curriculum review, and how accreditation standards are an important consideration.

The Future of CSU Transfer Pathways: Associate Degrees for Transfer (ADT) and Model Curriculum

Redondo, 1st Floor

Julie Bruno, ASCCC President

Craig Rutan, ASCCC Executive Committee

The work of streamlining transfer pathways between community colleges and the CSU continues with the development of new transfer model curricula (TMCs) and the exploration of model curricula that could be used to address struggles with units and discrepancies with the new UC transfer pathways. Please join us for an interactive discussion about ADTs, model curriculum, and what it all means for students planning to transfer to the CSU.

Explaining and Communicating Faculty Purview over Curriculum to Board Members and External Stakeholders

Atrium, 1st Floor

Larry Galizio, Community College League of California President and CEO

David Morse, ASCCC Past President

Collegial consultation regarding curriculum is one of the “10+1” areas of academic purview under Title 5. However, many local board members and other interested parties may not be fully versed in the details of the community college governance system and thus may not have a strong understanding of the faculty’s role in curriculum development and consultation. This breakout will consider what you can expect board members and other stakeholders to understand about curriculum roles and processes and how to communicate faculty purview, rights, and responsibilities effectively.

GENERAL SESSION TWO

12:00 pm to 2:15 pm

Luncheon

Foundation Update

Ginni May, Foundation President

Effective Local Curriculum Approval Processes

The 2015-2016 ASCCC Curriculum Committee

The Fall 2015 report of the Strong Workforce Task Force includes recommendations to streamline curriculum approval processes at the state, regional, and local level. This interactive session will present recommendations for evaluating and improving local curriculum approval processes.

BREAKOUT SESSION TWO

2:30 pm to 3:45 pm

CTE Curriculum Basics

International Center, 1st Floor

Grant Goold, ASCCC Executive Committee, Facilitator

Jolena Grande, Cypress College

Jim Lancaster, Citrus College

Compared to non-CTE programs, the development and revision of CTE curriculum have additional requirements. Learn the important elements to consider when moving new CTE curriculum from concept to completion.

Effective Practices for Creating Curriculum Handbooks

Sequoia, 2nd Floor

Marie Boyd, Chaffey College

Diana Hurlbut, Irvine Valley College

Dyan Pease, Sacramento City College

Marilyn Perry, Sacramento City College

This breakout will examine what a curriculum handbook is, and what it is good for. Come to this session to learn about the benefits of a curriculum handbook and the “how-to” of creating a curriculum handbook for your college.

Curriculum Conversations with K-12 Schools and Local Universities

Malibu, 1st Floor

Toni Parsons, San Diego Mesa College, Facilitator

Katie Booth, Moorpark College

Dianna Chiabotti, Doing What Matters for Jobs and the Economy

Elizabeth Gillis-Smith, Moorpark College

Sydney Sims, Moorpark College

More and more, colleges are focusing on establishing intentional pathways from K-12 to the community college and from the community college to the university. Come to this breakout to learn about how the curriculum for these pathways is established and about conversations that should take place among the K-12, community colleges, and baccalaureate institutions.

Basics of Non-Credit

Sunset, 1st Floor

Cheryl Aschenbach, ASCCC Executive Committee

Chantée Guiney, Chancellor's Office

Sofia Ramirez Gelpi, Allan Hancock College

This session will examine the basics of noncredit curriculum, including Career Development and College Preparation (CDCP) noncredit and methods for integrating noncredit into instructional programs. Attendees will also learn what curriculum-related discussions and actions are needed to develop and implement noncredit curriculum in ways that truly help students.

Placing Courses in Disciplines

Redwood, 2nd Floor

Michelle Grimes-Hillman, Long Beach City College

Ginni May, ASCCC Executive Committee

The path to placing courses into disciplines has many twists and turns. With the emergence of new programs and course subjects, this process can be confusing, particularly when there is no corresponding discipline title in the Disciplines List. This breakout will cover the requirements and the “what,” “how,” “why,” and “where” for placing courses in disciplines.

Workforce Task Force Curriculum Recommendations— Implementation Next Steps

Lassen, 2nd Floor

Julie Bruno, ASCCC President

John Freitas, ASCCC Curriculum Committee Chair

Pam Walker, Vice Chancellor of Educational Services, CCC Chancellor's Office

In Fall 2015, the Board of Governors approved the recommendations of the Workforce Task Force, several of which involve curriculum. Participants in this breakout will discuss these recommendations and the next steps for implementing them.

High Unit ADTs—Meeting the 60-unit limit

Redondo, 1st Floor

Craig Rutan, ASCCC Executive Committee

John Stankas, ASCCC Vice President

Come to this breakout to learn about high unit Associate Degrees for Transfer (ADTs) and how some colleges are able to meet the 60-unit limit and meet the requirements of SB 440 (Padilla, 2010). Presenters will examine options for moving forward for those colleges that are facing challenges in meeting the SB 440 requirement while doing what is best for students.

