2009 Curriculum Institute

Curricular Activism:
Lead, Follow, or Stay on the Porch

Sheraton Park Hotel at the Anaheim Resort • July 9-11, 2009

Curricular Activism: Lead, Follow, or Stay on the Porch

Curriculum committees usually deal with course, program and degree quality and the quality control for completeness of curriculum materials, following the pedagogical lead set by their local senates. Although discipline faculty are the developers and experts in curriculum, who trains those faculty experts on the new curriculum requirements and development of curriculum? How do faculty get the overall picture concerning the development of courses and programs to respond to the changing needs of students and the college's community? How does the curriculum committee interact with its senate to collaborate with discipline faculty and college administrators to make the development of the college curriculum really work? How can faculty senates through their curriculum committees proactively guide curriculum directions? These are some critical questions we hope to cover in this Institute, but we need your help. Let's work together to find ways to make our curriculum committees activist leaders for our senates and faculty.

Thursday, July 9

1:00 PM   **GENERAL SESSION #1**

Overview on Program and the Theme: Curricular Activism

Janet Fulks, Chair, Curriculum Committee
Park and Plaza Ballroom

Keynote Presentation

Jane Patton, Academic Senate
Park and Plaza Ballroom

What's new from the state perspective? Certainly the topic getting the most attention is the budget: what cuts will be made and how will our students, programs and course offerings be affected? Our Academic Senate president will provide whatever specific budget news is available as well as suggest how local senates and curriculum committees might be informed, empowered and ready for the fall term. In addition, there have been many changes, either already in place or under discussion, which will influence our course and program approvals, our course offerings, our degrees and our reporting to the Chancellor's Office. Title 5 places the responsibility for curriculum squarely on the shoulders of faculty. This presentation will highlight current issues and underscore the essential role of faculty in leading the way in all things curricular.

2:00 PM   **GENERAL SESSION #2**

Program and Course Approval Handbook (3rd Edition – PCAH3)

Stephanie Dumont, Golden West College
Stephanie Low, Chancellor's Office
Beth Smith, Grossmont College
Park and Plaza Ballroom

The newly updated Program and Course Approval Handbook 3rd edition (PCAH3) is now available. This handbook makes the work of the curriculum committee easier. It clarifies Title 5 and includes all the new forms necessary for Chancellor's Office approval of credit courses and programs. Join us as we cover the key changes and updates to the handbook.

3:30 PM   **BREAK**

3:45 PM   **FIRST CONCURRENT BREAKOUT SESSIONS**

Program and Course Approval Handbook (3rd Edition–PCAH3) Follow Up (Basic)

(Repeats during 2nd breakout session)

Tess Hansen, Foothill College
Stephanie Low, Chancellor's Office
Beth Smith, Grossmont College
Park C

Come join us for a follow up to the PCAH3 presentation. What are the most frequent problems that delay program applications and how can the new PCAH3 help you? Discuss how you might use the PCAH3 to provide flex days and orient faculty to curriculum work. Take this opportunity to ask questions you have always wanted to ask.

Curricular Activism and Basic Skills Curriculum (Advanced)

Marsha Elliott, North Orange Continuing Education
Kathy Molloy, Santa Barbara City College
Shaaron Vogel, Butte College
Lynn Wright, Pasadena City College
Plaza C

There has been nation wide discussions on the basic skills needs of our students. The Academic Senate helped take the lead in this discussion and more work is on the way. We have research that addresses the basic skill areas of mathematics, English and reading, but are there more areas to be addressed? Come learn about using curriculum to address the basic skills needs of our students in unique ways.

Creating Your Own Resources: Local Curriculum Handbooks (Intermediate)

Greg Burchett, Riverside City College
Janet Fulks, Chair, Curriculum Committee
Virginia May, Sacramento City College
Marilyn Keefe Perry, Sacramento City College
Plaza B

How do you direct your discipline faculty on the details of curriculum development and review? What resources are available at your college for curriculum development that assures all the appropriate regulations are followed within your own college context and structure? Many colleges have found it useful to develop their own college or district curriculum handbook. This breakout will cover the process of developing (or revising) a local curriculum handbook that enables your faculty to understand your college processes. Several sample handbooks will be provided electronically.

