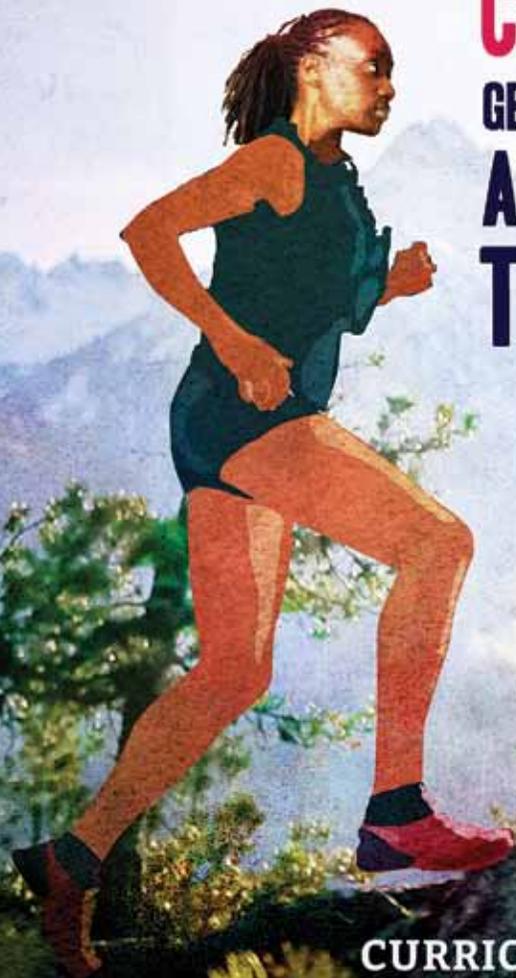


ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

HEALTHY CURRICULUM

GETTING IT INTO SHAPE
AND KEEPING IT
THAT WAY!



CURRICULUM INSTITUTE

JULY 9 - 11, 2015

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.

Special Diets

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

Parking

All registrants will receive the discounted self-parking rate of \$10.00 per day with in and out privileges at the Doubletree Hilton Anaheim while attending the Curriculum Institute. Guests staying at the hotel should advise the front desk upon check-in that they are an overnight guest to receive validation that will give you the discounted in and out privileges for the entire stay. For daily drivers, please notify ASCCC staff when you pick-up your session materials that you are parking your car and we will provide you instructions on what to do when departing the hotel.

Internet

Hotel guests will enjoy complementary Wi-Fi in their sleeping rooms. All other attendees can access Wi-Fi in the hotel's main lobby and public areas. There will not be Wi-Fi access in the meeting rooms.

Area Information

Please consult the brochures in your room or request information at the hotel registration desk.

The DoubleTree Hilton offers a complimentary shuttle to Disneyland, located approximately 1 mile from the hotel. Please visit the hotel website or contact the concierge for more shuttle information.

Healthy Curriculum

Getting Your Curriculum into Shape and Keeping It That Way

Curriculum is the heart of what we, as educators, do. Keeping our curriculum healthy requires our colleges to stretch, tumble, roll, drill, run, maneuver, and persevere through the curriculum race. Whether you choose to build **noncredit** endurance, boost **career technical education (CTE)** potential, venture into innovative activities, or get an overview of heart-healthy curriculum, this year's curriculum institute will explore topics intended to help everyone keep curriculum healthy in spite of the changing environment in which we live.

SATURDAY IS T-SHIRT DAY

Get your T-Shirts Now!!

Support faculty professional development by donating to the Academic Senate Foundation. For a minimum donation of \$10, you will receive the black "There's no Curriculum without U" and a minimum of \$20 donation you will receive an "I - heart - Curriculum" T-shirt. T-shirts can be purchased on site at the Registration Desk from any of the Academic Senate Staff.

Show your pride and support and get your T-Shirt in Anaheim!

Welcome to the 16th Annual Curriculum Institute

This event may well be the largest ever, with close to 500 attendees and over 60 presenters. The hearts and souls of our institutions are the programs and courses that serve our students' personal and professional goals. As always, curriculum challenges are part of our institutions, and the curriculum committees do the heavy lifting. Is your curriculum healthy, or do you need to whip it into shape? This year's theme, "Healthy Curriculum: Getting Your Curriculum into Shape and Keeping It That Way," takes on those challenges with champion spirit.

This year's event includes a pre-session option designed for new curriculum chairs, chief instructional officers, and curriculum specialists. However, the more seasoned curriculum enthusiast may find it beneficial as well. Additionally, the institute will include a noncredit strand, a career technical education strand, and a curricular innovations strand. Our general sessions include a State of the Senate by President David Morse, a Chancellor's Office Update by Vice-Chancellor Pam Walker, a panel from the Board of Governor's Task Force on Workforce, Job Creation, and a Strong Economy, and finally a session on the future of curriculum. Throughout the event, we will have Q&A forums on special topics, so look for those in your program.

The Academic Senate Foundation for California Community Colleges will be hosting a reception on Thursday evening so that you can socialize with new colleagues or connect with old friends. Those of you who enjoy an early morning work-out can join us for a walk or run on Friday at 7:30 a.m.

In the Academic Senate for California Community Colleges' (ASCCC) continuing effort to promote sustainable and environmentally sound practices, we are utilizing the ASCCC website more and paper less. Whenever possible, breakout presenters are sharing digital copies of their slides and handouts that are accessible online at any time. We encourage you to share useful institute content with your local colleges and districts.

We owe special thanks to the Chancellor's Office staff for graciously agreeing to attend and present with us. Their dedication and hard work often goes unrecognized as they continue to assist colleges in the vital work of our system. The ASCCC Executive Committee has invested time and energy into the program, and their service is much appreciated. The members of the ASCCC Curriculum Committee have volunteered their time and worked diligently all year to design this program for you. The ASCCC staff has done a fantastic job coordinating the efforts that make this event possible. When you see some of them this week, please take the time to thank them for their efforts which have been above and beyond what one could reasonably expect.

Lastly, I thank you, the attendees, for continuing to recognize and value the complexity that is involved in the curriculum processes. We look forward to spending this time with you and learning from each other.

Michelle Grimes-Hillman

Chair, 2014-15 Curriculum Committee

WEDNESDAY

July 8

PRE-SESSION EVENTS

2:00 p.m. to 5:00 p.m.

Curriculum Boot Camp: Curriculum Overview from A to Z

Newport

Cheryl Aschenbach, Curriculum Committee Member

Rich Cameron, Curriculum Committee Member

Ginni May, Curriculum Committee Member

Sofia Ramirez Gelpi, Curriculum Committee Member

This session is intended for new chief instructional officers, curriculum chairs, and others that need a quick basic overview of curriculum definitions and processes.