THURSDAY, JULY 7

Course Substitution and Reciprocity in Local Degrees and Certificates, ADTs, and General Education

Atrium, 1st Floor

Deanna Abma, City College of San Francisco

Bernie Day, Foothill College

Dave Degroot, Allan Hancock College

Tiffany Tran, Irvine Valley College

This breakout will examine the meaning of reciprocity and how it affects our associate degrees and certificates. Attendees will learn how to effectively implement a reciprocity process where it can eliminate barriers for students while at the same time cutting the cost of higher education and reducing the necessity of course repetition.

3:45 pm to 4:00 pm

Coffee Break

Grand Ballroom Foyer

BREAKOUT SESSION THREE

4:00 pm to 5:15 pm

From Course Objectives to Course SLOs to Program SLOs

International Center, 1st Floor

Randy Beach, ASCCC Executive Committee

Kenna Hillman, Long Beach City College

Jennifer Holmgren, Long Beach City College

Haley Nguyen, Long Beach City College

Colin Williams, Long Beach City College

At a fundamental level, student learning outcomes are statements of the impact of curriculum and teaching on students since they measure what a student can do after experiencing curriculum developed by faculty. Yet, faculty are still challenged to see outcomes as a curriculum matter and may perceive them more as ancillary to the course outline. In this breakout, presenters will examine the connection between objectives and outcomes at the course and program level in order to help faculty find more meaning and value in assessing outcomes.

UC Transfer Pathways and UC Participation in C-ID

Sequoia, 2nd Floor

Ginni May, ASCCC Executive Committee, Facilitator

Julie Bruno, ASCCC President

Dale Leaman, University of California at Irvine

Monica Lin, University of California Office of the President

In 2015-16, the University of California (UC) announced the creation of new UC Transfer Pathways for each of UC's 21 most popular majors for transfer students. UC has also initiated a pilot program for participating in C-ID. This breakout will provide an overview of the UC Transfer Pathways and the progress toward achieving their intended goal of expanding access to UC to California community colleges students.

The Common Assessment Is Finally Here

Malibu, 1st Floor

Amy Beadle, CCC Technology Center

Craig Rutan, ASCCC Executive Committee

The common assessment has finally arrived, and colleges will begin using the new assessment system to assess and place students beginning in Fall 2016. Colleges need to understand how the common assessment differs from their current assessment tests and must make certain that they are ready to implement the common assessment system locally. Please join us for an update about the common assessment system and a discussion about what colleges should be doing to prepare for local implementation.

Repeatability Four Years Later

Sunset, 1st Floor

John Freitas, ASCCC Curriculum Committee Chair

Michael Heumann, Imperial Valley College

Kim Schenk, Diablo Valley College

In 2012 new repeatability regulations were implemented. Since then, much work has been done at the colleges to respond to the changes. In this breakout, attendees will learn about the repeatability regulations and the difference between repeatability and course repetition. Presenters will also offer examples of effective practices for working within the requirements of the regulations.

Curriculum Development and Serving Students with Disabilities

Redwood, 2nd Floor

Adrienne Foster, ASCCC Executive Committee

Jayme Johnson, Online Education Initiative and High Tech Center Unit

Anyone developing a curriculum proposal should consider how that proposal will meet the needs of students with disabilities. Faculty involved in curriculum development need to understand academic accommodations and how to assess learning materials and assignments for accessibility issues. Resources are available to assist faculty in designing and delivering curriculum that can effectively be used by all students. At this breakout, attendees will learn about the requirements, resources, and common practices for successfully meeting the needs of students with disabilities through effective curriculum design.

Developing New CTE Programs—From Inception to Approval and the Importance of Being Intentional

Lassen, 2nd Floor

John Stankas, ASCCC Vice President, Facilitator

Lori Bennett, Clovis College

Jim Lancaster, Citrus College

The development of new CTE programs must be thoughtful and carefully considered, as a clear need for the program must be demonstrated. This breakout will examine what is involved with creating new CTE Programs, from sector navigators to the curriculum inventory.

Placing Courses in Local GE Patterns—Models for Effective Practice

Redondo, 1st Floor

Dolores Davison, ASCCC Secretary

Dave Degroot, Allan Hancock College

Duane Short, San Diego Miramar College

Tiffany Tran, Irvine Valley College

All colleges are required to include at least 18 units of general education for the associate degree in the areas defined in Title 5 regulations. Curriculum committees must determine whether or not a course is suitable for the local general education pattern and determine which area to place a specific course into. This breakout will offer considerations and effective practices for assigning courses to general education patterns.

What Every Curriculum Committee Needs to Know

Atrium, 1st Floor

Marie Boyd, Chaffey College

Diana Hurlbut, Irvine Valley College

Toni Parsons, San Diego Mesa College

The curriculum committee bears the ultimate responsibility for ensuring that all curriculum proposals meet the standards of quality and rigor expected for college curriculum before they are presented to the governing board for approval. This breakout explores the basic information that every curriculum committee member needs to know in order to be an effective participant in such a committee. Presenters will discuss effective practices for training curriculum committees that will enable their members to fulfill their important responsibilities in service to their colleges.