Open Educational Resources (Basic)

Jon Drinnon, Merritt College
Barbara Illowsky, De Anza College
Cristela Solorio-Ruiz, Rio Hondo College

Park A

Open Educational Resources (OER) is a great solution to the rising cost of textbooks, providing much lower cost to the students, customization, and up-to-date materials. Students complain that the cost of textbooks often dwarf the cost of tuition for their classes; sometimes they cannot afford to buy the text for a class until their financial aid comes in, missing two or three weeks of class work. Come and find out if OER can resolve some of these issues for your college and, while you are at it, find out what challenges faculty might face with articulation for the four-year schools when not having a "traditional" course text. Learn about how to use OER for the Course Outline of Record (COR). Our students need us to find some solutions to this worsening situation and OER could very well be one answer!

Curriculum, Student Learning Outcomes, and Program Review (Intermediate)

(Repeats during 4th breakout session)

Marcy Alancraig, Cabrillo College
Lesley Kawaguchi, Santa Monica College
Chris Sullivan, San Diego Mesa College

Park B

The program review process has been repeatedly cited as a factor in recent sanctions by our accrediting body, the ACCJC. So what are the components of a good program review? What is the relationship between curriculum, program review, planning, and budgeting? Do your course outlines of record contain "objectives" or "outcomes?" This session addresses these questions in an effort to show how program review links curriculum to planning, thus becoming a tool to drive budgeting and maintain quality work.

5:45 PM   NO-HOST RECEPTION

El Prado Foyer

6:15 PM   DINNER

Park and Plaza Ballroom

7:00 PM DINNER THEATER PRESENTATION

Mock Curriculum Meeting

Nabil Abu-Ghazaleh, Los Angeles Pierce College
Greg Burchett, Riverside City College
Jon Drinnon, Merritt College
Janet Fulks, Chair, Curriculum Committee
Tess Hansen, Foothill College
Cristela Solorio-Ruiz, Rio Hondo College
Chris Sullivan, San Diego Mesa College
Shaaron Vogel, Butte College

Park and Plaza Ballroom

Come and see your state Curriculum Committee put Ashland, Oregon to shame with a theatrical tour de force depicting a real college curriculum committee meeting. The whole committee visited Shakespeare's tomb to get inspiration for this ingenious script. You will watch a faculty person (protagonist) walk through that curriculum committee room door with the Course Outline of Record (COR) in hand and follow her/him through the whole curricular process. The dramatic irony will have you sitting on the edge of your seat until the final act when the COR is approved, denied or tabled.

Friday, July 10

7:30 AM   **CONTINENTAL BREAKFAST**

El Prado Foyer

8:30 AM   **GENERAL SESSION #3**

Prerequisites as a Pathway to Student Success

Janet Fulks, Chair, Curriculum Committee
Jane Patton, Academic Senate
Michelle Pilati, Rio Hondo College
Park and Plaza Ballroom

California community college policies on basic skills prerequisites differ greatly from those in other states. As a part of the larger discussion of promoting student success, there are several discussions taking place in the state on whether we should consider creating enrollment or prerequisite changes to better guide the 70-90% of our first time students that need help in one or more prerequisite areas. Are the Title 5 requirements for prerequisites too burdensome to allow effective application of prerequisites? If we decide to change regulation regarding prerequisites, would we approach this from a local or statewide level? Using available data, our presenters will engage the audience in a discussion of the options we have to address the issues related to prerequisite practices, assessment, and placement.

9:45 AM   **SECOND CONCURRENT BREAKOUT SESSIONS**

Program and Course Approval Handbook (3rd Edition–PCAH3) Follow Up (Basic) (Repeat)

Tess Hansen, Foothill College
Stephanie Low, Chancellor's Office
Park C

Come join us for a follow up to the PCAH3 presentation. What are the most frequent problems that delay program applications and how can the new PCAH3 help you? Discuss how you might use the PCAH3 to provide flex days and orient faculty to curriculum work. You will have an opportunity to ask questions you have always wanted to ask.

Curricular Activism in Tutoring, Supplemental Instruction and TBA (Advanced)

Laura Hope, Chaffey College
Michelle Pilati, Rio Hondo College
Beth Smith, Grossmont College
Plaza C

How do tutoring, supplemental instruction, and To Be Announced (TBA) differ? Is there an apportionment mechanism that "fits" how you want to teach? How can curriculum and schedules be tailor-made to meet the needs of students? The recent memos regarding the do's and don'ts of "TBA" hours have challenged many colleges to find the appropriate apportionment mechanism to match the curricular strategies they wish to use. What are your options and are you currently compliant? Is pedagogy driving your course scheduling, or apportionment rules? This breakout will consider your options and provide an opportunity to share your challenges.

