

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES



2 0 1 8 C U R R I C U L U M I N S T I T U T E

# REIMAGINING THE STUDENT EXPERIENCE

July 11 -14, 2018 Riverside Convention Center

**BREAKOUT STRANDS**

	BASICS OF CURRICULUM
	BEYOND THE BASICS
	LET’S GET TECHNICAL
	ALL THINGS PATHWAYS
	PROGRAMS
	BUILDING AND MANAGING RELATIONSHIPS
	STUDENT SUCCESS AND EQUITY
	STATEWIDE ISSUES
	CURRICULAR INNOVATIONS

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# Contents

W E D N E S D A Y , J U L Y 11 . . . . . 5

**Pre-Session . . . . . 5**

    New/Newer Curriculum Chairs. . . . . 5

    New/Newer Administrators. . . . . 5

    New/Newer Curriculum Specialist . . . . . 6

    Program Mapping . . . . . 6

T H U R S D A Y , J U L Y 12 . . . . . 7

**First General Session . . . . . 7**

    Welcome . . . . . 7

    Reimagined Pathways In Mathematics And Quantitative Reasoning. . . . . 7

**First Breakout Sessions. . . . . 8**

    Curriculum and Public Documents . . . . . 8

    Credit for Prior Learning and Competency Based Education . . . . . 8

    Submission of ADTs and Double Counting. . . . . 8

    Transitions Between Noncredit and Credit . . . . . 9

    Importance of Local Associate Degrees . . . . . 9

    Trustees and Curriculum Streamlining . . . . . 9

    Student Placement in the World of AB 705 . . . . . 10

    Working with the Chancellor’s Office Curriculum Inventory (COCI) . . . . . 10

    Creation of New Apprenticeship Programs . . . . . 10

    Sponsored: Catalog and Curriculum Management . . . . . 11

**Second General Session . . . . . 11**

    Lunch . . . . . 11

    President’s Welcome . . . . . 11

    Partner Presentation: CurriQūnet . . . . . 11

    Local Implementation of AB 705 . . . . . 11

**Second Breakout Sessions . . . . . 12**

    COR 101 . . . . . 12

    Counseling, Articulation, and Curriculum. . . . . 12

    All About the Credit Hour . . . . . 12

    Pathways to CCC Baccalaureate Programs. . . . . 12

    Development of New CTE Programs . . . . . 13

    Roles and Responsibilities of Administrators in Curriculum . . . . . 13

    Financial Aid and Curriculum . . . . . 13

    Erosion of Senate Authority Over Curriculum? . . . . . 14

    New Options for Math and Quantitative Reasoning. . . . . 14

    Sponsored: CurriQūnet: Driving Curriculum Innovation . . . . . 14

**Third Breakout Sessions . . . . . 15**

Importance of Coding in the Curriculum Review Process . . . . . 15

Evaluation of Distance Education Curriculum . . . . . 15

Assigning Courses to Disciplines . . . . . 15

Course Sequencing and Program Mapping . . . . . 16

Area of Emphasis Degrees . . . . . 16

Working with Advisory Committees and Regional Consortia. . . . . 16

Supplemental Instruction, Learning Centers, and Tutoring Programs. . . . . 16

Implementation Requirements for AB 705. . . . . 17

Zero and Low-Cost Course Materials. . . . . 17

Sponsored: Stop Putting Lipstick on a Pig When it Comes to  
Managing your Curriculum . . . . . 17

**FRIDAY, JULY 13 . . . . . 18**

**Fourth Breakout Sessions . . . . . 18**

Can a Single COR Work for Every Instructor?. . . . . 18

Equity Considerations in Distance Education. . . . . 18

Program Submission Requirements. . . . . 19

Role of Curriculum Committee in Pathways Development . . . . . 19

Dual Enrollment and High School Articulation . . . . . 19

Nothing lasts forever....Effective Succession Planning. . . . . 20

Civic Engagement and Curriculum . . . . . 20

Ever Changing Curriculum – Updates on Changes from 5C. . . . . 20

Options for Concurrent Support . . . . . 21

Sponsored: Leepfrog Technologies. . . . . 21

**Fifth Breakout Sessions . . . . . 21**

Basics of Noncredit . . . . . 21

Accreditation and Curriculum . . . . . 22

Applying TOP Code Alignment Principles Throughout All Curriculum . . . . . 22

GE and Guided Pathways. . . . . 22

Stack ‘em high! Stackable Certificates . . . . . 22

Conflict Resolution in Curriculum. . . . . 23

Student Placement in the World of AB 705 . . . . . 23

Legislative Issues and Curriculum. . . . . 23

Cooperative Work Experience. . . . . 24

**Third General Session . . . . . 24**

Lunch . . . . . 24

Partner Presentation: eLumen . . . . . 24

Statewide Technology Systems . . . . . 24



**Sixth Breakout Sessions . . . . . 24**

Curriculum and Public Documents . . . . . 24

Articulation Basics for Curriculum Committees . . . . . 25

All About the Credit Hour . . . . . 25

Where Like Minds Gather: Building Meta Majors. . . . . 25

Program Review Driving Curricular Revisions . . . . . 26

Roles and Responsibilities of Curriculum Specialists . . . . . 26

Financial Aid and Curriculum . . . . . 26

Follow Up to Statewide Technology Systems General Session . . . . . 27

Distance Education and Noncredit . . . . . 27

Sponsored: eLumen: How to make Guided Pathways Smart Pathways. . . . . 27

**Seventh Breakout Sessions . . . . . 28**

Creating Curriculum Handbooks. . . . . 28

Implementing Inmate Education Programs. . . . . 28

Placing Courses into Areas of Noncredit . . . . . 28

Course Sequencing and Program Mapping . . . . . 29

Course Substitution and Reciprocity . . . . . 29

Strengthening the Relationship Between Local Senates and Curriculum Committees . . . . . 29

Cultural Competency Across the Curriculum. . . . . 30

Working with the Chancellor’s Office Curriculum Inventory (COCI) . . . . . 30

UC Transfer Pathways. . . . . 30

**SATURDAY, JULY 14 . . . . . 31**

**Eight Breakout Sessions . . . . . 31**

Local Curriculum Approval Processes. . . . . 31

Prerequisites. . . . . 31

SOC, CIP, TOP, SAM: Re-imagining Curriculum in Three-letter Words . . . . . 32

Where Like Minds Gather: Building Meta Majors . . . . . 32

Noncredit Certificate Programs . . . . . 32

Impact of Curriculum Decisions Beyond the Classroom . . . . . 33

Helping Students Choose a Major and Career. . . . . 33

Q&A with the Chancellor’s Office. . . . . 33

Options for Concurrent Support . . . . . 33

**Fourth General Session . . . . . 34**

Curriculum Streamlining and Training the Curriculum Committee . . . . . 34

## Welcome to the Curriculum Institute ...

*The only constant in curriculum is that it will always be changing. Often, these changes are focused on creating new opportunities for students such as Associate Degrees for Transfer (ADTs), or the creation of baccalaureate degree programs. Two recent changes, guided pathways and the passage of AB 705, could not only lead to changes in curriculum, but also fundamentally change what our student's experience on campuses.*

*This year's ASCCC Curriculum Committee created a program that includes many essential curriculum topics with additional topics to help colleges prepare for the changes that lie ahead. This year's institute, "Reimagining the Student Experience" provides colleges with the information they need to develop compliant, effective curriculum and to offer that curriculum in a way that will help students achieve their educational and employment goals. The institute includes four different pre-sessions to provide attendees with the basics of being a curriculum chair, curriculum specialist, curriculum administrator, or working with guided pathways. The general sessions focus on the changing landscape of quantitative reasoning, implementation of AB 705, statewide technology systems, and curriculum streamlining training. There are 72 breakout sessions, broken in to nine different strands, that cover topics such as the course outline, sequencing general education, articulation, transfer, student placement, concurrent support, and so much more.*

*It takes the work of many to make an institute like this possible. Thank you to the Chancellor's Office for their collaboration with building the program and offering their time and expertise as presenters. Thank you to the members of the California Community Colleges Curriculum Committee (5C). You have all worked tirelessly to continue refining and modifying curriculum policy in regulations to make processes easier and more efficient. Thank you to the ASCCC staff for pulling all of this together; here is no way that this institute could happen without the many hours that all of you have spent working behind the scenes. Finally, a special thank you to this year's ASCCC Curriculum Committee. I could not imagine working with a more amazing group of individuals that are so dedicated to serving the needs of our colleges. Your efforts this year were amazing.*

*Whether this is your first, fifth, or eleventh Curriculum Institute, we hope that you will find the presentations useful and that they provide the information needed for the time ahead. We hope you enjoy this year's Institute as much as we did putting it together.*

*Craig Rutan, ASCCC Secretary and 2017-18 Curriculum Chair*

WEDNESDAY

July 11

**1:00 pm to 2:00 pm Pre-Session Registration**

*Upper Concourse 200 – Ben H Lewis Hall Foyer*

PRE-SESSION

2:00 pm to 5:00 pm

**New/Newer Curriculum Chairs**

*Raincross A*

*Leticia Hector, ASCCC Curriculum Committee, San Bernardino Valley College*

*Eric Wada, ASCCC Curriculum Committee, Folsom Lake College*

*Thais Winsome, ASCCC Curriculum Committee, Mission College*

New, newer, and aspiring Curriculum chairs or faculty on the curriculum committee will benefit from this session. Topics include the role of the curriculum committee as a part of your college's Academic Senate and the legal framework for how the committee works with your local governing Board. We will discuss committee structure including subcommittees and roles of committee members. The speakers will also review requirements of program and Course and Outlines of Record (COR). This session will also provide an overview of curriculum committee training and reference materials to help chairs and committee members.