5:30 pm to 7:00 pm

Foundation Reception

Veranda

The Academic Senate Foundation for California Community Colleges invites you to join us for a no-host bar with light refreshments.

FRIDAY

July 8

8:00 am to 9:00 am

Continental Breakfast

Grand Ballroom

BREAKOUT SESSION FOUR

9:00 am to 10:15 am

Submitting Curriculum to the Chancellor’s Office—The Basics

International Center, 1st Floor

Adrienne Foster, ASCCC Executive Committee, Facilitator

Jackie Escajeda, Chancellor’s Office

Dixie Krimm, Imperial Valley College

Stephanie Ricks-Albert, Chancellor’s Office

Once curriculum is approved at the local level, new curriculum and revised curriculum must be submitted to the Chancellor’s Office for approval before it can be included in the college catalog and offered to students. In this breakout, attendees will learn the basics of submitting curriculum to the Chancellor’s Office.

Distance Education Addendums and Other Distance Education Curriculum Concerns

Sequoia, 2nd Floor

Wendy Bass, Los Angeles Pierce College

Michael Heumann, Imperial Valley College

Vivian Varela, Mendocino College

Attendees in this breakout will hear about the requirements regarding curriculum for teaching courses in a distance education format, including topics such as whether distance education sections should have different or separate curriculum. The presenters will offer examples of effective curriculum practices for distance education.

Curriculum Hot Topics—An Update from SACC

Malibu, 1st Floor

Kirsten Corbin, Chancellor's Office

Dolores Davison, ASCCC Secretary

John Freitas, ASCCC Curriculum Committee Chair

Erik Shearer, Napa Valley College, SACC Co-Chair

The System Advisory Committee on Curriculum (SACC) is always at the center of statewide curriculum conversations. Topics such as cooperative work experience, experimental courses and the return of local stand-alone course approval, and the credit hour are always a source of discussion. This breakout provides an overview of various hot topics in curriculum.

Noncredit Programs: Starting One from Scratch and Moving Credit Courses into Noncredit

Sunset 1st Floor

Toni Parsons, San Diego Mesa College, Facilitator

Cheryl Aschenbach, ASCCC Executive Committee

Chantée Guiney, Chancellor's Office

Virginia Guleff, Mendocino College

With the recent equalization of Career Development and College Preparation (CDCP) noncredit apportionment with that for credit courses, more colleges are considering establishing, or even expanding, noncredit programs. This breakout will examine what noncredit programs are and how a college creates and implements them, as well as how a college determines whether or not to move credit curriculum into noncredit. Come to this breakout to learn about noncredit programs and what is involved in creating one.

General Education Basics

Redwood, 2nd Floor

Bernie Day, Foothill College

Dave Degroot, Allan Hancock College

Tiffany Tran, Irvine Valley College

Every student that completes a degree is required to complete general education. However, general education requirements are not the same at all colleges, nor are policies on matters such as “double-counting.” In this breakout, attendees will learn about general education at the community college, California State University, the University of California, and other transfer institutions.

Curriculum and Accreditation

Lassen, 2nd Floor

Karen Daar, Los Angeles Valley College

Ginni May, ASCCC Executive Committee

April Pavlik, Los Angeles City College

Curriculum is a key component of the accreditation standards. In this breakout, attendees will learn about the requirements for curriculum in relation to the requirements of accreditation and lessons learned by our presenters during their recent accreditation visits.

CTE Advisory Boards—Roles, Responsibilities, and Effective Practices

Redondo, 1st Floor

Dianna Chiabotti, Doing What Matters for Jobs and the Economy

Grant Goold, ASCCC Executive Committee

Julius Sokenu, Moorpark College

All CTE programs are required by law to have an advisory board and to meet with it regularly. Come to this breakout to learn about the role, responsibilities, and effective practices for CTE Advisory Boards.

The Forgotten Ones– General Education and Institutional Learning Outcomes

Atrium, 1st Floor

Randy Beach, ASCCC Executive Committee

Marie Boyd, Chaffey College

ACCJC accreditation standard II.A.12 requires colleges to establish a general education component in all degrees that includes courses based on their student learning outcomes. The focus of these outcomes is specified in the standards, and colleges have many interpretations for how to comply. In this breakout, participants will review the standard and the various ways a college might comply and develop assessment methods that lead to meaningful data for program improvement.

10:15 am to 10:30 am Break

BREAKOUT SESSION FIVE

10:30 am to 11:45 am

Curriculum Committee Meetings—Keeping Meetings On Track and Committee Engaged

International Center, 1st Floor

Randy Beach, ASCCC Executive Committee

Michelle Sampat, Mt. San Antonio College

Many curriculum committees have a tendency to become mired in weedy or tangential discussions and thus fail to complete the work in their meetings as efficiently as they should. In this breakout, attendees will learn strategies and processes for running curriculum com-

mittee meetings smoothly and productively. Participants will discuss challenges they face locally and discuss strategies for addressing them based on the recently approved ASCCC white paper on curriculum approval processes.