Prerequisites: The Good, the Bad and the Ugly (Basic)

Janet Fulks, Chair, Curriculum Committee
Jane Patton, Academic Senate
Plaza B

Prerequisites are important, but currently, are difficult to implement and validate. What are the existing Title 5 requirements for implementing prerequisites, co-requisites and advisories? What are the required levels of scrutiny? This breakout session discusses what content review should entail and additional statistical requirements for prerequisite implementation. Once a prerequisite is established must everyone require it that teaches the course? Can students challenge the prerequisites? Join us for a discussion of our current Title 5 requirements.

Understanding the Development of Green Curriculum: We All Need To Be Active! (Intermediate)

Nabil Abu-Ghazaleh, Los Angeles Pierce College
Mimi Riley, Butte College
Shaaron Vogel, Butte College
Park B

Green curriculum is cutting edge. It not only meets our community business needs, but the broader society's needs as well. Join these presenters as they describe how faculty can develop curriculum, certificates, and programs addressing these new important issues. Think around the edges: learn how to be green in curriculum planning and on your campus!

CurricUNET Users (Intermediate)

Jon Drinnon, Merritt College
George Tamas, CurricUNET
Park A

Unless you have been living under a rock, you probably have heard that the Chancellor's Office has made a deal with CurricUNET to provide an electronic interface between the colleges, districts and the Chancellor's Office. Between the 55 community colleges that are now using CurricUNET for their curriculum process and this higher level connection, whole forests will be saved from clear cutting. But this is just the beginning. Our academic system specialists are practically dancing in the streets, and guess who they are dancing with? Stephanie Low! Come and find out why everyone is so happy.

10:45 AM **BREAK**

11:00 AM **THIRD CONCURRENT BREAK SESSIONS**

Basics of Developing Curriculum (Basic)

Marcy Alancraig, Cabrillo College
Greg Burchett, Riverside City College
Chris Sullivan, San Diego Mesa College
Park A

Even though the development of curriculum is one of the most important faculty roles, many of us have not been trained or taught how to maximize this capability. That is, we were trained in a discipline and then expected to either modify or simply maintain existing curricula. We should all understand by now that this simply isn't enough anymore. This breakout provides training on curriculum development theory, so that participants will be able to develop design models they can take back to their campuses.

Curricular Activism: Integrating Student Services into Curriculum (Advanced)

Tess Hansen, Foothill College
Randy Lawson, Santa Monica College
Lynn Neault, San Diego Miramar College
Park C

When curriculum is developed, it has an affect on student support services. There are many key points to think about, including the repercussions of Title 5 changes and new curriculum development. In this breakout, the two sides of the house will talk together and discuss how to integrate student services within our curriculum to help students succeed.

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Curricular Activism: New Ways to Help Students Succeed with Noncredit (Intermediate)

Marsha Elliott, North Orange Continuing Education
Kathy Molloy, Santa Barbara City College
Shaaron Vogel, Butte College
Park B

Got noncredit? Just like milk, noncredit can help build a strong structure but this one is for student success. This breakout will focus on noncredit curriculum, how to address it in the curriculum committee, and help faculty ensure links between noncredit and credit curriculum.

Communicating Between the Silos: Using Alternative Methods to Meet Students' Needs (Intermediate)

(Repeats during 4th breakout session)

Jon Drinnon, Merritt College
Stephanie Dumont, Golden West College
Laura Hope, Chaffey College
Plaza C

How can we truly meet our students' various learning needs for courses? Become an activist! Re-look at curriculum to determine whether labs, the new and improved approach to tutoring, learning assistance, DLA (directed learning activities), student success labs and other opportunities would help students succeed.

Notes from The Field: What Should Next Year's Curriculum Chair and Committee Know?

Richard Mahon, Riverside City College
Plaza B

This is an opportunity for the attendees to bring up key issues and questions with the incoming Academic Senate Curriculum Committee Chair. What do you need clarified? Where should we provide more training and how should we provide that training? Please join Richard Mahon and give him the kind of field input you think he needs to help the Academic Senate serve you and your senates on curricular issues.