Chancellor's Office Strength Training for Curriculum Specialists

Laguna

*Michelle Grimes-Hillman, Curriculum Committee Chair (2014-15),
Facilitator*

Jackie Escajeda, Curriculum Specialist, Chancellor's Office

Chantée Guiney, Program Assistant, Chancellor's Office

Erin Larson, Curriculum Specialist, Chancellor's Office

Stephanie Ricks-Albert, Curriculum Specialist, Chancellor's Office

Chancellor's Office staff will work with those new to curriculum about navigating the essential elements of the Curriculum Inventory. How do you advise faculty to approach the course outline of record (COR) either as a new course or an update? Join us for a practical orientation to curriculum.

THURSDAY

July 9

9:00 a.m. to 10:00 a.m. Breakfast

Grand Ballroom Foyer

BREAKOUT SESSION ONE

10:00 a.m. to 11:30 a.m.

COR 101: Orientation

Atrium

John Freitas, Curriculum Committee Chair (2015 - 16)

Michelle Grimes-Hillman, Curriculum Committee Chair (2014-15)

Diana Hurlbut, Irvine Valley College

This breakout will share with you everything you 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.

Program and Course Approval Handbook (PCAH)

Malibu

Terrie Hawthorne, Moreno Valley College, Facilitator

Gregory Anderson, Vice President, Instruction, Cañada College

Marie Boyd, Chaffey College

*Shelly L. Hess, Interim Vice Chancellor, Instructional Services & Planning, San Diego CCD
Cris McCullough, Dean of Curriculum and Instruction, Chancellor's Office*

Erik Shearer, Napa Valley College

The Chancellor's Office staff and members of the System Advisory on Curriculum Committee have been working on updating the PCAH. Attend this breakout session to hear about possible changes or clarifications and get a preview of the draft 6th Edition of the PCAH. Presenters will discuss the flexibility of this new version of the PCAH.

Curricular Review of the COR: Program Review Model

Sunset

Ginni May, North Representative

Stacey Searl-Chapin, Mt. San Jacinto College

Program review is a periodic process by which an institution reviews and evaluates the effectiveness and stamina of its programs. How does program review touch on curriculum? Presenters will cover the impact that a good program review may have on allocating resources for improvement of existing curriculum and the development of new curriculum.

Innovations in Curriculum: Addressing Equity and Achievement Gaps

Lassen (2nd Floor)

David Morse, President

Jarek Janio, Santa Ana College

James Todd, Interim Vice-President, Student Services, Modesto Junior College

What are some of the curricular models addressing equity and student success on our colleges? How do we muster, encourage, and engender innovations in curriculum that close achievement gaps across student populations? As our colleges build and implement student equity plans, a continued focus will be on new pedagogies, creative strategies, and effective models that address achievement gaps across our student populations. Presenters will consider several innovations in curriculum that address equity, and discuss ways to encourage and foster innovation at our colleges. Join the discussion and learn about building student equity through curricular innovation.

Online Education is a Contact Sport

International Center

Sofia Ramirez-Gelpi, Allan Hancock College, Facilitator

Dolores Davison, Online Education Committee Chair

Wheeler North, Online Education Committee Member

Online education is a contact sport. How does your college evaluate the appropriateness of distance education modalities for various curricula? Does your curriculum committee, a subset of the committee or a completely separate committee, evaluate potential modalities? Is there a review process for those already approved? What about instructor contact? Join us for a lively discussion about online education.

Career Development College Preparation: Funding Changes and Curricular Impact

Sequoia (2nd Floor)

Cheryl Aschenbach, Representative-at-Large

Candace Lynch-Thompson, North Orange County School of Continuing Education

John Stankas, Secretary

In light of noncredit funding equalization for some programs, there is renewed interest in noncredit as a framework for serving the educational needs of our communities. This breakout is designed to provide an overview of the requirements for equalized funding and provoke discussion about what mode of curricular delivery may best serve the needs of our students. As curriculum leaders, we hope to provide you with the information you need to educate your local curriculum committees and senates regarding noncredit opportunities and lead the discussion at your college.

California Community College Chancellor's Office Inventory Q&A

Redwood (2nd Floor)

Kale Braden, North Representative, Facilitator

Jacqueline Escajeda, Curriculum Specialist, Chancellor's Office

Chantée Guiney, Program Assistant, Chancellor's Office

Erin Larson, Curriculum Specialist, Chancellor's Office

Stephanie Ricks-Albert, Curriculum Specialist, Chancellor's Office

This session will offer an opportunity to ask Chancellor's Office staff questions about the Curriculum Inventory submissions. Representatives from various areas of the Academic Affairs Division will be available to discuss issues with attendees. Come with your questions ready and take advantage of the opportunity for direct interaction with the Chancellor's Office.

Class Size Spinning

Redondo

Rich Cameron, Cerritos College

Jennifer Combs, Fullerton College

How are class size maximums set at your college? Do pedagogical issues dictate safety, accreditation, fiscal, work issues, specialized labs or is it based on “this is how many can fit into the classroom we expect to use? Who decides class size: curriculum committee, academic senate, academic affairs? Presenters will explore the issues involved with setting class size limits and share a couple of efforts to build pedagogically based tools to determine class size.

FIRST GENERAL SESSION

11:45 a.m. to 1:45 p.m.

Grand Ballroom

Lunch

Welcome

Michelle Grimes-Hillman, Curriculum Committee Chair (2014-15)

President’s Address: An Academic Senate Update

David Morse, President

Keynote Address: Chancellor’s Office Update

Pam Walker, Vice Chancellor of Academic Affairs, Chancellor’s Office

Bachelor Degrees *

Atrium

Jacqueline Escajeda, Curriculum Specialist, Chancellor's Office

Jolena Grande, Baccalaureate Degree Task Force Member

John Stankas, Baccalaureate Degree Task Force Chair

The passage of SB 850 (Block, 2014) last year called for a 15-college pilot project authorizing the creation of bachelor's degrees to meet workforce needs in areas not currently covered by the California State University and University of California systems. The Board of Governors approved colleges to create bachelor's degrees in fields ranging from respiratory care to mortuary science to automotive technology. The Academic Senate is charged with providing guidance in the areas of curriculum development, defining upper and lower division coursework, minimum qualifications, and student preparation and success for these new degrees. Join us for a dynamic conversation about what it means to offer a bachelor's degree and how you imagine setting the parameters of these degrees. This session will be repeated in Breakout Session Eight.

University of California Transfer Pathways

Malibu

Denise Nolden, Vice Chancellor, Student Services Division

Shawn Brick, Associate Director for Universitywide Undergraduate Admissions

This past spring, University of California Academic Senate convened discipline faculty to develop and adopt system-wide expectations

** Repeated in Breakout Session Eight*

for major preparation to serve as pathways for community college transfer students. Designed to prepare students for admission to multiple UC campuses, pathways were initially developed in 10 of the most popular majors including Anthropology, Chemistry, Economics, Life Sciences, Mathematics, and Sociology with additional discipline pathways to follow in the fall. This session will present the approved UC Transfer Pathways, discuss the impact on CCC students and colleges, and consider next steps as UC moves forward with the Transfer Pathways project.