The Role and Responsibilities of Administrators in Curriculum

Sequoia, 2nd Floor

Michael Heumann, Imperial Valley College, Facilitator

Michelle Grimes-Hillman, Long Beach City College

Katrina VanderWoude, Grossmont College

Curriculum is the purview of faculty. However, administrators play a supporting role to faculty in the development of curriculum and are responsible for ensuring that curriculum is legally compliant and can be supported by the college. In this breakout, current chief instructional officers and deans will discuss how they view their roles in supporting the curriculum process.

State Initiative Update—The Education Planning Initiative

Malibu, 1st Floor

Cheryl Aschenbach, ASCCC Executive Committee, Facilitator

Cynthia Rico, San Diego Continuing Education

David Shippen, CCC Technology Center

In response to the Student Success Task Force recommendation to ensure that every student has an education plan, the Education Planning Initiative was launched in 2013 to provide statewide technology tools for student education plan development. This breakout will provide an update on the progress and status of the EPI.

Meeting Expectations—Chancellor’s Office New Course and Program Approval

Sunset, 1st Floor

Adrienne Foster, ASCCC Executive Committee, Facilitator

Jackie Escajeda, Chancellor’s Office

Stephanie Ricks-Albert, Chancellor’s Office

When new courses and programs are submitted to the Chancellor’s Office for approval, the reviewers examine proposals to make sure they meet the requirements stated in the Program Course Approval Handbook (PCAH). This breakout will provide a review of what those requirements are and what standards the reviewers use to determine whether or not the proposal will be approved.

Dual Enrollment

Redwood, 2nd Floor

Dolores Davison, ASCCC Secretary

Kim Schenk, Diablo Valley College

Michael Wyly, Solano College

With the passage of AB 288 (Holden, 2015), community college and high school districts are looking at dual enrollment to improve student success, provide pathways for transitioning from high school to college, and create means by which students can begin preparing for careers. This breakout will examine the kinds of programs most likely to benefit students and whether or not dual enrollment would be a good fit for any specific college and its students.

Prerequisites—Content Review, Statistical Validation, and Assessing Disproportionate Impact

Lassen, 2nd Floor

Cleavon Smith, ASCCC Executive Committee, Facilitator

Bri Hays, San Diego Mesa College

Jennifer La Serna, College of the Sequoias

Daylene Meuschke, College of the Canyons

Colleges that use content review to establish prerequisites in reading, written expression, and mathematics are required to develop an implementation plan that includes assessment of the impact on students, in particular whether or not disproportionate impacts on specific populations of students are observed. This breakout explores how the process is working in different settings, the critical steps necessary for local implementation, and tools and resources participants can take back to their campuses to begin the discussion locally.

The Credit Hour Strikes Back—Beyond Lecture and Lab

Redondo, 1st Floor

Toni Parsons, San Diego Mesa College

Erik Shearer, Napa Valley College, SACC Co-Chair (2015-2016)

The proper relationship between student learning hours and credit hours (or units) has been the topic of much discussion. This breakout session will examine definitions of the credit hour, including how it is defined for college programs where students earn unit credit such as work experience, directed clinical study, and clock hour programs. Attendees will explore the credit hour and how it is properly applied to various types of courses.

Distance Education—Effective Practices for Regular and Effective Contact

Atrium, 1st Floor

Wendy Bass, Los Angeles Pierce College

Vivian Varela, Mendocino College

Curriculum committees are required to separately approve all proposals for distance education courses to ensure that online instruction is delivered through regular and effective contact (Title 5 §55204 and U.S. Department of Education 34 C.F.R. §602.3). This breakout explores effective practices for regular and effective contact and how to train a curriculum committee to critically review distance education proposals for instructional methods that ensure regular and effective contact.

GENERAL SESSION THREE

12:00 pm to 2:15 pm

Grand Ballroom

Luncheon

Panel Discussion: The New PCAH and Curriculum Inventory

John Freitas, ASCCC Curriculum Committee Chair, Facilitator

Jackie Escajeda, Chancellor's Office

Erik Shearer, SACC Co-Chair

David Shippen, CCC Technology Center

Rachel Stamm, CCC Technology Center

The 6th edition of the Program Course Approval Handbook (PCAH) will soon be approved by the Board of Governors. At the same time, work has progressed on the development of the new Curriculum Inventory system. This session will present a review of the changes to the PCAH and the Curriculum Inventory.

BREAKOUT SESSION SIX

2:30 pm to 3:45 pm

Curriculum Specialists—Roles and Responsibilities

International Center, 1st Floor

*Michael Heumann, Imperial Valley College, Facilitator**Kelly Fowler, Clovis College**Dixie Krimm, Imperial Valley College*

Curriculum specialists play a key role in the college curriculum process, and the work can be daunting at first for those new to this role. This breakout will review the role of the curriculum specialist and offer helpful information on surviving and thriving in this position from real-life curriculum specialists.