**New/Newer Administrators**

*Raincross B*

*Karen Daar, ASCCC Curriculum Committee, Los Angeles Valley College*

*Michelle Grimes-Hillman, Long Beach City College*

*Meridith Randall, Chaffey College*

*Michelle Sampat, Mt. San Antonio College*

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

**New/Newer Curriculum Specialist**

*Raincross C*

- Patti Blank, Chancellor’s Office*
- Jaqueline Escajeda, Chancellor’s Office*
- Njeri Griffin, Chancellor’s Office*
- Daniel Keller, ASCCC Curriculum Committee, Los Angeles Harbor College (Facilitator)*
- Marilyn Perry, Sacramento City College*

This workshop is intended for new or newer curriculum specialists and provides the basics of the roles and responsibilities of curriculum specialists, including the requirements and procedures for submitting curriculum and submission requirements for various proposal types to the Chancellor’s Office using the Chancellor’s Office Curriculum Inventory (COCI).

**Program Mapping–The Impact of Guided Pathways on General Education**

*Raincross D*

- Randy Beach, Southwestern College*
- Janet Fulks, Bakersfield College*
- Michelle Pilati, Rio Hondo College*
- Carrie Roberson, ASCCC North Representative*

The California Community Colleges are entering into a time of transformational change, which includes mapping programs to improve clarity for students as they set their academic goals. In particular, faculty identified issues regarding the implications for general education. During this session, attendees will engage in deep conversations around the value of general education to a student’s academic and professional goals and how general education choices can be made when faculty are mapping programs. Join us as we brainstorm strategies and values to support general education choices when mapping programs.

**5:00 pm to 6:00 pm Welcome Mixer**

*Upper Concourse 201 – Raincross Foyer*

*Sponsored by DIGARC*

Join us as we wrap up the pre-session with a welcome mixer and network professionally in a relaxed setting. Enjoy the small bites and libations before heading out to dinner. Remember to stop by DIGARC’s table, to receive a complimentary beverage ticket.



**THURSDAY**

*July 12*

**7:30 am Registration Opens**

*Upper Concourse 200 – Ben H Lewis Hall Foyer*

**7:30 am to 8:30 am Breakfast**

*Upper Concourse 201 – Raincross Foyer*

**FIRST GENERAL SESSION**

**8:30 am to 10:00 am**

*Exhibit Hall A&B*

## **Welcome**

*Craig Rutan, 2017-18 ASCCC Curriculum Chair*

## **Reimagined Pathways in Mathematics and Quantitative Reasoning**

*Ekaterina Fuchs, City College of San Francisco*

*Virginia May, ASCCC Treasurer, 2018-19 ASCCC Curriculum Chair*

*John Stanskas, ASCCC President*

With the passage of AB 705 (Irwin, 2017) and the issuance of the California State University Executive Orders 1100 and 1110, colleges have worked hard to establish math and quantitative reasoning pathways that comply with the law and provide students with the math and quantitative reasoning skills needed for success beyond the community college such as transfer, workplace, or simply life in a highly technical society. To assist colleges with designing curricular changes, the Academic Senate for California Community Colleges, the California Mathematics Council of Community Colleges, and the California Mathematics Council of Community Colleges-South formed the Math and Quantitative Reasoning Task Force (MQRTF) to examine and reconsider math and quantitative reasoning education in the California community colleges. As requested by the Academic Senate for California Community Colleges Executive Committee and endorsed through, Resolution 9.02 S18, the MQRTF designed math and quantitative reasoning pathways using C-ID descriptors as options for colleges to consider. Learn about these options and how they can be tailored to meet the needs of local student populations in compliance with the law.

**10:00 am to 10:15 am Coffee Break**

*Upper Concourse 201 – Raincross Foyer*

**FIRST BREAKOUT SESSIONS**

**10:15 am to 11:30 am**

**Curriculum and Public Documents**

*Raincross E*

*Randy Beach, Southwestern College*  
*Michelle Grimes Hillman, Long Beach City College*  
*Eric Wada, ASCCC Curriculum Committee, Folsom Lake College*

Balancing the need for accessible and user-friendly curriculum publications while satisfying accreditation standards and education code, is a challenge. Fortunately, there is a wealth of information on best practices available to help meet this challenge. This session will examine the relationship between curriculum and the college catalog, the class schedule, and other campus publications, on maintaining accuracy and consistency between them, and on serving the needs of those who use them.

**Credit for Prior Learning and Competency Based Education**

*Raincross A*

*Dolores Davison, ASCCC Vice President*  
*Terence Nelson, Saddleback College*  
*Kim Schenk, Diablo Valley College*

With a large number of students entering the California community college system from the military and the workforce, many colleges are grappling with how to offer credit to students for their prior experiences. The ASCCC and the Chancellor’s Office, in conjunction with other interested stakeholders, have developed guidelines and effective practices around using credit for prior learning (CPL). Please join us for a discussion focused on the efforts in CPL to ensure that students are served effectively.

**Submission of ADTs and Double Counting**

*Exhibit Hall D*

*Raul Arambula, Chancellor’s Office*  
*Jaqueline Escajeda, Chancellor’s Office*  
*Aimee Tran, ASCCC Curriculum Committee, Saddleback College*

TMC, ADT, C-ID, AAM, GECC and BCT – this session covers A-Z TMC processing, including double counting and what to do with the ones that cannot develop a TMC at 60-units! Come learn about ADT submissions and test your acronym knowledge too!

## Transitions Between Noncredit and Credit

Raincross B

*Madelyn Arballo, Mt San Antonio College*

*Cheryl Aschenbach, ASCCC North Representative*

*Jan Young, Glendale College*

If your college would like to provide access to more students and design pathways that start within K-12 or our communities, then noncredit courses and programs can be used as an entry point, especially for college and workplace skills and entry-level aspects of career technical education programs. Join us to discuss ways in which noncredit courses and programs can complement credit courses and programs and to gain an understanding of how these courses can be articulated so student transitions are as smooth as possible.

## Importance of Local Associate Degrees

Raincross C

*Kim Harrell, Cosumnes River College*

*Daniel Keller, ASCCC Curriculum Committee, Los Angeles Harbor College*

*Cynthia Reiss, ASCCC Curriculum Committee, West Valley College*

With the implementation of SB 1440 (2010, Padilla) and SB 440 (2013, Padilla), which require colleges to create and offer associate degrees for transfer (ADTs), many colleges are questioning the reason for keeping their local degrees, as well as the purpose of other local requirements including GE patterns and local graduation requirements. This breakout will examine the benefits of local degrees, whether they should be eliminated as ADTs are developed, and what kinds of questions colleges should be asking about local degrees.

## Trustees and Curriculum Streamlining

Raincross D

*Karen Daar, ASCCC Curriculum Committee, Los Angeles Valley College*

*Virginia Guleff, Butte College*

*Robert White, Butte College*

Curriculum streamlining allowed for local approval of selected courses and programs, which means that the approval of a local governing board makes curriculum official. Many board members may not be fully versed in the 10+1 or faculty purview over areas including curriculum. Without knowing more, board members may question the faculty's role and may now be interested in diving deeper into curricular matters. This breakout focuses on communicating the curricular process as well as faculty and board roles and responsibilities. We will also discuss how to handle situations when boards want to get too involved in curriculum.