Innovations in Curriculum: Lecture and Lab

Sunset

James Todd, Interim Vice-President, Student Services, Modesto Junior College, Facilitator

Kale Braden, North Representative

Grant Goold, American River College

Cris McCullough, Dean of Curriculum and Instruction, Chancellor's Office

What are some of the innovations that have remade lecture and lab on our colleges, and how do we best negotiate their boundaries? How do we muster, encourage, and engender innovations in lecture and lab? As our colleges address issues of student success in a world of changing technology, a continued focus will be on new pedagogies, creative strategies, and effective models in the classroom. This presentation will consider several innovations in curriculum that reimagine lecture and lab, and we will discuss ways to encourage and foster innovation on our colleges. Join us to discuss and learn about building student success through curricular innovation.

Demystifying the Relationship Between Units and Hours*

Lassen (2nd Floor)

Craig Rutan, Area D Representative

Erik Shearer, Napa Valley College

Has your college had courses returned because of the relationship between hours and units? Calculating the total number of units might seem like an easy task, but there are many factors that make it more complicated than anticipated. While Title 5 provides basic guidelines, properly calculating hours and units for the various configurations of course types and content delivery modes can be challenging. Please join us for a dynamic presentation about the regulations on matching hours to units for different instructional methods. Presenters will provide advice on how to implement these regulations at your college. This session is repeated in Breakout Session Eight.

Labor Market Rationale in Curriculum

International Center

Jolena Grande, CTE Task Force Member

Wheeler North, CTE Task Force Member

Lori Sanchez, Director, Centers of Excellence, Region 9

What is labor market rationale and why does it matter? How does it serve in the review and approval process of courses and programs? Who needs to include labor market data in a course or program proposal? Learn about all the various sources of labor market data and how these data make for stronger career technical education curriculum.

** Repeated in Breakout Session Eight*

Articulation Officers and Counseling Students: What Every Curriculum Committee Should Know

Sequoia (2nd Floor)

Terrie Hawthorne, Moreno Valley College, Facilitator

Dave DeGroot, Articulation Officer, Allan Hancock College

Cynthia Rico, South Representative

Presenters will review transfer program and course proposals, articulation for both college-to-college and statewide, and compliance with regulations and Chancellor's Office requirements. Join us to learn about how counseling faculty can be a resource for program and courses development and modifications. This discussion will include the analysis of data (persistence, retention, completion) regarding the use of pre-requisites, co-requisites, and advisories on courses to help counselors guide students in education planning.

Curriculum Q&A

Redwood (2nd Floor)

Cheryl Aschenbach Representative-at-Large

Leticia Hector, San Bernardino Valley College

Marilyn Perry, Sacramento City College

This breakout will offer an opportunity to ask questions of two experienced curriculum chairs and a campus curriculum specialist. What areas do you feel you need to know more about in order to maintain an effective curricular process? Bring your questions and ask these seasoned curriculum professionals for the specific answers and tips.

Outcomes or Objectives: What's the Difference? *

Redondo

Ginni May, North Representative, Facilitator

Marie Boyd, Chaffey College

Aimee Myers, Sierra College

Michelle Pilati, Rio Hondo College

Is there a difference between outcomes and objectives? Does the terminology you use on your college matter? In this breakout, presenters will provide definitions of outcomes and objectives from a variety of sources and facilitate a discussion. This session is repeated in Breakout Session Eight.

3:30 p.m. to 3:45 p.m. Coffee Break

BREAKOUT SESSION THREE

3:45 p.m. to 5:15 p.m.

Building a Fitness Foundation: Noncredit Curriculum Development **

Atrium

Cheryl Aschenbach, Representative-at-Large

Jarek Janio, Santa Ana College

Candace Lynch-Thompson, North Orange County School of Continuing Education

Does your college want to develop noncredit curriculum? Are you unsure of where to start? This breakout will cover the ABCs of noncredit from inception to implementation, courses to certificates, so you can help build a strong noncredit fitness foundation at your college. This session repeats in Breakout Session Four.

* Repeated in Breakout Session Eight

** Repeated in Breakout Session Four

NONCREDIT

Student Learning Outcomes (SLO), Assessment, and the Curricular Process

Malibu

Ginni May, North Representative

Michael Wyly, Solano College

If SLO assessment is about learning and mastering core ideas of classes, how do we use our assessments to inform our curriculum? When does assessment data meaningfully reveal the need to make curricular modifications—whether it be about prerequisites or course design? How does your college use SLO assessment, and what processes make for effective practices in SLO and curricular improvement? Join us as we explore SLO assessment and how to data to inform curricular improvement.

Alphabet Soup: The EPI, OEI, and Curriculum

Sunset

Dolores Davison, Area B Representative, Facilitator

John Freitas, OEI Co-chair

Cynthia Rico, EPI Co-chair

The Online Education Initiative (OEI) and the Educational Planning Initiative (EPI) projects are in full swing. The online tutoring system and student readiness modules were piloted this spring. The vendor for the highly anticipated common course management system (CCMS) has been selected and the CCMS will be piloted starting in the Spring 2016. Other components in the pipeline include online counseling and library resources. Instead of wondering what features will be available, join us for a status report on the project and a discussion about what is in store for our system.

Ensuring Qualified Faculty for All Courses: The Disciplines List and Assigning Courses

Lassen (2nd Floor)

Craig Rutan, Area D Representative

John Stanskas, Secretary

Andrew Young, Glendale College

The Disciplines List provides the minimum qualifications for faculty, but the minimum qualifications to teach courses at your college is not set until each course is assigned to one of those disciplines. Assigning courses should be based upon the academic and career technical education preparation necessary to teach the content of a specific course. Please join us for a lively discussion about the Disciplines List and different options for assigning courses to disciplines. This session will be repeated in Breakout Session Four.

Curriculum Innovations: Civic Engagement Across the Curriculum

International Center

Terrie Hawthorne, Moreno Valley College, Facilitator

Manuel Baca, Board of Governors Member, Rio Hondo College

Julie Bruno, Vice President, Sierra College

Stacey Searl-Chapin, Mt. San Jacinto College

In its best form, a liberal education contributes to the understanding of the roles of public scholarship, community engagement, global stewardship, and social action in democratic citizenship. Our jobs as educators is not only to teach our students the principles, knowledge, and skills of our specific disciplines but also to expand their intellects, experiences, and emotions in order to prepare them for the complexity of a changing world and to help them to recognize the importance

of civic engagement. Recognizing this imperative, many colleges have established civic engagement and citizenship as an institutional value and outcome for students. How do we ensure that civic engagement is valued and taught? Join us for an interactive discussion about embedding civic engagement across the curriculum.