12:15 PM   LUNCH

Park and Plaza Ballroom

1:15 PM   **GENERAL SESSION #4**

Basic Skills Course Levels Below Transfer

Carole Bogue-Feinour, Chancellor's Office
Janet Fulks, Chair, Curriculum Committee
Myrna Huffman, Chancellor's Office
Park and Plaza Ballroom

This general session will provide information and history on the CB21 coding rubrics developed by statewide faculty to describe the general student learning outcomes or exit skills for courses below transfer. Primarily, the rubrics provide a framework for recoding basic skills courses and getting accurate student data. But in addition, these rubrics represented a collegial effort to document the pathway through basic skills in mathematics, reading, English and ESL. This faculty work has resulted in a terrific resource developed by over 140 English, ESL, mathematics and reading faculty and vetted by more than 300 additional discipline faculty and professional organizations. Discover where we go from here and how we will use these rubrics in this session.

2:30 PM   **BREAK**

2:45 PM   **FOURTH CONCURRENT BREAKOUT SESSIONS**

Basics of the Course Outline of Record, Including Repeatability and Repeats (Basic)

Jon Drinnon, Merritt College
Randy Lawson, Santa Monica College
Lynn Neault, San Diego Miramar College
Beth Smith, Grossmont College
Park C

Although Title 5 has clear guidelines for what a Course Outline of Record (COR) should have in it, there are other helpful resources — such as "The Course Outline of Record: A Curriculum Reference Guide" and the new "Program and Course Approval Handbook (PCAH)" — that can guide the beginning to advanced curriculum chair or committee member. So how can you tell if the COR your committee is reviewing measures up? This breakout goes over the core components of the COR and clears up some of those areas we all have questions about such as repeatability, withdrawals, number of repeats, cross-listing, and placing courses in disciplines. This interactive session will enlighten some of the gray areas that have plagued some of us for too long. We all can use some measure of enlightenment!

Communicating Between the Silos: Using Alternative Methods to Meet Students' Needs (Intermediate) (Repeat)

Greg Burchett, Riverside City College
Stephanie Dumont, Golden West College
Laura Hope, Chaffey College
Park B

How can we truly meet our students' various learning needs for courses? Become an activist! Re-look at curriculum to determine whether labs, the new and improved approach to tutoring, learning assistance, DLA (directed learning activities), student success labs and other opportunities would help students succeed.

New Distance Education Guidelines, Requirements from ACCJC, and Hybrid Courses Substantive Change (Advanced)

Tess Hansen, Foothill College
Michelle Pilati, Rio Hondo College
Plaza B

There are a number of questions that arise when discussing hybrid courses and distance education. Many don't know when a "hybrid" or "blended" course has to go to the curriculum committee or what ACCJC requirements a curriculum chair should be aware of. What are the obligations under Title 5 regarding the approval of distance education? Discover if your separate approval process is effective and how it affects the role in the approval of distance education offerings.

Curriculum, Student Learning Outcomes, and Program Review (Intermediate) (Repeat)

Marcy Alancraig, Cabrillo College
Lesley Kawaguchi, Santa Monica College
Chris Sullivan, San Diego Mesa College
Plaza A

The program review process has been repeatedly cited as a factor in recent sanctions by ACCJC. So what are the components of a good program review? What is the relationship between curriculum, program review, planning, and budgeting? Do your course outlines of record contain "objectives" or "outcomes?" This session addresses these questions in an effort to show how program review links curriculum to planning, thus becoming a tool to drive budgeting and maintain quality work.

Recoding Curriculum using the CB21 Rubrics Discussion and Coding Process (Intermediate)

Carole Bogue-Feinour, Chancellor's Office
Janet Fulks, Chair, Curriculum Committee
Myrna Huffman, Chancellor's Office
Park A

This breakout will answer the questions and issues people may have on the new recoding for basic skills progression. It will provide information on the CB21 coding rubrics for basic skills courses. Where do we go from here and how will use these rubrics? What process should be used? Get an update on the current progress with the noncredit courses.

5:00 PM   NO-HOST RECEPTION

Tiffany Terrace

This is a time to consult, network, and find dinner companions. Dinner on your own tonight. For your convenience, a list of restaurants can be found at the registration table.