## Student Placement in the World of AB 705

Exhibit Hall C

*Craig Hayward, Bakersfield College*

*Craig Rutan, ASCCC Secretary, 2017-18 ASCCC Curriculum Chair*

The passage of AB 705 (Irwin 2017) mandated that college modify their placement procedures to use high school performance data for placement into mathematics and English. How will placement look in those disciplines? What has been developed for placement of English language learners? Will assessment tests in disciplines like chemistry still be available? Join us for a vibrant discussion about student placement now that AB 705 is in place.

## Working with the Chancellor's Office Curriculum Inventory (COCI)

Raincross F

*David Garcia, Chancellor's Office*

*Leticia Hector, ASCCC Curriculum Committee, San Bernardino Valley College (Facilitator)*

*Rachel Stamm, CCC Technology Center*

The Chancellor's Office Curriculum Inventory (COCI) maintains all program and course elements that require Chancellor's Office approval. Although the guidelines for its use are documented in the Program and Course Approval Handbook (PCAH), veteran users are familiar with its quirks and perks, short-cuts and work-arounds, and know how to calm it down when it throws a tantrum. If you are one of these brave and often not-fully-appreciated souls, or you would like to learn from them, this session is for you.

## Creation of New Apprenticeship Programs

MR 7&8

*Leandra Martin, Mission College*

*John Stankas, ASCCC President*

*Thais Winsome, ASCCC Curriculum Committee, Mission College*

California's apprenticeship programs represent a successful partnership between industry, labor, and education. Apprenticeships can be an efficient and cost-effective means of educating students to fill needed jobs in industry, especially when training requires access to expensive and specialized equipment and trainer expertise. Apprenticeship programs differ in many ways from traditional degree and certificate programs, and it's important to know the rules and what to expect before jumping in. Come to this breakout to discuss best practices for starting apprenticeship programs from scratch at your college and learn from colleagues who have engaged in such efforts at their colleges.



**Sponsored Breakout\* DIGARC: Catalog and Curriculum Management:  
Best Practices and New Technologies**

MR 9&10

*Jake Morrow, Solutions Consultant*

Nobody looks back on their life and says, “Wow, I wish I spent more time manually updating catalogs.” With Curriculog, you can update your catalog while ordering lunch and by the time you finish your meal, all of the updates will be complete. Check out DIGARC’s exciting and time-saving session where our Solutions Consultant will show you just how easy it is to do that, as well as, have full control over your curriculum processes. It will be one of the best times that you can spend during the conference!

**SECOND GENERAL SESSION**

**11:45 am to 2:00 pm**

*Exhibit Hall A&B*

**Lunch**

**President’s Welcome**

*John Stanskas, ASCCC President*

**Partner Presentation: CurriQūnet**

**Local Implementation of AB 705**

*Karen Daar, ASCCC Curriculum Committee, Los Angeles Valley College*

*Laura Hope, Chancellor’s Office*

*Craig Rutan, ASCCC Secretary, 2017-18 ASCCC Curriculum Chair*

The Chancellor’s Office is working with constituency groups to develop guidance for the local implementation of AB 705 (Irwin 2017) and the placement of students into courses in English, English as a Second Language (ESL), and mathematics. What does the guidance mean for the future of basic skills instruction? What options are available for colleges to serve the needs of students? This session will provide the details of the guidance from the Chancellor’s Office and how it will shift local practice.

**COR 101***Raincross E**Melynie Schiel, Copper Mountain College**Eric Wada, ASCCC Curriculum Committee, Folsom Lake College*

The Course Outline of Record (COR) is central to all aspects of curriculum in the California Community Colleges. This breakout will discuss the required elements of the COR, and how to develop and/or review a COR. Suggested components (e.g. distance education and/or SLO addenda) will also be included. We will also consider formatting and writing to engage various reviewers (e.g. local curriculum committee, 4-year colleges, and C-ID).

**Counseling, Articulation, and Curriculum***Raincross A**LaTonya Parker, ASCCC South Representative**Aimee Tran, ASCCC Curriculum Committee, Saddleback College*

Are your counselors and articulation officers active in the curriculum design and approval processes at your college? They should be. Come learn why and how these faculty should be an integral part of the college curriculum processes.

**All About the Credit Hour***Exhibit Hall D**Craig Rutan, ASCCC Secretary, 2017-18 ASCCC Curriculum Chair**Erik Shearer, Napa Valley College*

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

**Pathways to CCC Baccalaureate Programs***Raincross B**Krystinne Mica, ASCCC Chief Operating Officer**Estela Narrie, Santa Monica College**John Stanskas, ASCCC President*

Having CCC baccalaureate programs means that discussions about pathways in those disciplines should include pathways to the baccalaureate degree, whether at the same college or a different college. This breakout will consider the advantages of establishing pathways to baccalaureate programs, some of the barriers that may prevent effective transitions from happening, and potential solutions that will allow students to take advantage of this exciting opportunity.

## Development of New CTE Programs

Raincross C

*Dianna Chiabotti, Napa Valley College*

*Kim Harrell, Cosumnes River College*

*Thais Winsome, ASCCC Curriculum Committee, Mission College*

A properly developed and well-supported CTE program provides students with the best the community college system has to offer: high-quality education in a field that has a high probability of employment upon program completion. The trick to ensuring that your program is a winner is to plan ahead and have all the pieces in place before you begin. If this critical planning phase is overlooked, the program can easily become derailed during the approval process. Join us at this breakout as we share insights, pitfalls, and tricks to ensure that your program moves smoothly from brilliant idea to state approval and beyond.

## Roles and Responsibilities of Administrators in Curriculum

Raincross D

*Karen Daar, ASCCC Curriculum Committee, Los Angeles Valley College*

*Virginia Guleff, Butte College*

*Michelle Sampat, Mt San Antonio College*

Curriculum is the purview of the academic senate, and therefore, of the faculty. However, administrators play a supporting role to faculty in curriculum processes and are responsible for ensuring that curriculum is legally compliant and can be supported by the college. During this breakout, current CIOs and deans will discuss how they view their roles in supporting the curriculum process.

## Financial Aid and Curriculum

Exhibit Hall C

*Brian Dickason, Chancellor's Office*

*Njeri Griffin, Chancellor's Office*

*Cynthia Reiss, ASCCC Curriculum Committee, West Valley College (Facilitator)*

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

**Erosion of Senate Authority Over Curriculum?**

*Raincross F*

*Rebecca Eikey, ASCCC Area C Representative*

*Dolores Davison, ASCCC Vice President*

The passage of AB 1725 required local governing boards to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum. Recent legislation and implementation guidance appear to erode the rights of local academic senates and curriculum committees to develop and implement curriculum that is locally determined to serve the needs of students. Join us for a discussion on how to help your curriculum committee navigate through tumultuous changes in our system.

**New Options for Math and Quantitative Reasoning**

*MR 7&8*

*Ekaterina Fuchs, City College of San Francisco*

*Virginia May, ASCCC Treasurer, 2018-19 ASCCC Curriculum Chair*

This breakout is a follow up to the general session. In this session, members from the MQRTF and participants will take a closer look at math and quantitative reasoning pathways options, engaging in lively discussion, and provide feedback on improving math and quantitative reasoning pathways.

**Sponsored Breakout\* CurriQūnet: Driving Curriculum Innovation: Technology as a Partner**

*MR 9&10*

*Ken Brown, VP Technology and Development*

*Nancy Howard, VP Product Delivery and Support*

*Steve Thyberg, VP Market Solutions*

The demands placed on higher education, specifically community colleges, grow exponentially on a daily basis. Faculty, staff, and administration are called upon to respond to changing curricular needs as our knowledge expands in the areas of science, math, the humanities, instruction, and more. Legislation and regulation abound in higher education. In order to meet the ever-changing curriculum landscape higher education will increasingly turn to technology to assist. This session explores a number of present-day and future technologies that can help community colleges and technology companies to partner in meeting these ever-changing demands.

**3:30 pm to 3:45 pm Coffee Break**

*Upper Concourse 201 – Raincross Foyer*



**Importance of Coding in the Curriculum Review Process***Raincross B**Sharon Awad, Chaffey College**Marie Boyd, Chaffey College**Eric Wada, ASCCC Curriculum Committee, Folsom Lake College*

What are we doing here? No, this isn't the ultimate existential question. Rather, it sums up the basic criteria for an effective curriculum review process—one that asks: what do we hope students will have accomplished when they complete our programs and how do we ensure that we provide what they need to accomplish it? Such a process relies on accurate data about program outcomes—data that is only as good as the coding used to acquire it. This session provides an overview of program and course coding and how it can be used to map intended outcomes to meaningful data: labor market statistics, job placement and transfer rates, funding and financial aid eligibility, and more.