Work Experience Workout*

Sequoia (2nd Floor)

Marie Boyd, Chaffey College

Rita Levy, Program Assistant, CCCCCO

Sofia Ramirez-Gelpi, Allan Hancock College

Your curriculum committee could be in for some real bodybuilding when contemplating the addition of work experience curriculum. Work experience courses offer our students the opportunity to apply classroom theory to practice in the workplace, and as such, may be considered the *Crossfit* of the curriculum world. Predictably, work experience Title 5 regulations cover many different issues than do regulations pertaining the traditional curriculum. This session will review Title 5 regulations pertaining to work experience, as well as points to ponder when contemplating offering this type of curriculum. This session is repeated in Breakout Session Six.

Credit Course Repetition and the Impact of the Regulations

Redwood (2nd Floor)

Michelle Grimes-Hillman, Curriculum Committee Chair (2014-15)

Kim Schenk, Senior Dean of Curriculum and Instruction, Diablo Valley College

Erik Shearer, Napa Valley College

* Repeated in Breakout Session Six

By now, curriculum committees across the state have completed hurdles to level courses and place courses into families. Join us for a candid conversation about the impact these changes have had on your students.

Proposal and Review Processes of ADTs status update

Redondo

Rich Cameron, Cerritos College, Facilitator

Dave DeGroot, Articulation Officer, Allan Hancock College

Erin Larson, Curriculum Specialist, Chancellor's Office

Ken Nather, Academic Affairs, Chancellor's Office

Stephanie Ricks-Albert, Curriculum Specialist, Chancellor's Office

Although faculty and administrators at the college level have made incredible progress in developing Associate Degrees for Transfer (ADT), the Chancellor's Office is also an important partner in the approval process for these degrees. In this session, the Chancellor's Office staff will review the process for ADT approval and will offer a status update on degree development and compliance with legislative mandates concerning the degrees.

5:15 p.m. to 5:45 p.m. Break

5:45 p.m. to 7:15 p.m. 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 10

7:00 a.m. Exercise Bonanza

Main Lobby

Join Executive Committee members and Curriculum Committee members for a quick workout.

8:00 a.m. Continental Breakfast

Grand Ballroom Foyer

Institutional SLOs, Assessment, and Dialog: The Burpees of Data Management Systems

Atrium

Kale Braden, North Representative

Christopher Howerton, Woodland College

James Todd, Interim Vice-President, Student Services, Modesto Junior College

While the challenges of writing student learning outcomes (SLOs) have been met by most colleges, the difficulties of SLO assessment—as well as managing the resulting data—are still a tricky terrain. Colleges now use a variety of mechanisms to store data and track student achievement of SLOs at course, program, and institutional levels. Is your college ready to meet the new accreditation standards for SLO disaggregation by subpopulation? If the point is to dialog about assessment data, does your college also generate meaningful assessment reflection? How does your college store, track, and engage SLOs? How are your curriculum committee and academic senate involved? Join us for a discussion designed to *assess your assessment* and to learn about the changing world of SLO data management and pending issues of accreditation.

C-IDs, ADTs, TMCs, and now...CCCMCs and ISMCs!

Malibu

Julie Bruno, Vice President

Michelle Pilati, C-ID Curriculum Director

Erik Shearer, Incoming C-ID Curriculum Director

It has been a busy year with curriculum colleagues working hard in submitting courses to the Course Identification Numbering System (C-ID) and meeting SB 440 (Padilla, 2013) degree mandates. Additionally, faculty have been developing C-ID descriptors and creating model curriculum in various disciplines that do not necessarily fit the parameters of SB 1440 but where interest remains in facilitating student movement and goal attainment, as well as in establishing appropriate comparability in awards offered by the colleges. As a result, model curriculum now exists in disciplines such as engineering, nursing, and information technology and is under development in a number of other disciplines. Join us for an update on all the ASCCC statewide curriculum projects as we reveal the present and the future of C-ID and model curriculum.

Innovations in Curriculum: Contract Education

Sunset

Michelle Grimes-Hillman, Curriculum Committee Chair (2014-15)

Wheeler North, Treasurer

Mollie Smith, Occupational and Noncredit Program Director, Palomar College

Strategically coordinating curriculum is an important aspect that keeps academic outcomes relevant and current, particularly where the skills being mastered are immediately relevant to the student's existing employment. Complex academic goals require sophisticated curriculum and pathway design to ensure students are prepared for both immediate and subsequent career and academic endeavors. This breakout will explore contract education in the greater context of all curriculum design so that attendees can meet students' needs.

TOP Codes, CIP Codes and MIS Coding

Lassen (2nd Floor)

Rich Cameron, Cerritos College, Facilitator

Jolena Grande, Cypress College

Cris McCullough, Dean of Curriculum and Instruction, Chancellor's Office

This breakout will cover the many acronyms associated with curriculum coding. Presenters will offer clarifications of concepts and terms, as well as explain the process and reasoning for the codes we use in identifying and sorting classes. The session will also offer a preview of coming changes.

Interacting with Local Senates

International Center

Dolores Davison, Area B Representative

Duncan Graham, Vice President, Academic Affairs, San Jose City College

Michael Heumann, Imperial Valley College

Kathleen Rose, Executive Vice President of Instruction, Gavilan College, Facilitator

Michelle Stewart, Mt. San Jacinto Community College

In Title 5, it states that curriculum is one of the “10+1”. That is, curriculum is an “academic and professional matter.” Where does your curriculum committee sit in regards to your local academic senate? At this breakout, presenters will discuss different models of the relationship between local academic senates and local curriculum committees.

Ensuring Qualified Faculty for All Courses: The Disciplines List and Assigning Courses *

Sequoia (2nd Floor)

Craig Rutan, Area D Representative

John Stankas, Secretary

Andrew Young, Glendale College

The Disciplines List provides the minimum qualifications for faculty, but the minimum qualifications to teach courses at your college is not set until each course is assigned to one of those disciplines. Assigning courses should be based upon the academic and career technical education preparation necessary to teach the content of a specific course. Please join us for a discussion about the Disciplines List and different options for assigning courses to disciplines. This session is a repeat from Breakout Session Three.

NONCREDIT

Building a Fitness Foundation: Noncredit Curriculum Development *

Redwood (2nd Floor)

Cheryl Aschenbach, Representative-at-Large

Jarek Janio, Santa Ana College

Candace Lynch-Thompson, North Orange County School of Continuing Education

Does your college want to develop noncredit curriculum? Are you unsure of where to start? This breakout will cover the ABCs of noncredit from inception to implementation, courses to certificates, so you can help build a strong noncredit fitness foundation at your college. This session is a repeat from Breakout Session Three.