Saturday, July 11

7:00 AM **BREAKFAST BUFFET**

El Prado Foyer

Check-out time at the hotel is 11:00 a.m. We encourage you to beat the rush and check out of the hotel before the morning breakout sessions.

8:00 AM **GENERAL SESSION #5**

Chancellor's Office CurricUNET Course and Program Submission and CurricUNET Question and Answers

Stephanie Low, Chancellor's Office
George Tamas, CurricUNET

Park and Plaza Ballroom

The Chancellor's Office is in the process of implementing CurricUNET system wide. Plans for program and curriculum submission are underway. Pilot testing for colleges with and without CurricUNET are actively occurring. What will this mean for our current curriculum processes? How will this affect the timeline for approval? Find out what this technological change will mean for our system and for your institution.

9:00 AM **FIFTH CONCURRENT BREAKOUT SESSIONS**

Creating Associate Degrees (Basic)

Greg Burchett, Riverside City College
Stephanie Low, Chancellor's Office
Jane Patton, Academic Senate
Cristela Solorio-Ruiz, Rio Hondo College

Plaza C

Everything you ever wanted to know about the associate degree can be discovered in this breakout! Items of discussion include the new graduation requirements effective in Fall 2009, requirements for a major or area of emphasis, and defining the Associate in Arts and Associate in Science.

Natural Lifecycle of a Program: Program Development, Currency Updates and Discontinuance (Advanced)

Nabil Abu-Ghazaleh, Los Angeles Pierce College

Lesley Kawaguchi, Santa Monica College

Shaaron Vogel, Butte College

Plaza B

In the beginning there was a "germ" of an idea for a new program. It grew and was developed into a program that went to the curriculum committee for approval. How do new programs get germinated and what is involved in the approval process? What happens when a program has outlived its usefulness or struggles to adapt to a changing environment and cannot? What process is in place to prevent program extinction? What process works when it is time to discontinue a program? Come and find some useful techniques for determining program life cycles and program health.

Articulation and Transfer (Intermediate)

Stephanie Dumont, Golden West College

Tess Hansen, Foothill College

Michelle Pilati, Rio Hondo College

Park C

Articulation begins with curriculum. Your local curriculum process needs to ensure that the courses that you identify as transferable are transferable – and are informed by the needs of your transfer-bound students. Course to course articulation, general education, and lower-division major preparation agreements with four-year institutions are critical to student transfer options. Learn the basics of articulation, the importance of well-written and current course outlines of record, and the critical timelines in working with the CSU and UC systems. UC Statewide Transfer Preparation Paths, the Lower Division Transfer Pattern (LDTP) Project, and the Course Identification Number System (C-ID) will also be discussed.

Minimum Qualifications and Course Discipline Assignments: Placing a Course in a Discipline and the Fallacy of Single Course Equivalencies (Basic)

Jon Drinnon, Merritt College

Beth Smith, Grossmont College

Park B

Which came first: course content or minimum qualifications? Minimum qualifications and course content are inseparable – courses need to be taught by faculty with the correct set of skills and knowledge, and faculty qualifications enable them to teach courses within their discipline. Because of this often entangled and always intertwined relationship, curriculum committee members must understand the Disciplines List as well as they understand other curriculum documents. Join us to learn about options that the committee has in making the assignment of courses to disciplines.

The Latest Updates on Title 5 Issues and Compliant Degrees

Janet Fulks, Chair, Curriculum Committee
Randy Lawson, Santa Monica College
Park A

This breakout will provide an update on the latest round of Title 5 changes since the last Curriculum Institute and what may be changing in the future. Information on what a compliant degree is and how you can verify your college degrees are compliant will be provided. In addition, some of the newest legislative ideas about associate degrees will be discussed.

10:15 AM   **BREAK**

10:30 AM   **FINAL GENERAL SESSION**

Stand Alone Training

Stephanie Dumont, Golden West College
Randy Lawson, Santa Monica College
Stephanie Low, Chancellor's Office
Park and Plaza Ballroom

Three years ago, AB1943 was passed which allowed local approval of stand alone courses based on certified training of curriculum committees. As the process has progressed, so has the training. Join us for the update. This last general session provides an important face to face opportunity to get the training and satisfy the certification requirement. Don't miss this valuable training that enables local approval!