**Evaluation of Distance Education Curriculum***Raincross F**Cheryl Aschenbach, ASCCC North Representative**Conan McKay, ASCCC Area B Representative*

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 curriculum committees to critically review distance education proposals for instructional methods that ensure regular and effective contact.

**Assigning Courses to Disciplines***Raincross A**Rebecca Eikey, ASCCC Area C Representative**Michelle Grimes-Hillman, Long Beach City College**Carrie Roberson, ASCCC North Representative*

Assigning courses to disciplines is one of the more confusing tasks that curriculum committees face, and it becomes even more challenging when the local department or discipline title doesn't exist in the Disciplines List. This breakout will cover the different options available to colleges and how those options can be used effectively.

## Course Sequencing and Program Mapping

Exhibit Hall C

*Daniel Keller, ASCCC Curriculum Committee, Los Angeles Harbor College*

*Thais Winsome, ASCCC Curriculum Committee, Mission College*

In light of Guided Pathways, it's imperative that discipline and counseling faculty work collaboratively to sequence and pair courses for program completion: certificates with major courses only, major courses with general education, part/full time enrollment, etc. Join this robust discussion with take away best practices.

## Area of Emphasis Degrees

Raincross C

*Raul Arambula, Chancellor's Office*

*Nili Kirschner, Woodland Community College*

*Aimee Tran, ASCCC Curriculum Committee, Saddleback College*

Area of Emphasis (AoE) degrees were first created roughly ten years ago. The options for AoE degrees expanded beyond local degrees into Associate Degrees for Transfer (ADTs) with the passage of SB 440. As time has gone on, the amount of confusion surrounding all AoE degrees increased. Join us for a lively discussion that will dispel the myths and clear up the confusion around all types of AoE degrees.

## Working with Advisory Committees and Regional Consortia

Raincross D

*Brandi Asmus, Woodland Community College*

*Dianna Chiabotti, Napa Valley College*

*Karen Daar, ASCCC Curriculum Committee, Los Angeles Valley College*

*Julie Pekhonen, Director, Career and Technical Education Projects, Riverside City College*

Advisory committees and the Regional Consortium are not just boxes to be checked along the way through the CTE program approval process; they are critical to the long-term success and sustainability of any CTE program. Join us as we discuss the role of Deputy Sector Navigators and the Regional Consortia in CTE program development, outline the current process for Consortium review of programs, and provide some tips about the proper care and feeding of advisory committees.

## Supplemental Instruction, Learning Centers, and Tutoring Programs

Raincross E

*Randy Beach, Southwestern College*

*LaTonya Parker, ASCCC South Representative*

Tutoring and supplemental instruction services may generate state apportionment. This session surveys the current regulations and proposed legislation that seeks to enhance apportionment for tutoring programs. Learn about the types of credit and noncredit courses that may be eligible for enhanced funding, and about the ways that tutoring and supplemental instruction can be offered. As guidance about AB 705 implementation

continues to be released, learn how supplemental instruction and similar programs may be used to enhance student learning as curriculum changes.

## Implementation Requirements for AB 705

*Exhibit Hall D*

*Laura Hope, Chancellor's Office*

*Virginia May, ASCCC Treasurer, 2018-19 ASCCC Curriculum Chair*

*Craig Rutan, ASCCC Secretary, 2017-18 ASCCC Curriculum Chair*

The California Community College Chancellor's Office (CCCCO) released guidance memos for implementing AB 705. This breakout reviews the guidance, including how data are to be used to place students, designing corequisite support courses, and timelines for implementing AB 705. Impacts of curricular changes in English, math, and ESL on other college curriculum and articulation agreements will also be discussed.

## Zero and Low-Cost Course Materials

*MR 7&8*

*Dolores Davison, ASCCC Vice President, 2016-17 ASCCC Curriculum Chair*

*Michelle Pilati, Rio Hondo College*

This session will discuss the strides made in the use of Open Educational Resources (OER) over the past five years. Join us for a conversation about the benefits for both students and faculty that come from using OER materials, how to maintain compliance while using these materials, and the role of curriculum processes and articulation agreements vis-à-vis using these open materials.

## Sponsored Breakout\* **Kuali: Stop Putting Lipstick on a Pig When it Comes to Managing Your Curriculum, Catalog, and Guided Pathways**

*MR 9&10*

*Dani O'Rourke, Regional Director of Sales*

Kuali Curriculum and Catalog Management helps higher education institutions of all shapes and sizes better organize, drive, and communicate their unique curricular offering. When you see how Kuali tools support even the most minimal of tasks, you'll wonder why you put lipstick on a pig for so long. Trade chaos for clarity! You focus on education, we've got your software covered.

## 5:15 pm to 7:00 pm Picnic on the Plaza Reception

*Sponsored by Leepfrog Technologies*

Unwind after a full day of everything curriculum against a park-like setting, complete with refreshing cocktails, picnic blankets, and light hors d'oeuvres. Up for a game? Get competitive with colleagues in a round of bocce ball or corn hole. Stop by Leepfrog's table to receive a complimentary beverage ticket.

**FRIDAY**

*July 13*

**7:30 am to 8:30 am Breakfast**

*Upper Concourse 201 – Raincross Foyer*

**FOURTH BREAKOUT SESSIONS**

**8:30 am to 9:45 am**

**Can a Single COR Work for Every Instructor?**

*MR 768*

*Randy Beach, Southwestern College*

*Eric Wada, ASCCC Curriculum Committee, Folsom Lake College*

The course outline is the basis for establishing articulation/transfer agreements, C-ID approval, creating degrees and certificates, and establishing and reviewing prerequisites. However, no two instructors will ever teach the same course exactly the same way – thank goodness! How can local curriculum committees assist faculty in creating course outlines that allow for flexibility and academic freedom while ensuring the integrity of the instruction across course sections? Join us for this discussion on creating a balance between academic freedom and required elements for all course outlines of record.

**Equity Considerations in Distance Education**

*Exhibit Hall D*

*Cheryl Aschenbach, ASCCC North Representative, ASCCC Curriculum Committee*

*Conan McKay, ASCCC Area B Representative*

*Arnita Porter, West Los Angeles College*

Having a sense of students' capacity as learners and knowing that students learn and demonstrate their learning better in culturally-sensitive learning environments is central to an institutional framework of equity and inclusion necessary for closing the success and persistence gaps for disproportionately impacted student populations. In a culturally-sensitive environment, students' prior learning and experiences are central to the design of their instruction. While this type of environment is laudable, faculty

sometimes struggle with strategies to create it. In this breakout, practitioners will provide models and engage in broad discussions with others in the field who have effective practices to share.

## Program Submission Requirements

*Raincross A*

*Patti Blank, Chancellor's Office*

*Karen Daar, ASCCC Curriculum Committee, Los Angeles Valley College (Facilitator)*

*David Garcia, Chancellor's Office*

*Njeri Griffin, Chancellor's Office*

A proposal to create or update a program must address all of the criteria required for its review. Doing so provides the perspective needed to make appropriate choices about how to enter the program into the Chancellor's Office Curriculum Inventory (COCI). Though the inventory is designed to help prevent the submission of conflicting codes and the omission of required elements, and the review process is designed to ensure compliance with regulations, mistakes can still be made that adversely affect programs or lengthen the review process. This session addresses how to avoid such mistakes and ensure the timely approval of well-documented program proposals. It will also address recent efforts to streamline the approval process.

## Role of Curriculum Committee in Pathways Development and Evaluation

*Raincross B*

*Michelle Pilati, Rio Hondo College*

*Aimee Tran, ASCCC Curriculum Committee, Saddleback College*

*Thais Winsome, ASCCC Curriculum Committee, Mission College*

Design and implementation of Guided Pathways will involve curriculum at almost every level. Is your curriculum committee ready to take this on? In this session, presenters will discuss the role of the curriculum committee in the Guided Pathways process and facilitate a conversation about strategies for ensuring the committee has the necessary expertise and support to take on this pivotal role in Guided Pathways implementation.