* Repeat from Breakout Session Three

Curriculum Spring Training: Scenarios and Problem Solving Grand Ballroom

Marie Boyd, Chaffey College

John Freitas, Curriculum Committee Chair (2015 - 16)

April Pavlik, Los Angeles City College

Fielding curriculum issues, like fielding line drives and short-hoppers, is easier after *spring training*. This spring training breakout session will help improve your fielding skills as you prepare for the new curriculum season. Join your presenters in this interactive breakout session as they coach you through curriculum scenarios designed to get you ready for the curriculum big leagues of the California community colleges.

10:15 a.m. to 10:30 a.m. Coffee Break

BREAKOUT SESSION FIVE

10:30 a.m. to 11:45 a.m.

Curriculum Efficiency: Idea to Approval

Atrium

Rich Cameron, Cerritos College, Facilitator

Julie Bruno, Vice President

Grant Goold, American River College

Diana Hurlbut, Irvine Valley College

The deliberations of the Task Force on Work Force, Job Creation, and a Strong Economy have placed a spotlight on curriculum review and approval processes at the local, regional, and state levels. Recommendations on improving the efficiency of our curriculum processes are undoubtedly imminent and faculty will need to respond. What is the scope of the problem? What can curriculum committees do to ensure

efficiency and timeliness without sacrificing quality and instructional integrity? With information from the ASCCC survey on curriculum approval processes to inform the discussion, the presenters will investigate the answer to these questions and propose strategies to improve local curriculum processes.

Low Unit Certificates and Stand Alone Courses—What Do We Do Now?

Malibu

Jaima Bennett, Golden West College

Dolores Davison, Area B Representative

Sofia Ramirez-Gelpi, Allan Hancock College

With local approval of stand-alone courses gone, and with a need to know what other colleges do with regard to their low unit certificates, this session is about clarifying the latest news from the Chancellor's Office and sharing strategies for addressing these issues at the local level. Attendees will be encouraged to share problems and strategies from their local colleges.

Innovation in Curriculum: Trends in English/Reading Models

Sunset

Cheryl Aschenbach, Representative-at-Large

Michelle Sampat, Mt. San Antonio College

Cleavon Smith, Berkeley City College

English and reading faculty are under pressure to reform curriculum, especially remedial or developmental curriculum, to improve completion and student success. This breakout will explore varied trends in English and reading including acceleration models, learning communities, creative scheduling, and more to promote student success and completion. Attendees will also be encouraged to share models from their own colleges, so everyone can leave with innovative ideas for improving student success in English and reading.

Keeping Meetings on Track: Ensuring Effective Participation

Lassen (2nd Floor)

John Freitas, Curriculum Committee Chair

Carol Kimbrough, Hartnell College

Curriculum committee meetings can involve discussions where emotions run high. What can you do as a curriculum chair to ensure that your meetings remain professional and productive while guaranteeing that all interested parties have the opportunity to speak? Please join us for an energetic discussion of strategies that will allow you to have open and productive meetings that comply with the Brown Act.

Curriculum Committees and Administrative Participation

International Center

Kale Braden, North Representative

Gregory Anderson, Vice-President of Instruction, Cañada College

Michael Heumann, Imperial Valley College

Kenna Hillman, Long Beach City College

Kathleen Rose, Executive Vice President of Instruction, Gavilan College, Facilitator

Curriculum is a continuous priority on every campus and involves the input and attention of faculty and administration. Just like *Goldilocks and the Three Bears*, input and attention can be too hot, too cold, or just right. Using principles from the book *Cultivating Communities of Practice: A Guide to Managing Knowledge*, this session will focus on the communication links necessary to ensure a smooth and balanced curriculum process on your campus. Come with specific challenges you have in working through the local “system” for curriculum approval and the group will provide feedback and ideas.

Is More Always Better? The Challenge of Unit Creep and Rising Contact Hours *

Redwood (2nd Floor)

Craig Rutan, Area D Representative

John Stanskas, Secretary

James Todd, Interim Vice-President, Student Services, Modesto Junior College

There are many reasons why unit values and contact hours may have increased over the years, but those higher values pose challenges for curriculum management, including the creation of particular Associate Degrees for Transfer (ADT) and a variety of issues regarding student success. Curriculum committees are now grappling with issues regarding unit values and contact hours for all college offerings. How can addressing unit creep and rising contact be used to foster honest dialog about student success? How might curriculum committees implement processes that make effective decisions about the allotment of student time as they aim to reach their academic goals? Is there sound justification for increasing units and contact time? Join us for a discussion about units, time to completion, ADTs, and student success. This session is repeated in Breakout Session Seven.

Dual Enrollment and Curricular Implications **

Redondo

Wheeler North, Treasurer, Facilitator

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

* Repeated in Breakout Session Seven

** Repeated from Breakout Session Three

Kim Schenk, Senior Dean of Curriculum and Instruction, Diablo Valley College

Debbie Velasquez, Program Liaison, Chancellor's Office

Dual enrollment has been an important topic in the community college system for a number of years. Many districts have been confused regarding the requirements and parameters for this practice. Dual enrollment can be beneficial to career technical education programs and to prospective students and current legislation now proposes to make dual enrollment more common. Come to discuss the curricular implications of dual enrollment and to learn how proper implementation should be designed.

SECOND GENERAL SESSION

12:00 noon to 1:45 p.m.

Grand Ballroom

Lunch

Academic Senate Foundation Update

Michelle Grimes-Hillman, Foundation President

Panel Presentation on the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy

Julie Bruno, Vice President, Facilitator

Sunita Cooke, College President, Mira Costa College, Task Force Co-chair

Craig Justice, Vice President of Instruction, Irvine Valley College

Toni Parsons, San Diego Mesa College

Lynn Shaw, Long Beach City College, Task Force Co-chair

The goal of the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy is to increase individual and regional

economic competitiveness by providing California’s workforce with relevant skills and quality credentials that match employer needs and fuel a strong economy. This summer, the task force will finalize its recommendations in five areas including workforce data and outcomes, curriculum and instructors, structured career pathways and student support, regional coordination, and funding in order to send them to the Board of Governors for approval in September. The recommendations are designed to improve the effectiveness of career technical education programs in the California Community College System and will have a significant impact on our curriculum processes as well as many other aspects of our colleges. This panel will provide an update on the progress of the task force and outline the issues that will affect faculty, colleges, and students in the years to come.

BREAKOUT SESSION SIX

2:00 p.m. to 3:30 p.m.

NONCREDIT

The Future Health of Local Associate Degrees

Atrium

Bille Jo Rice, Bakersfield College

Craig Rutan, Area D Representative

For many years, students attending a community college earned an associate degree using a locally defined general education pattern. With the passage of SB 1440 (Padilla, 2013) the associate degree for transfer and transfer general education patterns have taken center stage. Is there still a place for local general education (GE) and associate degrees? Please join us for a discussion about the future of our local degrees and GE pattern.