11:30 AM   **DISMISSAL**

2009 Curriculum Institute Presenters

Marcy Alancraig, English, Cabrillo College

Carole Bogue-Feinour, Vice Chancellor, Academic Affairs, Chancellor's Office

Stephanie Dumont, Southern Representative, Academic Senate (Golden West College)

Marsha Elliott, Basic Skills, North Orange Continuing Education

Laura Hope, Interim Dean, Instructional Support, Chaffey College

Myrna Huffman, Director, Information Systems, Chancellor's Office

Barbara Illowsky, Mathematics, De Anza College

Lesley Kawaguchi, Area C Representative, Academic Senate (Santa Monica College)

Randy Lawson, Vice President, Instruction, Santa Monica College

Stephanie Low, Specialist, Academic Affairs, Chancellor's Office

Richard Mahon, Area D Representative, Academic Senate (Riverside City College)

Virginia May, Curriculum Chair, Sacramento City College

Kathy Molloy, BSI Network Coordinator, Santa Barbara City College

Lynn Neault, Vice President, Student Services, San Diego Miramar College

Jane Patton, President, Academic Senate (Mission College)

Marilyn Keefe Perry, Curriculum Liaison, Sacramento City College

Michelle Pilati, Vice President, Academic Senate (Rio Hondo College)

Mimi Riley, Socialogy, Butte College

Beth Smith, Treasurer, Academic Senate (Grossmont College)

George Tamas, Chief Executive Officer, CurricUNET

Lynn Wright, English, Pasadena City College

2008-09 Curriculum Committee

Janet Fulks, Chair, Curriculum Committee

Nabil Abu-Ghazaleh, Vice President, Academic Affairs, Los Angeles Pierce College

Greg Burchett, Biology, Riverside City College

Jon Drinnon, Area B Representative, Academic Senate (Merritt College)

Tess Hansen, English, Foothill College
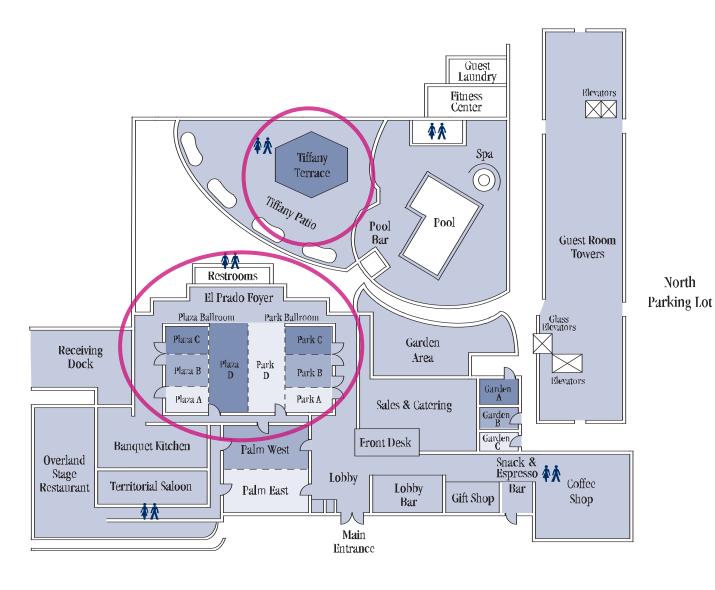
Evelyn Lord, Library Science, Laney College

Cristela Solorio-Ruiz, Student, Rio Hondo College

Chris Sullivan, English, San Diego Mesa College

Shaaron Vogel, Nursing, Butte College

Sheraton Park Hotel
AT THE ANAHEIM RESORT

Facility Floor Plan

Guest Laundry

Fitness Center

Elevators

Tiffany Terrace

Tiffany Patio

Spa

Pool

Pool Bar

Guest Room Towers

North Parking Lot

South Parking Lot

Restrooms

El Prado Foyer

Plaza Ballroom

Park Ballroom

Plaza C

Plaza B

Plaza A

Plaza D

Park D

Park C

Park B

Park A

Garden Area

Glass Elevators

Elevators

Receiving Dock

Sales & Catering

Garden A

Garden B

Garden C

Banquet Kitchen

Palm West

Front Desk

Overland Stage Restaurant

Territorial Saloon

Palm East

Lobby

Lobby Bar

Gift Shop

Snack & Espresso

Bar

Coffee Shop

Main Entrance