## Dual Enrollment and High School Articulation

*Raincross C*

*Dolores Davison, ASCCC Vice President*

*Kim Schenk, Diablo Valley College*

When AB 288 (Holden, 2015) passed, allowing colleges to create College and Career Access Programs (CCAP) agreements with their local high schools, many colleges saw dual enrollment programs as an option for growing enrollment. Since that time, there is confusion and concern in the system around definitions, regulations, roles of faculty, and other challenges that come with these agreements. Join us for a discussion about the role of faculty in these conversations and what colleges can do with these agreements.

**Nothing lasts forever....Effective Succession Planning**

*Raincross D*

*Marie Boyd, Chaffey College*

*Janet Fulks, Bakersfield College*

*Leticia Hector, ASCCC Curriculum Committee, San Bernardino Valley College*

Ideally, succession planning starts the minute you step into your new role as Curriculum Chair. Join us to explore strategies for training your successor and effecting a smooth transition that protects your curriculum process and your college from any loss of continuity with curriculum development and approval.

**Civic Engagement and Curriculum**

*Raincross E*

*Rebecca Eikey, ASCCC Area C Representative*

*Cynthia Reiss, ASCCC Curriculum Committee, West Valley College*

*Patricia Robinson, College of the Canyons*

As campuses become rife with issues concerning academic freedom and academic integrity, how do we protect teaching and learning environments through free inquiry and the exchange of ideas, while keeping students’ learning spaces safe? Our commitment to inclusivity, dignity and respect for our diverse student body, faculty, and staff celebrates and protects the core values of academic freedom, wherein we may challenge ideas without threat or fear of retaliation, including actions on the part of the college or the government, regardless of gender identification, sexual orientation, nationality, language, disability, immigration status, ethnicity, or faith. Given the recent national focus on immigration and immigration status as well as attacks on reforms and protections for some of our most vulnerable students, many colleges have worked to engage our communities in civic discourse to safeguard the learning environment. This session will explore various strategies, approaches, and challenges considered by local senates across the state.

**Ever Changing Curriculum – Updates on Changes from 5C**

*Raincross F*

*Jaqueline Escajeda, Chancellor’s Office*

*Nili Kirschner, Woodland Community College*

*Virginia May, ASCCC Treasurer, 2018-19 ASCCC Curriculum Chair*

The policies and regulations for curriculum are always changing and the work of this year’s 5C committee is bringing even more changes forward. Join us as we review recent changes including revision to the regulations for credit certificates, additions curriculum streamlining, and discuss additional changes that may be on the horizon.

**Options for Concurrent Support**

*Exhibit Hall C*

*Craig Rutan, ASCCC Secretary, 2017-18 ASCCC Curriculum Chair*

*Michael Wyly, Solano Community College*

The passage of AB 705 (Irwin 2017) and the implementation guidance from the Chancellor’s Office will dramatically increase the number of students being placed into transfer level English and math courses. Many of these students will benefit from some form of support, but which types of concurrent support make the most sense? Join us for a discussion of the strengths and weaknesses of the different types of concurrent support and how your colleges can adopt these strategies locally.

**Sponsored Breakout\* Leepfrog Technologies: Integrated, Easy, Different, Beautiful – Curriculum and Catalog with CourseLeaf Software**

*MR 9&10*

*Bryan Blackwell, Senior Client Consultant*

Discover how your campus can experience painless curriculum and catalog processes. CourseLeaf CIM, the easiest online curriculum proposal system, automatically manages complicated approval workflows and integrates with your Student Information System database to feed course and program data directly to your online catalog. Responsive and dynamic online curriculum forms streamline the data entry process while data-driven workflow directs approval automatically. CourseLeaf CAT results in the exact catalog you want to reach a diverse audience and serve your students and prospects with accurate and easily searchable information in an engaging website.

**9:45 am to 10:00 am Coffee Break**

*Upper Concourse 201 – Raincross Foyer*

**FIFTH BREAKOUT SESSIONS**

**10:00 am to 11:45 am**

**Basics of Noncredit**

*Raincross B*

*Cheryl Aschenbach, ASCCC North Representative*

*Chantee Guiney, Chancellor’s Office*

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



**Accreditation and Curriculum**

MR 7&8

*Kristina Allende, Mt San Antonio College*  
*Virginia May, ASCCC Treasurer, 2018-19 ASCCC Curriculum Chair*

Curriculum is a key component of the accreditation standards, and the relationship between curriculum and accreditation is essential for understanding the accreditation process. In this breakout, learn about the interplay of curriculum requirements in relation to the requirements of accreditation.

**Applying TOP Code Alignment Principles Throughout All Curriculum**

Raincross A

*Marie Boyd, Chaffey College*  
*Eric Wada, ASCCC Curriculum Committee, Folsom Lake College*

The ASCCC and CCCC collaborated on a code alignment project meant to ensure curriculum codes across primarily CTE curriculum were aligned. This breakout provides an overview of the project and discusses reasons to extend the project to non-CTE curriculum. Additionally, one of the Guided Pathways principles includes career guidance for students. Code alignment principles include using faculty expertise to identify potential careers that our program completers may pursue.

**GE and Guided Pathways: Sequencing and Scheduling of GE Courses to Facilitate Student Success**

Exhibit Hall C

*Rebecca Eikey, ASCCC Area C Representative*  
*LaTonya Parker, ASCCC South Representative*  
*Thais Winsome, ASCCC Curriculum Committee, Mission College*

An evidence-based review of the college’s general education course offerings and the sequencing of those offerings is an integral part of the Guided Pathways implementation process. Respectful, productive, faculty-led discussions are essential to this review process. This breakout will provide information on requirements and explore best practices for ensuring that faculty have the resources they need for these challenging discussions.

**Stack ‘em high! Stackable Certificates and why you should have them at your college**

Raincross C

*Brandi Asmus, Woodland Community College*  
*Dianna Chiabotti, Napa Valley College*  
*Conan McKay, ASCCC Area B Representative*

Come to this session to learn why and how programs should consider stackable certificates or credentials and how a program can benefit.. This presentation will allow partici-

pants to understand why they should create these new awards to benefit and improve student and program success rates.

**Conflict Resolution in Curriculum**

*Raincross D*

*Michelle Grimes Hillman, Long Beach City College*

*Leticia Hector, ASCCC Curriculum Committee, San Bernardino Valley College*

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

**Student Placement in the World of AB 705**

(repeat from First breakout sessions)

*Raincross E*

*Craig Hayward, Bakersfield College*

*Craig Rutan, ASCCC Secretary, 2017-18 ASCCC Curriculum Chair*

The passage of AB 705 (Irwin 2017) mandated that college modify their placement procedures to use high school performance data for placement into mathematics and English. How will placement look in those disciplines? What has been developed for placement of English language learners? Will assessment tests in disciplines like chemistry still be available? Join us for a vibrant discussion about student placement now that AB 705 is in place.

**Legislative Issues and Curriculum**

*Raincross F*

*Cynthia Reiss, ASCCC Curriculum Committee, West Valley College*

*John Stanskas, ASCCC President*

Recently the legislature passed several pieces of legislation that directly impact curriculum and curricular processes. This breakout will explore what can be done to educate campuses and faculty about concerns regarding current and forthcoming legislative mandates and what might be coming in the next year.

**Cooperative Work Experience**

*Exhibit Hall D*

*Dolores Davison, ASCCC Vice President, 2016-17 ASCCC Curriculum Chair*

*Jaqueline Escajeda, Chancellor’s Office*

*Kim Schenk, Diablo Valley College*

*Michael Wyly, Solano Community College*

Cooperative Work Experience courses allow students to earn course credit while gaining valuable experience in the workplace. In this session, we will review the requirements for Work Experience and facilitate a discussion about best practices for establishing and maintaining a successful Work Experience program at your college including the recently adopted changes to Title 5.

**THIRD GENERAL SESSION**

**12:00 pm to 2:00 pm**

*Exhibit Hall A&B*

**Lunch**

**Partner Presentation: eLumen**

**Statewide Technology Systems**

*Holly Deme, ASSIST*

*Krystinne Mica, ASCCC Chief Operations Officer*

*Craig Rutan, ASCCC Secretary, 2017-18 Curriculum Chair (Facilitator)*

*Rachel Stamm, CCC Technology Center*

Several important technology systems have gone through growing pains as new versions were developed. ASSIST Next Gen, C-ID 2.0, and the Chancellor’s Office Curriculum Inventory (COCI) are vital systems that must function effectively to help colleges serve the needs of students. Our panelists will share the current status of each of these systems and what we can expect to see in the coming months.