The New PCAH and Curriculum Inventory—General Session Follow-Up

Sequoias, 2nd Floor

*John Freitas, ASCCC Curriculum Committee Chair, Facilitator**Jackie Escajeda, Chancellor's Office**Erik Shearer, Napa Valley College, SACC Co-Chair**David Shippen, CCC Technology Center**Rachel Stamm, CCC Technology Center*

The Chancellor's Office staff and members of the System Advisory on Curriculum Committee have revised the PCAH. Meanwhile, the Curriculum Inventory system is being redesigned. The two are interconnected. Attend this follow up to the general session to ask the presenters more about the changes and features in the 6th edition of the PCAH and the new Curriculum Inventory.

Writing New Courses—Effective Practices for a High Quality Integrated Course Outline of Record

Malibu, 1st Floor

Diana Hurlbut, Irvine Valley College

Carol Kimbrough, Hartnell College

Writing a quality course outline of record that clearly demonstrates both the scope and rigor in all aspects of a course is important for many reasons. This breakout will provide guidance on how to write a course outline of record that communicates to fellow faculty and to the public that the course meets the appropriate expectations of rigor.

It's Not Just About the Discipline—The Impact of Curricular Decisions Beyond the Classroom

Sunset, 1st Floor

Vivian Varela, Mendocino College, Facilitator

Virginia Guleff, Mendocino College

Michelle Sampat, Mt. San Antonio College

Curriculum proposals are often viewed only in terms of what will happen in the classroom and the discipline. However, curriculum changes, however seemingly minor, may have unintended impacts on other programs or on the college as a whole, which can lead to disputes that have adverse effects for students and faculty. This breakout explores the importance of evaluating curriculum proposals through the lens of the entire institution.

Effective Practices for Creating and Using Noncredit Certificates

Redwood, 2nd Floor

Cheryl Aschenbach, ASCCC Executive Committee

Chantée Guiney, Chancellor's Office

Sofia Ramirez Gelpi, Allan Hancock College

The equalization of Career Development and College Preparation (CDCP) non-credit apportionment with credit apportionment has spurred interest in the effective use of noncredit. This breakout explores effective practices for the creation and use of noncredit certificates of completion and competency.

Working with Your Regional Consortium and Deputy Sector Navigators

Lassen, 2nd Floor

Grant Goold, ASCCC Executive Committee, Facilitator

Jim Caldwell, Sector Navigator, Environmental Energy Utility and Construction

Gustavo Chamorro, Deputy Sector Navigator, Information and Computer Technology

Corine Doughty, Irvine Valley College

Bruce Noble, Deputy Sector Navigator, Environmental Energy Utility and Construction

CTE program development requires additional communication by colleges with parties outside the institution. As programs are considered, Deputy Sector Navigators (DSNs) can help a college determine whether a specific program is needed in that college's region. In addition, proposals for new CTE programs must be reviewed by local regional consortia before being submitted to the Chancellor's Office. This breakout explores how to effectively work with regional consortia and DSN in the development of new CTE programs.

The WICHE Passport Project

Redondo, 1st Floor

Dolores Davison ASCCC Secretary

Thomas Krabacher, California State University Sacramento

Bob Turner, Western Interstate Commission for Higher Education

The Western Interstate Commission for Higher Education (WICHE) Passport originated as a grass-roots effort by academic leaders in the WICHE region to improve graduation rates, shorten time to degree, and save students money. This project might also potentially strengthen existing articulation agreements and help institutions in continuous improvement efforts. All of the Passport elements have been designed by faculty, registrars, institutional researchers, and academic advisors. These individuals have come together in both intra—and interstate meetings to develop the new framework that is based on learning outcomes and transfer-level proficiency criteria, rather than credits and courses, and discussions have involved both California State University and California community college faculty leaders. This breakout will provide more information about this groundbreaking initiative.

Cultural Competency Across the Curriculum

Atrium, 1st Floor

Gina Abbiate, San Diego Mesa College

Cleavon Smith, ASCCC Executive Committee

Wendy Smith, San Diego Mesa College

A sense of our students' capacity as learners is central to an institutional framework of equity and inclusion that is necessary for closing the success and persistence gaps for disproportionately impacted student populations. Our students learn and demonstrate their learning

better in culturally sensitive learning environments where they and their prior learning and experiences are central to the design of their instruction. In this session, faculty from San Diego Mesa College will share the structure of their five-day Curriculum Redesign Institute as well as their personal curricular redesign so that participants will leave with awareness and tools for facilitating the discussion with their curriculum committees and senates as well as for immediate use in the participants' own instructional design.

3:45 pm to 4:00 pm Coffee Break

Grand Ballroom Foyer

BREAKOUT SESSION SEVEN

4:00 pm to 5:15 pm

Collaborative Programs and the Regionalization of CTE Curriculum

International Center, 1st Floor

John Stankas, ASCCC Vice President, Facilitator

Diana Hurlbut, Irvine Valley College

Kim Schenk, Diablo Valley College

Collaborative programs between colleges and districts in a region are viewed as a way to expand CTE degree and certificate options for students who may not otherwise have access to the courses needed for completion. Panelists on this breakout will explore models and effective practices for establishing collaborative programs.