Need a Personal Trainer? Using your Advisory Committees for Curricular Design

Malibu

Rich Cameron, Cerritos College, Facilitator

Julie Blacklock, Woodland College

Grant Goad, American River College

Advisory committees are crucial for the currency of our career technical education programs. A strong and effective advisory committee can be a benefit to the program and the students, but responsibility for the curriculum remains in the hands of faculty. Join us to discuss the proper interaction between advisory committees and college faculty and to learn how to make the most use of your advisory committees.

Training Curriculum Committees: Efficiency and Standards

Sunset

John Freitas, Curriculum Committee Chair (2015 - 16)

Leticia Hector, San Bernardino Valley College

Michelle Sampat, Mt. San Antonio College

It is important for curriculum chairs to help curriculum committee members stretch, stay in shape and to stay on course. How do curriculum chairs—rookies and veterans—train, engage and cheer their members through those long curriculum hauls so that they are effective participants on local curriculum committees? How do you prepare yourself to effectively lead your local curriculum committee? Join us as we explore the roles and responsibilities of everyone involved in the local curriculum process and discuss the importance of technical review and working with classified staff. Be sure to bring

questions and your own effective practices for keeping your college curriculum process running efficiently and on course.

Getting Stronger: Advanced Noncredit Curriculum Development

Lassen (2nd Floor)

Cheryl Aschenbach, Representative-at-Large, Facilitator

Chantée Guiney, Program Assistant, Chancellor's Office

Jarek Janio, Santa Ana College

Candace Lynch-Thompson, North Orange County School of Continuing Education

Is your college considering developing Career Development College Preparation (CDCP) noncredit courses or certificates? Gain strength in your noncredit program by learning what CDCP is, what noncredit categories are included, what the benefits are, and how to develop CDCP curriculum.

Work Experience Work Out *

International Center

Marie Boyd, Chaffey College

Rita Levy, Program Assistant, Chancellor's Office

Sofia Ramirez-Gelpi, Allan Hancock College

Your curriculum committee could be in for some real bodybuilding when contemplating the addition of work experience curriculum. Work experience courses offer our students the opportunity to apply classroom theory to practice in the workplace, and as such, may be considered the *Crossfit* of the curriculum world. Predictably, work experience Title 5 regulations cover many different issues than do regulations pertaining the traditional curriculum. This session will

* Repeat from Breakout Session Three

review Title 5 regulations pertaining to work experience, as well as consider points to ponder when contemplating offering this type of curriculum. This session is a repeat from Breakout Session Three.

Math Requirements and Intermediate Algebra

Sequoia (2nd Floor)

Ginni May, North Representative, Facilitator

Toni Parsons, San Diego Mesa College

Title 5 permits that associate degree competency requirements for mathematics may also be met by obtaining a satisfactory grade in courses in mathematics that are at the same level as intermediate algebra. These courses must demand the same rigor and must have elementary algebra as a prerequisite or if taught in or on behalf of other departments must, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for intermediate algebra. With limited exceptions, the California State University (CSUs) and University of California (UCs) require intermediate algebra as a prerequisite for transfer level math. What alternative courses exist as a means of meeting the math competency requirements for the associate degree? How can we as community college faculty design and implement alternative courses without sacrificing or lowering standards and content level? How do we successfully work with the CSUs and UCs so that they will accept those courses as prerequisites for the transfer level math?

California Community College Chancellor's Office Associate Degrees for Transfer (ADT) Q&A

Redwood (2nd Floor)

Dolores Davison, Area B Representative, Facilitator

Erin Larson, Curriculum Specialist, Chancellor's Office

Ken Nather, Academic Affairs, Chancellor's Office

Stephanie Ricks-Albert, Curriculum Specialist, Chancellor's Office

Here is an opportunity to ask any follow-up questions on the submission process of ADTs. There will be other opportunities to ask the Chancellor's Office question on all curriculum submissions.

Equity High Jump: Content Review and Disproportionate Impact *

Redondo

Kale Braden, North Representative

Michelle Grimes-Hillman, Curriculum Committee Chair (2014-15)

James Todd, Interim Vice-President, Student Services, Modesto Junior College

Title 5 asks us to monitor the impact of prerequisites and corequisites, paying attention to whether or not disproportionate impacts are experienced by student populations. Given the renewed focus on student equity across the California Community College System, curriculum committees should become integral to the larger processes of building equity and addressing achievement gaps on our colleges. Join us for an interactive discussion about integrating equity into content review, determining prerequisites and corequisites, and building processes in your committee to address student equity on campus. This session repeats in Breakout Session Eight.

3:30 p.m. to 3:45 p.m. Coffee Break

** This session repeats in Breakout Session Eight*

Evaluating your Curriculum Committee: How Do We Know if We Are Effective, and Do We Even Need to Improve?

Atrium

Rich Cameron, Cerritos College, Facilitator

Marie Boyd, Chaffey College

How do you evaluate your curriculum committee? How often does this take place? Is it effective? In this breakout, a few examples of curriculum committee evaluation will be provided. Then, participants will be invited to share curriculum committee evaluations at their college. Participants will engage in a dialog about what worked well and what did not.

Basic Skills Definitions

Malibu

Cheryl Aschenbach, Representative-at-Large

Melody Nightingale, Santa Monica College

Michelle Pilati, Outgoing C-ID Curriculum Director

This breakout is in response to Resolution 07.05 F14 that asks the Academic Senate for California Community Colleges and Chancellor's Office to work together and use one standard definition for basic skills courses that can be applied to math, reading, and English, as well as a separate definition for English as a Second Language (ESL) courses that acknowledges that ESL can be non-degree applicable, degree applicable, or transferable. Come join us for a discussion about what those definitions might be.

Collaborative Programs and Regional Course Offerings

Sunset

Wheeler North, Treasurer

Kim Schenk, Senior Dean of Curriculum and Instruction, Diablo Valley College

To make better use of our system's overall resources, to facilitate legislated degree development mandates, and to ensure that career technical education programs meet regional workforce needs, The System Advisory on Curriculum Committee has recommended that the Chancellor's Office recognize the value of, and develop guidelines for, Collaborative Programs. A Collaborative Program is one in which one or more colleges rely on another college or colleges to offer courses in a degree or certificate at all participating colleges. This breakout will examine the potential curricular and fiscal benefits to such arrangements, as well as challenges and barriers.

Facilitating Difficult Discussions

Lassen (2nd Floor)

Julie Bruno, Vice President

Kathleen Rose, Executive Vice President of Instruction, Gavilan College

The work of curriculum on any campus is challenging, with multiple stakeholders providing review, technical expertise, and discipline specific viewpoints. Discussions with these various and varied viewpoints are valuable but complex, often making curriculum work more complicated and perhaps a little tricky. In this breakout, presenters will provide strategies to build a *curriculum community* on your college by using a case study approach with opportunities to practice

* Repeated from Breakout Session Five

your skills and receive feedback. Come join us for an engaging and practical session.