**SIXTH BREAKOUT SESSIONS**

**2:15 pm to 3:30 pm**

**Curriculum and Public Documents**

(Repeat from First Breakout Sessions)

*Raincross B*

*Randy Beach, Southwestern College*

*Michelle Grimes Hillman, Long Beach City College*

*Eric Wada, ASCCC Curriculum Committee, Folsom Lake College*

Balancing the need for accessible and user-friendly curriculum publications while satisfying accreditation standards and education code is a challenge. Fortunately, there

is a wealth of information on best practices available to help meet this challenge. This session will examine the relationship between curriculum and the college catalog, the class schedule, and other campus publications, on maintaining accuracy and consistency between them, and on serving the needs of those who use them.

## **Articulation Basics for Curriculum Committees**

*Raincross F*

*Estela Narrie, Santa Monica College*

*Aimee Tran, ASCCC Curriculum Committee, Saddleback College*

Articulation Officers play an important role in the curriculum process. This session will cover how AOs support faculty in course and program development. Topics include balance of degree (major, general education, transfer), TMCs (AAM, GECC, BCT), C-ID pending status, 51% articulation, double counting (to range or not) and other required supporting documentation.

## **All About the Credit Hour**

(Repeat from Second Breakout Sessions)

*Raincross A*

*Craig Rutan, ASCCC Secretary, 2017-18 ASCCC Curriculum Chair*

*Erik Shearer, Napa Valley College*

The relationship between student learning hours and credit hours (or units) is a topic of significant discussion. This breakout will examine definitions of the credit hour, including how it is defined for college programs where students earn unit credit including work experience, directed clinical study, clock hour programs, and the development of local policy required by Title 5 §55002.5.

## **Where Like Minds Gather: Building Meta Majors**

*Exhibit Hall C*

*Janet Fulks, Bakersfield College*

*Virginia May, ASCCC Treasurer, 2018-19 ASCCC Curriculum Chair*

*Thais Winsome, ASCCC Curriculum Committee, Mission College*

Meta majors allow students to select a general area of emphasis at the start of their education and narrow their focus to a particular major as they progress through their first semesters at college. In theory, the process is simple: group similar majors together and provide a clear, common pathway for students to complete GE and local requirements as they explore the various majors. In practice, the process is fundamentally collaborative, and a successful outcome requires that faculty from the discipline areas work together with each other as well as with faculty from student services to craft pathways that students can easily navigate and complete. In this session, we will explore some effective practices for developing meta majors and facilitate a conversation on how to start the process at your college.

## Program Review Driving Curricular Revisions

Raincross C

*Kim Harrell, Cosumnes River College*

*Daniel Keller, ASCCC Curriculum Committee, Los Angeles Harbor College*

*Leandra Martin, Mission College*

Course and program self-assessment should be at 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.

## Roles and Responsibilities of Curriculum Specialists

Raincross D

*Sharon Awad, Chaffey College*

*Leticia Hector, ASCCC Curriculum Committee, San Bernardino Valley College (Facilitator)*

*Marilyn Perry, Sacramento City College*

Curriculum specialists play an essential role in the college curriculum process, and the work can be daunting for those new to this role. In this breakout, the role of a curriculum specialist is reviewed and helpful information on how to not only survive but to thrive in this position is provided by seasoned curriculum specialists.

## Financial Aid and Curriculum

(Repeat from Second Breakout Sessions)

Raincross E

*Brian Dickason, Chancellor's Office*

*Njeri Griffin, Chancellor's Office*

*Cynthia Reiss, ASCCC Curriculum Committee, West Valley College (Facilitator)*

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

## Follow Up to Statewide Technology Systems General Session

*Exhibit Hall D*

*Karen Daar, ASCCC Curriculum Committee, Los Angeles Valley College (Facilitator)*

*Holly Deme, ASSIST*

*Miguel Rother, C-ID Program Manager*

*Rachel Stamm, CCC Technology Center*

Do you have additional questions about ASSIST Next Gen, C-ID 2.0, or the Chancellor's Office Curriculum Inventory (COCI)? This session will provide attendees with a chance to get their questions answered about these vital technology systems.

## Distance Education and Noncredit

*MR 7&8*

*Cheryl Aschenbach, ASCCC North Representative*

*Conan McKay, ASCCC Area B Representative*

*Jan Young, Glendale College*

Colleges often inquire about the legality and feasibility of teaching noncredit courses via distance education. This breakout will explore the regulations and guidelines impacting the offering of distance education noncredit courses, a sampling of current practices, and an overview of other elements to consider before launching online or hybrid non-credit course sections.

## Sponsored Breakout\* eLumen: How to make Guided Pathways Smart Pathways with Curriculum, e-Catalog, Ed Planning, and Assessment

*MR 9&10*

*Matt Coombs, Chief Operating Officer, eLumen*

*Co-Presenters:*

*Patrick Backes, College of the Canyons*

*Carrie Edwards, Cerritos College*

*Richard Goode, Porterville College*

*Jennifer Johnson, Bakersfield College*

As you plan to review Curriculum & Catalog Systems, Assessment & Planning Systems, and prepare for efforts like Guided Pathways, are you putting the right foundations in place? As questions such as "How can we better track students in a pathway?" or "Are our transfer students ready?" and "How quickly can we launch a CTE program for the local workforce?" take on increased relevance, are you ready not just to answer them, but to keep them in sync with all the other changes on campus? Join eLumen and its CCC clients for a discussion of how schools are tackling the shortened cycle-time for program creation and review as well as readiness for pathways, flexible credentialing, and other initiatives with our Curriculum, e-Catalog, Education Planning and Learning Assessment Management System.

**SEVENTH BREAKOUT SESSIONS**

**3:45 pm to 5:00 pm**

**Creating Curriculum Handbooks**

*Raincross A*

*Nili Kirschner, Woodland Community College*

*Eric Wada, ASCCC Curriculum Committee, Folsom Lake College*

Does your college have a curriculum handbook? What is a curriculum handbook, and what is it good for? In this breakout learn about the benefits of a curriculum handbook, and the “how-to” of creating a curriculum handbook for your college.

**Implementing Inmate Education Programs**

*MR 768*

*Raul Arambula, Chancellor’s Office*

*Dolores Davison, ASCCC Vice President*

*Michael Wyly, Solano Community College*

California Department of Corrections and Rehabilitation (CDCR) worked with select state prisons and their local CCCs to implement educational programs for incarcerated students. Whether your college is already educating incarcerated students or considering it, this breakout will be of interest. The focus is on identifying and navigating curricular considerations, instructor concerns, and institutional barriers to offer CCC courses, certificates, and degrees to students eager for higher education opportunities.

**Placing Courses into Areas of Noncredit**

*Exhibit Hall C*

*Cheryl Aschenbach, ASCCC North Representative*

*Chantee Guiney, Chancellor’s Office*

*Jan Young, Glendale College*

One of the biggest differences between noncredit and credit courses is the existence of ten allowable areas or categories of noncredit and the need for courses to be clearly intended for a specific area or population. What are the areas? Where do they come from? How is each defined? What kinds of courses can be considered within each area? How are areas clearly addressed on course outlines? Answers to these questions and more will be discussed in this breakout.



## **Course Sequencing and Program Mapping**

(Repeat from Third Breakout Sessions)

*Raincross B*

*Daniel Keller, ASCCC Curriculum Committee, Los Angeles Harbor College*

*Thais Winsome, ASCCC Curriculum Committee, Mission College*

In light of Guided Pathways, it's imperative that discipline and counseling faculty work collaboratively to sequence and pair courses for program completion: certificates with major courses only, major courses with general education, part/full time enrollment, etc. Join this robust discussion with take away best practices.

## **Course Substitution and Reciprocity**

*Raincross C*

*Estela Narrie, Santa Monica College*

*Aimee Tran, ASCCC Curriculum Committee, Saddleback College*

The number of requests for course reciprocity among community colleges is increasing throughout the state due to the number of students that attend more than one college. In this breakout, attendees will learn how to implement effectively a reciprocity process that can eliminate barriers for students while at the same time cut the cost of higher education and reduce the necessity of course repetition. This breakout will highlight resources available to the field for making these decisions.