Working Together: Counseling, Articulation and Curriculum

Sequoia, 2nd Floor

Joseph Bielanski, Berkeley City College

Bernie Day, Foothill College

Tiffany Tran, Irvine Valley College

Counselors and articulation officers should be active in the curriculum design and approval processes at all colleges. This breakout will explain why these faculty colleagues should be an integral part of the college curriculum process and will discuss ways to allow for their inclusion.

Open Educational Resources and AB 798 Grants

Malibu, 1st Floor

Cheryl Aschenbach, ASCCC Executive Committee

Dan Crump, American River College

Dolores Davison, ASCCC Secretary

Open educational resources (OER) are seen by many as ways to reduce student costs for textbooks and course materials. AB 798 (Bonilla, 2015) created OER incentive funding opportunities for colleges interested in integrating OER materials into their campuses. This breakout will examine the status of OER efforts as well as Z Pathways and Degree programs.

Curriculum and Emotions—Solving Problems and Resolving Conflicts

Sunset, 1st Floor

Julie Bruno, ASCCC Vice President

April Pavlik, Los Angeles City College

Curriculum is often a labor of love for faculty. When a curriculum committee questions a proposal, emotions can come to the surface and conflicts can erupt. This breakout explores strategies for solving problems and resolving conflicts when emotions become part of curriculum discussions.

Breaking the Code

Redwood, 2nd Floor

Michelle Grimes-Hillman, Long Beach City College

Ginni May, ASCCC Executive Committee

Stephanie Ricks-Albert, Chancellor's Office

Courses and programs have various data codes associated with them for various reasons, including TOP codes, CIP codes, SAM codes, and CB codes. This breakout will review what the various codes are and explain why we have them and why they are important.

Using Instructional Design Standards to Address Equity Gaps in Distance Education

Lassen, 2nd Floor

Michelle Pilati, Online Education Initiative

Vivian Varela, Mendocino College

Colleges are expected to identify and address equity gaps among their students. Addressing equity gaps in distance education presents special challenges, but also opportunities, due to the nature of the online education. This breakout explores equity issues in distance education and how employing course design standards can be a means to not only help a college address distance education equity issues but also to improve retention and success in distance education more generally.

Stackable Certificates

Redondo, 1st Floor

Dianna Chiabotti, Doing What Matters for Jobs and the Economy

Toni Parsons, San Diego Mesa College

Come to this session to learn why and how programs should be considering stackable certificates or credentials and how a program could benefit from those stackable certificates or credentials. This presentation will allow participants to understand why they should be creating these new awards to benefit and improve student and program success rates.

The ASCCC Resources for Curriculum and Your Curriculum Committee

Atrium, 1st Floor

Michael Heumann, Imperial Valley College

Michelle Sampat, Mt. San Antonio College

The Academic Senate for California Community Colleges has many curriculum-related resources available to assist faculty, administrators, and staff. Presenters will review the available resources and how they can be used effectively at colleges.

SATURDAY

July 9

8:00 am to 9:00 am

Breakfast Buffet

Grand Ballroom

BREAKOUT SESSION EIGHT

9:00 am to 10:15 am

Table Discussions with the Chancellor's Office Staff

Grand Ballroom

John Freitas, ASCCC Curriculum Committee Chair, Facilitator

Jackie Escajeda, Chancellor's Office

Chancellor's Office Curriculum and Instruction Staff

Come to the Chancellor's Office question and answer session to meet one-on-one with staff from the Curriculum and Instruction staff and have your questions answered.

Curriculum and Integrated Planning: Effective Practices to Improve Curriculum Development Processes and Student Success

International Center, 1st Floor

Ginni May, ASCCC Executive Committee, Facilitator

Kristina Allende, Mt. San Antonio College

Jessica Cristo, Los Angeles Community College District/3CSN

Geoffrey Dyer, Taft College

Deborah Harrington, Los Angeles Community College District/3CSN

Mia Keeley, Chancellor's Office

Barbara McNeice-Stallard, Mt. San Antonio College/RP Group

Presenters will engage in thoughtful dialogue and activities surrounding a statewide effort by the Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) Division and its partners, including the RP Group, 3CSN, Career Ladders Program, and ASCCC. This California-wide effort is to lay out a framework of integrated planning that includes exemplary practices with corresponding resources and tools needed to undertake and execute successful integrated planning designed by and for community colleges. The long-term goal is to affect change in colleges' use of integrated practices. This interactive session will focus on the integrated planning curriculum and accreditation links.

The Online Education Initiative: Using OEI Resources Locally to Improve Online Education

Malibu, 1st Floor

Vivian Varela, Mendocino College, Facilitator

Pat James, Online Education Initiative

Bonnie Peters, Online Education Initiative

Michelle Pilati, Online Education Initiative

The Online Education Initiative (OEI) has resulted in the development and availability of a wide array of online education resources, from the adoption of Canvas at no cost to colleges to the availability of online student preparation and readiness tools. This breakout will review and discuss the OEI resources available for local use.