Is More Always Better? The Challenge of Unit Creep and Rising Contact Hours

International Center

Craig Rutan, Area D Representative, Santiago Canyon College

John Stanskas, ASCCC Secretary, San Bernardino Valley College

James Todd, Interim Vice-President, Student Services, Modesto Junior College

There are many reasons why unit values and contact hours may have increased over the years, but those higher values pose challenges for curriculum management, including the creation of particular Associate Degrees for Transfers (ADTs) and a variety of issues regarding student success. Curriculum committees are now grappling with issues regarding unit values and contact hours for all college offerings. How can addressing unit creep and rising contact be used to foster honest dialog about student success? How might curriculum committees implement processes that make effective decisions about the allotment of student time as they aim to reach their academic goals? Is there sound justification for increasing units and contact time? Join us for a lively discussion about units, time to completion, ADTs, and student success. This session is a repeat from Breakout Session Five.

Articulation and Counseling Q&A

Sequoia (2nd Floor)

Terri Hawthorne, Moreno Valley College

Billie Jo Rice, Bakersfield College

Cynthia Rico, South Representative

Counselors and articulation officers are important resources for any curriculum committee. This session offers an opportunity to ask these student services professionals questions that will help to give you a different perspective on developing curriculum and serving students. Join us to hear the ideas and tips that counselors and articulation officers can provide.

NONCREDIT

California Community College Chancellor's Office Noncredit Curriculum Q&A

Redwood (2nd Floor)

Dolores Davison, Area B Representative

Chantée Guiney, Program Assistant, Chancellor's Office

The curriculum inventory and the submission process have been a source of many questions at colleges throughout the system. This session will offer an opportunity to ask the Chancellor's Office Questions about the Curriculum Inventory submissions. Bring your questions and be prepared to discuss.

NONCREDIT

Community Service, Noncredit, and Credit Course *

Redondo

John Freitas, Incoming Curriculum Committee Chair (2015 - 16)

Sofia Ramirez-Gelpi, Allan Hancock College

Monica Toth Porter, Santa Ana College

California community colleges offer more than just traditional transfer courses. What about basic skills courses or emerging areas of career technical education? Colleges can offer courses in credit, non-credit, or community service, but defining how those courses interact can be tricky. What makes sense for your college and the community you serve? This session is a repeat of Breakout Session Two.

* Repeated from Breakout Session Two

SATURDAY

July 11

8:00 a.m. Breakfast Buffet

Grand Ballroom Foyer

BREAKOUT SESSION EIGHT

9:00 a.m. to 10:30 a.m.

Chancellor's Office Q&A

Grand Ballroom

*John Freitas, Curriculum Committee Chair (2015 - 16), Facilitator
Chancellor's Office Staff*

As the Curriculum Institute draws to a close, you may still have some unanswered questions, particularly for the Chancellor's Office. What questions do you still have? Come to the Chancellor's Office question and answer session and get the inside scoop on what is happening with curriculum at the state level.

Curriculum Committee Q&A

Malibu

Cheryl Aschenbach, Representative-at-Large, Facilitator

Dave DeGroot, Allan Hancock College

Sofia Ramirez-Gelpi, Allan Hancock College

As the Curriculum Institute draws to a close, you may still have unanswered questions you brought with you, or you may have new questions to ask. This is the place. Challenge experienced curriculum chairs to answer your questions, or let them challenge you with a Curriculum Fitness Final.

Demystifying the Relationship Between Units and Hours*

Sunset

Craig Rutan, Area D Representative, Facilitator

Erik Shearer, Napa Valley College

Has your college had courses sent back because of the relationship between hours and units? Calculating the total number of units might seem like an easy task, but there are many factors that make it more complicated than anticipated. While Title 5 provides basic guidelines, properly calculating hours and units for the various configurations of course types and content delivery modes can be challenging. Please join us for a dynamic presentation about the regulations on matching hours to units for different instructional methods and advice on how to implement them at on your campus. This session is a repeat from Breakout Session Two.

** This session is repeated from Breakout Session Two*

Bachelor Degrees *

Lassen (2nd Floor)

Jacqueline Escajeda, Curriculum Specialist, Chancellor's Office

Jolena Grande, Baccalaureate Degree Task Force Member, Cypress College

John Stanskas, Baccalaureate Degree Task Force Chair

The passage of SB 850 (Block, 2014) last year called for a 15-college pilot project authorizing the creation of bachelor's degrees to meet work-force needs in areas not currently covered by the CSU and UC systems. The Board of Governors approved colleges to create bachelor's degrees in fields ranging from respiratory care to mortuary science to automotive technology. The Academic Senate is charged with providing guidance in the areas of curriculum development, defining upper and lower division coursework, minimum qualifications, and student preparation and success for these new degrees. Join us for a dynamic conversation about what it means to offer a bachelor's degree and how you imagine setting the parameters of these degrees. This session is repeated from Breakout Session Two.

Equity High Jump: Content Review and Disproportionate Impact **

International Center

Kale Braden, ASCCC North Representative

Michelle Grimes-Hillman, Curriculum Committee Chair (2014-15)

James Todd, Interim Vice-President, Student Services, Modesto Junior College

Title 5 asks us to monitor the impact of Prerequisites and Corequisites, paying attention to whether or not disproportionate impacts

** Repeat from Breakout Session Two*

*** Repeat from Breakout Session Six*

are experienced by student populations. Given the renewed focus on student equity across the CCC system, curriculum committees should become integral to the larger processes of building equity and addressing achievement gaps on our campuses. Join us for an interactive discussion about integrating equity into content review, determining prerequisites and corequisites, and building processes in your committee to address student equity on campus. This session is a repeat of Breakout Session Six.

Outcomes or Objectives: What's the difference?

Sequoia (2nd Floor)

Marie Boyd, Chaffey College

Ginni May, North Representative

Aimee Myers, Sierra College

Is there a difference between outcomes and objectives? Does the terminology you use on your campus matter? In this breakout, presenters will provide definitions of outcomes and objectives from a variety of sources and facilitate a discussion. This session is a repeat from Breakout Session Two.

NONCREDIT

Career Technical Education Q & A

Redwood (2nd Floor)

Rich Cameron, Cerritos College

Grant Goold, American River College

Wheeler North, Treasurer

Career technical education (CTE) has become an important focus for the community college system as a whole and for colleges around the state. Do you have questions about CTE programs and curriculum processes? Bring your questions to challenge our presenters for answers.