## **Forging an Unbreakable Bond: Strengthening the Relationship Between Local Senates and Curriculum Committees**

*Raincross D*

*Rebecca Eikey, ASCCC Area C Representative*

*Virginia May, ASCCC Treasurer, 2018-19 ASCCC Curriculum Chair*

*Melynie Schiel, Copper Mountain College*

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

# Cultural Competency Across the Curriculum

Raincross E

*Randy Beach, Southwestern College*

*Cynthia Reiss, ASCCC Curriculum Committee, West Valley College*

Central to an institutional framework of equity and inclusion necessary for closing the success and persistence gaps for disproportionately impacted student populations is having a sense of our student’s capacity as learners and knowing that our students learn and demonstrate their learning better in culturally-sensitive learning environments. In a culturally-sensitive environment, students’ prior learning and experiences are central to the design of their instruction. While this type of environment is laudable, faculty sometimes struggle with strategies to create it. How are faculty at your college achieving this? Is the institution as a whole engaged in supporting culturally-sensitive instruction? Are there models to promote cultural competency across the curriculum? Practitioners will provide models and examples to consider when working to make progress in this area locally.

# Working with the Chancellor’s Office Curriculum Inventory (COCI)

(Repeat from First Breakout Sessions)

Raincross F

*David Garcia, Chancellor’s Office*

*Leticia Hector, ASCCC Curriculum Committee, San Bernardino Valley College (Facilitator)*

*Rachel Stamm, CCC Technology Center*

The Chancellor’s Office Curriculum Inventory (COCI) maintains all program and course elements that require Chancellor’s Office approval. Although the guidelines for its use are documented in the Program and Course Approval Handbook (PCAH), veteran users are familiar with its quirks and perks, short-cuts and work-arounds, and know how to calm it down when it throws a tantrum. If you are one of these brave and often not-fully-appreciated souls, or you would like to learn from them, this session is for you.

# UC Transfer Pathways

Exhibit Hall D

*Craig Rutan, ASCCC Secretary, 2017-18 ASCCC Curriculum Chair*

*John Stankas, ASCCC President*

In 2015-16, the University of California announced the creation of new UC Transfer Pathways for each UC’s 21 most popular majors for transfer students. In April, a Memorandum of Understanding was signed by the UC Office of the President and the Community Colleges Chancellor’s Office to develop criteria for students completing UC transfer pathways to be guaranteed admission to the UC system. This breakout will provide an overview of the UC Transfer Pathways and the progress towards achieving their intended goal of expanding access to the University to California community college students.

SATURDAY

July 14

7:30 am to 8:30 am Breakfast

Upper Concourse 200 |Ben H Lewis Hall Foyer

EIGHT BREAKOUT SESSIONS

8:30 am to 9:45 am

Local Curriculum Approval Processes

Raincross E

Marie Boyd, Chaffey College

Leticia Hector, ASCCC Curriculum Committee, San Bernardino Valley College

How many pages is your average course outline? When do you send CTE program proposals to the regional consortium? How many people have to approve a proposal? How long does it take? Given the potential number of entities that curriculum proposals must satisfy—college governance and planning groups, local boards, regional consortia, external accrediting agencies, the Chancellor’s Office, etc.—the number of elements required in a proposal and the number of approvers at each step can make the approval process cumbersome or even ineffective. This session examines best practices in local curriculum approval processes: required vs. recommended (or not recommended) elements and approval steps, and methods of streamlining the process without sacrificing integrity.

Prerequisites

Raincross F

Dolores Davison, ASCCC Vice President

Erik Shearer, Napa Valley College

Questions about prerequisites, co-requisites, and advisories are causing confusion at many colleges, as 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.

## **SOC, CIP, TOP, SAM Re-imagining Curriculum in Three-letter Words**

*Raincross A*

*Daniel Keller, ASCCC Curriculum Committee, Los Angeles Harbor College*

*Michelle Sampat, Mt San Antonio College*

Do you want to maximize program funding and student financial aid eligibility? Do you want to improve the availability and accuracy of program-related data? Do you feel left out of the conversation because you don't speak the language of three-letter acronyms? If so, join this discussion on how coding affects programs and courses and how code alignment maximizes student success. This session will be particularly useful to new and experienced curriculum chairs, CTE faculty and administrators, researchers, curriculum specialists, and anyone who helps develop, maintain, or report curriculum data.

## **Where Like Minds Gather: Building Meta Majors**

(Repeat from 6th Breakout Sessions)

*Raincross B*

*Janet Fulks, Bakersfield College*

*Virginia May, ASCCC Treasurer, 2018-19 ASCCC Curriculum Chair*

*Thais Winsome, ASCCC Curriculum Committee, Mission College*

Meta majors allow students to select a general area of emphasis at the start of their education and narrow their focus to a particular major as they progress through their first semesters at college. In theory, the process is simple: group similar majors together and provide a clear, common pathway for students to complete GE and local requirements as they explore the various majors. In practice, the process is fundamentally collaborative, and a successful outcome requires that faculty from the discipline areas work together with each other as well as with faculty from student services to craft pathways that students can easily navigate and complete. In this session, we will explore some best practices for developing meta majors and facilitate a conversation on how to start the process at your college.

## **Noncredit Certificate Programs**

*Raincross C*

*Madelyn Arballo, Mt San Antonio College*

*Cheryl Aschenbach, ASCCC North Representative*

Two types of certificates are allowed in noncredit: certificates of competency and certificates of completion. Learn more about the two types of certificates, the focus of each, and the curriculum submission and approval process.

## Impact of Curriculum Decisions Beyond the Classroom

Raincross D

*Virginia Guleff, Butte College*

*Cynthia Reiss, ASCCC Curriculum Committee, West Valley College*

*Robert White, Butte College*

Many times, curriculum proposals are viewed only in terms of what will occur in the classroom. However, curricular changes may have unintended impacts on other programs or on the college as a whole, which can lead to disputes that adversely affect students and faculty. This breakout explores the importance of evaluating curriculum proposals through the lens of the entire institution.

## Helping Students Choose a Major and Career

Exhibit Hall C

*LaTonya Parker, ASCCC South Representative*

*Aimee Tran, ASCCC Curriculum Committee, Saddleback College*

Join this session as we discuss the process and complexities of helping students choose a personally motivating educational plan in college with a vision of employment opportunities upon completion.

## Q&A with the Chancellor's Office

Exhibit Hall D

*Chancellor's Office Staff*

Have a burning question that you want to ask a member of the Chancellor's Office staff? The team from Academic Affairs and Student Services will be available to answer questions and field inquiries.

## Options for Concurrent Support

(Repeat from Fourth Breakout Sessions)

MR 7&8

*Craig Rutan, ASCCC Secretary, 2017-18 ASCCC Curriculum Chair*

*Michael Wyly, Solano Community College*

The passage of AB 705 (Irwin 2017) and the implementation guidance from the Chancellor's Office will dramatically increase the number of students being placed into transfer level English and math courses. Many of these students will benefit from some form of support, but which types of concurrent support make the most sense? Please join us for a discussion of the strengths and weaknesses of the different types of concurrent support and how your colleges can adopt these strategies locally.

**Curriculum Streamlining and Training the Curriculum Committee**

*Jacqueline Escajeda, Chancellor's Office*

*Virginia Guleff, Butte College*

*Craig Rutan, ASCCC Secretary, 2017-18 ASCCC Curriculum Chair*

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

**11:45 am Institute Ends**

## Presenters

*Kristina Allende, Mt. San Antonio College*

*Raul Arambula, Dean of Intersegmental Support, Chancellor's Office*

*Madelyn Arballo, Dean of School of Continuing Education, Mt San Antonio College*

*Brandi Asmus, Woodland Community College*

*Sharon Awad, Chaffey College*

*Randy Beach, Southwestern College*

*Patti Blank, Specialist, Chancellor's Office*

*Marie Boyd, Chaffey College*

*Dianna Chiabotti, Dean of Career Technical Education and Economic Workforce Development, Napa Valley College*

*Holly Deme, ASSIST Program Manager*

*Brian Dickason, Specialist, Chancellor's Office*

*Jaqueline Escajeda, Dean of Intersegmental Programs and Credit Curriculum, Chancellor's Office*

*Ekaterina Fuchs, City College of San Francisco*

*Janet Fulks, Bakersfield College*

*David Garcia, Analyst, Chancellor's Office*

*Njeri Griffin, Program Specialist II, Chancellor's Office*

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

*Chantee Guiney, Specialist, Chancellor's Office*

*Virginia Guleff, Vice President of Instruction, Butte College*

*Kim Harrell, Dean of Careers and Technology, Cosumnes River College*

*Craig Hayward, Dean of Institutional Effectiveness, Bakersfield College*

*Laura Hope, Executive Vice Chancellor of Educational Services and Support, Chancellor's Office*