Improving Student Success—Acceleration in ESL and Developmental English, and Promoting Reading Across the Curriculum

Sunset, 1st Floor

Toni Parsons, San Diego Mesa College, Facilitator

Sarah Jones, Cypress College

Mark Manasse, San Diego Mesa College

Kathy Wada, Cypress College

As colleges look for ways to successfully get their basic skills and English as a Second Language (ESL) students into college-level coursework and to completion, acceleration through the basic skills and ESL sequences has been suggested as a means to increase student success. This breakout will explore models for successful acceleration of students through developmental English and ESL and the use of the Reading Apprenticeship model to increase success across the curriculum and improve basic skills and ESL success.

From the COR to the Classroom: Strategies for Achieving a Balance Between Academic Freedom and Compliance

Redwood, 2nd Floor

Marie Boyd, Chaffey College

Diana Hurlbut, Irvine Valley College

Craig Rutan, ASCCC Executive Committee

Title 5 §55002 requires that all instructors follow the official course outline of record (COR) across all course sections taught. Additionally, the COR is the basis of many important processes: establishing articulation and transfer agreements, C-ID approval, creating degrees and certificates, and establishing and reviewing prerequisites. Clearly the integrity of the COR is imperative, but adherence to the COR can raise questions regarding the academic freedom of the faculty and whether every faculty member must teach every course section in exactly the same manner. Please join us for a discussion on how to create a COR that allows faculty to be creative and innovative while still preserving the structured standards for course quality and content.

CTE Hot Topics

Lassen, 2nd Floor

Grant Goold, ASCCC Executive Committee

Jolena Grande, Cypress College

The report and recommendations of the Strong Workforce Task Force has placed Career Technical Education programs in the spotlight. This breakout will present and discuss the latest hot topics in CTE.

Credit for Prior Learning and Work Experience

Redondo, 1st Floor

Cleavon Smith, ASCCC Executive Committee, Facilitator

Dolores Davison, ASCCC Secretary

Chantée Guiney, Chancellor's Office

Jory Hadsell, Online Education Initiative

Many colleges and other interested parties have expressed interest in finding ways to grant students college credit for learning and work experiences, including military experience, gained prior to enrolling in their current programs of study, thus allowing them the opportunity to move through their programs faster. This breakout explores effective practices for granting such credit without compromising the integrity of the curriculum.

CTE Data Unlocked and Curriculum

Atrium, 1st Floor

Julie Bruno, ASCCC President, Facilitator

Dianna Chiabotti, Doing What Matters for Jobs and the Economy

Renah Wolzinger, WestEd

The Strong Workforce Program is providing new funding and requirements to provide more CTE offerings and improved CTE courses and programs. This follow-up session to the pre-session workshop will walk attendees through implications for curriculum development and approval and introduce them to tools and resources that can support them in this process.

GENERAL SESSION FOUR

10:30 am to 11:45 am

Grand Ballroom

Associate Degrees for Transfer and C-ID: The Latest

*John Freitas, ASCCC Curriculum Committee Chair (2015-2016),
Facilitator*

Krystinne Mica, ASCCC Associate Director

Erik Shearer, C-ID Curriculum Director, Napa Valley College

The C-ID system continues its work on the development of course descriptors and transfer model curriculum (TMC), including the release of the first two area of emphasis TMCs this past year. This session will offer an update on recent developments in C-ID and ADTs.

11:45 am Closing Remarks

John Freitas, ASCCC Curriculum Committee Chair

Presenters

Abbate, Gina, San Diego Mesa College

Abma, Deanna, City College of San Francisco

Allende, Kristina, Mt. San Antonio College

Arambula, Raul, Specialist, CCC Chancellor's Office

Aschenbach, Cheryl, ASCCC North Representative (Lassen College)

Bass, Wendy, Los Angeles Pierce College

Beach, Randy, ASCCC South Representative (Southwestern College)

Beadle, Amy, Statewide Program Manager, CCC Technology Center

Bielanski, Joseph, Member, CCC Board of Governors, Berkeley City College

Booth, Katie, Moorpark College

Boyd, Marie, Chaffey College

Bruno, Julie, ASCCC President (Sierra College)

Byrd, Ajani, CCC Chancellor's Office

Caldwell, Jim, Sector Navigator, Environmental Energy Utility and Construction

Carroll, Kathy, Analyst, CCC Chancellor's Office

Chamorro, Gustavo, DSN, Information and Computer Technology

Chiabotti, Dianna, Curriculum Technical Assistance Provider, Doing What Matters for Jobs and the Economy

Corbin, Kirsten, Dean of Basic Skills and Special Programs, CCC Chancellor's Office

Cristo, Jessica, LA Regional Network Coordinator, 3CSN

Crump, Dan, American River College

Daar, Karen, VP of Academic Affairs, Los Angeles Valley College

Davison, Dolores, ASCCC Secretary (Foothill College)

Day, Bernie, Foothill College

Degroot, Dave, Allan Hancock College

Digrius, Dawn, STEM Collaboratives Senior Project Manager, CSU Office of the Chancellor

DiAlto, Stephanie, Saddleback College

Doughty, Corine, Dean of Instruction and Economic and Workforce Development, Irvine Valley College