10:30 a.m. Coffee Break

THIRD GENERAL SESSION

10:45 a.m. to 12:00 noon

Grand Ballroom

Planning for Future Changes to Our Curriculum

David Morse, President, Facilitator

Craig Rutan, Area D Representative

Erik Shearer, Incoming C-ID Curriculum Director

John Stanskas, Secretary

Curriculum committees deal with change. Course repetition, ADTs, C-ID for transfer programs are finally incorporated into most of our processes. Now what? More changes are on the horizon and colleges need to be prepared, and you need to be ready to lead your faculty through the process. What will initiatives like AB86, CDCP Equalization, Bachelor's Degree Pilots, C-ID expansion to CTE and basic skills, model curriculum, and the Common Assessment mean for our colleges? What can colleges do to prepare for the future? Join us for a presentation about changes that are coming and how to stay ahead of the curve.

Closing Remarks

Michelle Grimes-Hillman, Curriculum Committee Chair (2014-15)

PRESENTER LIST

Aimee Myers

Sierra College

Anderson, Gregory

Vice President, Instruction, Cañada College

Baca, Manuel

Board of Governors Member, Rio Hondo College

Bennett, Jaima

Golden West College

Blacklock, Julie

Woodland College

Boyd, Marie

Chaffey College

Braden, Kale

ASCCC North Representative (Cosumnes River College)

Brick, Shawn

Associate Director for Universitywide Undergraduate Admissions

Bruno, Julie

ASCCC Vice President (Sierra College)

Chiabotti, Dianna

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

Combs, Jennifer

Fullerton College

Cooke, Sunita

College President, Mira Costa College, Task Force Co-chair

Davison, Dolores

ASCCC Area B Representative

DeGroot, Dave

Articulation Officer, Allan Hancock College

Escajeda, Jackie

Curriculum Specialist, Chancellor's Office

Freitas, John

Curriculum Committee Chair (2015 - 16)

Goold, Grant

American River College

Graham, Duncan

Vice President, Academic Affairs, San Jose City College

Grande, Jolena

Baccalaureate Degree Task Force Member, Cypress College

Guiney, Chantée

Program Assistant, Chancellor's Office

Hawthorne, Terrie

Moreno Valley College

Hector, Leticia

San Bernardino Valley College

Hess, Shelly L.

Interim Vice Chancellor, Instructional Services & Planning, San Diego
CCD

Heumann, Michael

Imperial Valley College

Hillman, Kenna

Long Beach City College

Howerton, Christopher

Woodland College

Hurlbut, Diana

Irvine Valley College

Janio, Jarek

Santa Ana College

Justice, Craig

Vice President of Instruction, Irvine Valley College

Kimbrough, Carol

Hartnell College

Larson, Erin

Curriculum Specialist, Chancellor's Office

Levy, Rita

Program Assistant, CCCCCO

Lynch-Thompson

Candace, North Orange County School of Continuing Education

May, Ginni

ASCCC North Representative

McCullough, Cris

Dean of Curriculum and Instruction, Chancellor's Office

Morse, David

ASCCC President

Myers, Aimee

Sierra College

Nather, Ken

Academic Affairs, Chancellor's Office

Nightingale, Melody

Santa Monica College

Nolden, Denise

Vice Chancellor, Student Services Division

North, Wheeler

Treasurer

Parsons, Toni

San Diego Mesa College

Pavlik, April

Los Angeles City College

Perry, Marilyn

Sacramento City College

Pilati, Michelle

Outgoing C-ID Curriculum Director, Rio Hondo College

Porter, Monica Toth

Santa Ana College

Rice, Bille Jo

Bakersfield College

Ricks-Albert, Stephanie

Curriculum Specialist, Chancellor's Office

Rico, Cynthia

ASCCC South Representative

Rose, Kathleen

Executive Vice President of Instruction, Gavilan College, Facilitator

Rutan, Craig

ASCCC Area D Representative

Sampat, Michelle

Mt. San Antonio College

Sanchez, Lori

Director, Centers of Excellence, Region 9

Schenk, Kim

Senior Dean of Curriculum and Instruction, Diablo Valley College

Searl-Chapin, Stacey

Mt. San Jacinto College

Shearer, Erik

Incoming C-ID Curriculum Director, Napa Valley College

Smith, Cleavon

Berkeley City College

Smith, Mollie

Occupational and Noncredit Program Director, Palomar College

Stanskas, John

ASCCC Secretary, Baccalaureate Degree Task Force Chair

Stewart, Michelle

Mt. San Jacinto Community College

Todd, James

Interim Vice-President, Student Services, Modesto Junior College

Velasquez, Debbie

Program Liaison, Chancellor's Office

Walker, Pam

Vice Chancellor of Academic Affairs, Chancellor's Office

Wyly, Michael

Solano College

Young, Andrew

Glendale College

2014-15 CURRICULUM COMMITTEE

Michelle Grimes-Hillman

Chair, Mt. San Antonio College

Cheryl Aschenbach

Lassen College

Richard Cameron

Cerritos College

Terrie Hawthorne

Moreno Valley College

Ginni May

Sacramento City College

Sofia Ramirez Gelpi

Allan Hancock College

James Todd

Modesto Junior College

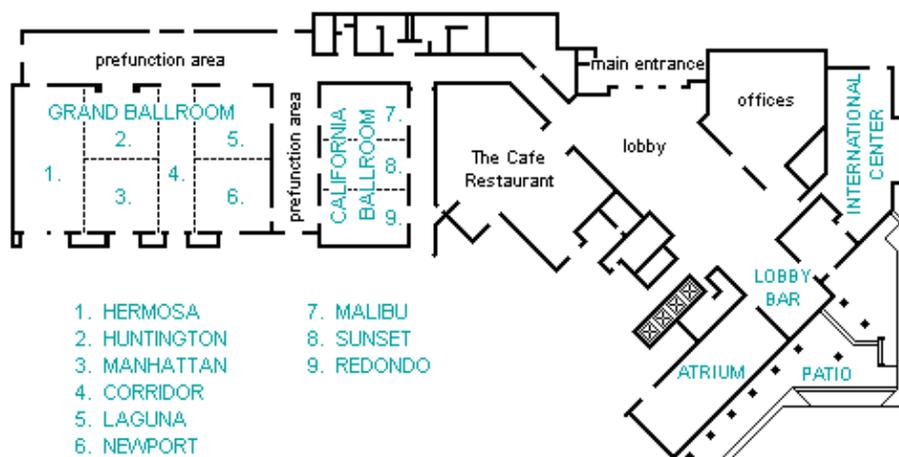
Kathleen Rose

CIO Liaison, Gavilan College

Ravneet Kaur

Student Liaison, Riverside City College

DOUBLETREE HOTEL ANAHEIM/ORANGE COUNTY - MAIN FLOOR



DOUBLETREE HOTEL ANAHEIM/ORANGE COUNTY - SECOND FLOOR