*Nili Kirschner, Woodland Community College*

*Leandra Martin, Vice President of Instruction, Mission College*

*Estela Narrie, Santa Monica College*

*Terence Nelson, Saddleback College*

*Julie Pekhonen, Director, Career and Technical Education Projects, Riverside City College*

*Marilyn Perry, Sacramento City College*

*Michelle Pilati, Rio Hondo College*

*Arnita Porter, West Los Angeles College*

*Meridith Randall, Associate Superintendent of Instruction & Institutional Effectiveness, Chaffey College*

*Patricia Robinson, Dean of Social Science and Business, College of the Canyons*

*Michelle Sampat, Associate Dean of Instruction Services, Mt. San Antonio College*



*Kim Schenk, Senior Dean of Curriculum and Instruction, Diablo Valley College*  
*Melynie Schiel, Copper Mountain College*  
*Erik Shearer, Assistant Superintendent/Vice President of Instruction, Napa Valley College*  
*Rachel Stamm, Curriculum Systems Consultant, CCC Technology Center*  
*Robert White, Butte College*  
*Michael Wyly, Solano Community College*  
*Jan Young, Glendale College*

## **ASCCC Curriculum Committee**

*Craig Rutan, Chair and ASCCC Secretary*  
*Cheryl Aschenbach, ASCCC North Representative*  
*Karen Daar, Vice President of Instruction, Los Angeles Valley College*  
*Leticia Hector, San Bernardino Valley College*  
*Daniel Keller, Los Angeles Harbor College*  
*Cynthia Reiss, West Valley College*  
*Aimee Tran, Saddleback College*  
*Eric Wada, Folsom Lake College*  
*Thais Winsome, Mission College*

## **ASCCC Executive Committee**

*John Stanskas, President*  
*Dolores Davison, Vice President*  
*Craig Rutan, Secretary*  
*Virginia May, Treasurer*  
*Geoffrey Dyer, Area A Representative*  
*Conan McKay, Area B Representative*  
*Rebecca Eikey, Area C Representative*  
*Samuel Foster, Area D Representative*  
*Cheryl Aschenbach, North Representative*  
*Carrie Roberson, North Representative*  
*Anna Bruzzese, South Representative*  
*LaTonya Parker, South Representative*  
*Mayra Cruz, At-large Representative*  
*Silvester Henderson, At-large Representative*

## **ASCCC Office Staff**

*Tonya Davis, Administrative Director*

*Alice Hammar, Controller*

*Kyoko Hatano, Administrative Assistant*

*April Lonero, Executive Assistant*

*Krystinne Mica, Chief Operating Officer*

*Erika Prasad, Communications and Development Director*

*Veronica Rey, Administrative Assistant*

*Heidi Roodvoets, C-ID Program Specialist*

*Miguel Rother, C-ID Program Manager*

*Rita Sabler, Creative Director*

*Kiana Traylor, Administrative Associate*

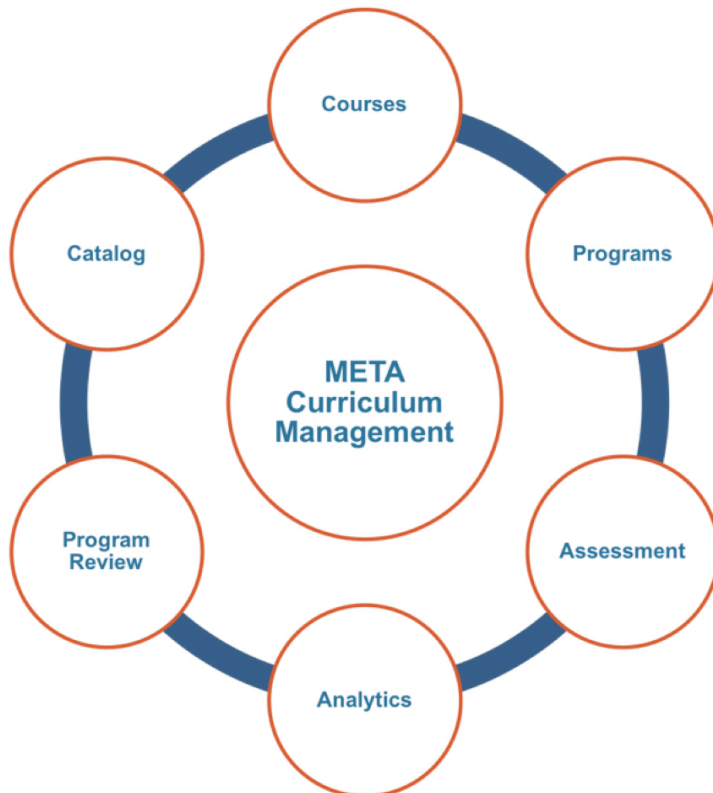
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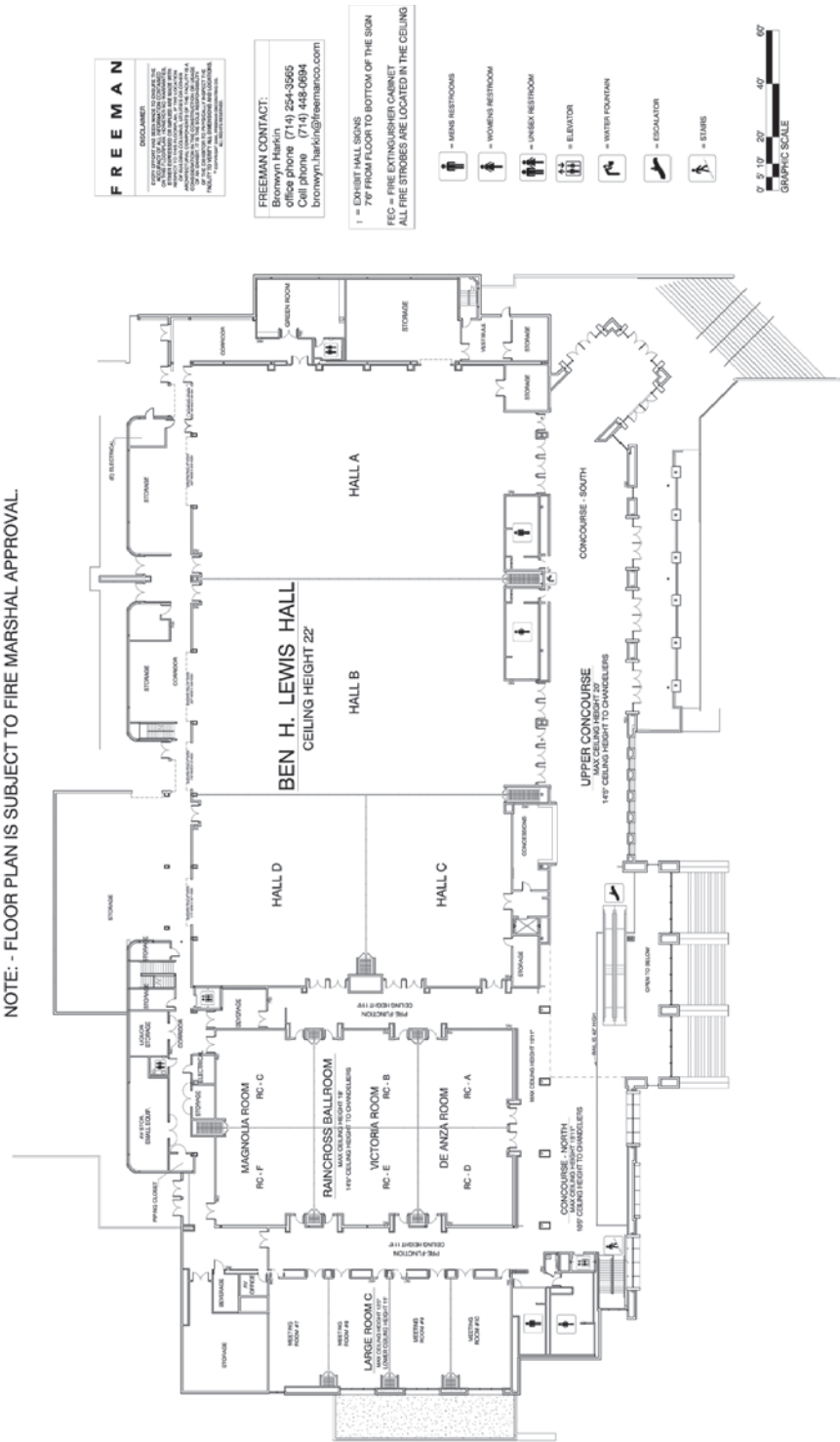
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