Dyer, Geoffrey, Taft College

Escajeda, Jackie, Dean of Curriculum and Instruction, CCC Chancellor's Office

Foster, Adrienne, ASCCC Area C Representative (West Los Angeles College)

Fowler, Kelly, VP of Instruction and Student Services, Clovis College

Galizio, Larry, President and CEO, Community College League of California

Garcia, David, Staff Services Analysis, CCC Chancellor's Office

Gillis-Smith, Elizabeth, Moorpark College

Goold, Grant, ASCCC Area A Representative (American River College)

Grande, Jolena, Cypress College

Grimes-Hillman, Michelle, Dean of Academic Services, Long Beach City College

Guiney, Chantée, Program Assistant, CCC Chancellor's Office

Guleff, Virginia, VP of Education and Student Services, Mendocino College

Hadsell, Jory, Chief Academic Officer, Online Education Initiative

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Hillman, Kenna, Long Beach City College

Holmgren, Jennifer, Research Analyst, Long Beach City College

James, Pat, Executive Director, OEI

Johnson, Jayme, Director of Accessibility and User Experience, OEI

Jones, Sarah, Cypress College

Keeley, Mia, Specialist, CCC Chancellor's Office

Keller, Dan, Los Angeles Harbor College

Kimbrough, Carol, Hartnell College

Krabacher, Thomas, CSU Sacramento

Krimm, Dixie, Imperial Valley College

Lancaster, Jim, Dean of Career, Technical, and Continuing Education, Citrus College

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

Leaman, Dale, UC Irvine

Legner, Mary, Riverside City College

Lin, Monica, Associate Director of Undergraduate Admissions, UCOP

Manasse, Mark, Instructional Learning Assistance Coordinator, San Diego Mesa College

McNeice-Stallard, Barbara, Director of Research and Institutional Effectiveness, Mt. San Antonio College, IEPIE Integrated Planning Lead, RP Group

Meuschke, Daylene, Dean of Institutional Research, Planning, and Institutional Effectiveness, College of the Canyons

Mica, Krystinne, ASCCC Associate Director

Morse, David, ASCCC Immediate Past President, Long Beach City College

Nelson, Eric, Specialist, CCC Chancellor's Office

Nguyen, Haley, Long Beach City College

Noble, Bruce, DSN, Environmental Energy Utility and Construction

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Pavlik, April, Los Angeles City College

Pease, Dyan, Sacramento City College

Perry, Marilyn, Sacramento City College

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Short, Duane, San Diego Miramar College

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Smith, Cleavon, ASCCC Area B Representative, Berkeley City College

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*Sokenu, Julius, Dean of Student Learning, Moorpark College/CCCAOE
President*

Stamm, Rachel, CCC Technology Center

Stanskas, John, ASCCC Vice President (San Bernardino Valley College)

*Turner, Bob, Interstate Passport Initiative Passport State Coordinator,
WICHE*

VanderWoude, Katrina, VP of Academic Affairs, Grossmont College

Wada, Kathy, Cypress College

*Walker, Pam, Vice Chancellor of Educational Services, CCC Chancellor's
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Williams, Colin, Long Beach City College

Winsome, Thais, Mission College

Wolzinger, Renah, Research Associate, WestEd

Wyly, Michael, Solano College

2015 - 16 Curriculum Committee

John Freitas, Curriculum Committee Chair (Los Angeles City College)

Ginni May, ASCCC North Representative (Sacramento City College)

Lori Bennett, Moorpark College

Michael Heumann, Imperial Valley College

Diana Hurlbut, Irvine Valley College

Toni Parsons, San Diego Mesa College

Sofia Ramirez Gelpi, Allan Hancock College

Tiffany Tran, Irvine Valley College

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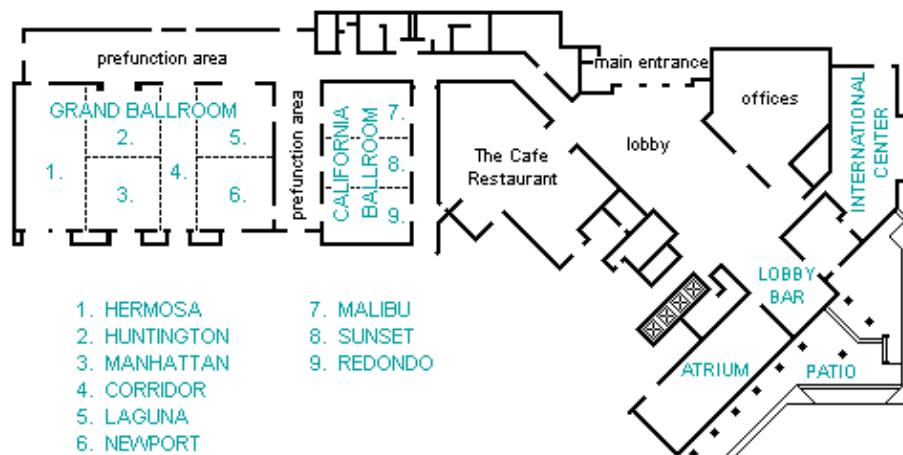
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