ASCCC 2021 CURRICULUM INSTITUTE

BLURB:
The Academic Senate for California Community Colleges invites everyone from throughout the California Community College system to the ASCCC Curriculum Institute 2021. Faculty, classified professionals, administrators, students, and all higher education stakeholders are critical in considering the impact curriculum and curriculum processes have on our students and communities. This year's theme addresses all aspects of curriculum with the intersections of college constituents through an equity lens from the basics and beyond. General sessions, breakouts, and convenings are intended to be proactive and responsive to the dynamics and realities of our student's educational endeavors while addressing opportunities and challenges in equity-driven systems and the critical time for change.

THEME:
Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum

STRANDS:
Basics
Beyond the Basics
Equity-Driven Curriculum
Guided Pathways
System- Ed Code, Title 5, regs, memos, guidance, other

Wednesday July 7ᵗʰ
9:00a – 11:00a PRESESSIONS

New/Newer (and aspiring) Curriculum Chairs/ Committee members
Rose Giordano, ASCCC Curriculum Committee, Folsom Lake College
Josefina Gomez, ASCCC Curriculum Committee, San Joaquin Delta College
Nili Kirschner, Woodland Community College
Jeff Waller, ASCCC Curriculum Committee, Grossmont College

New, newer, and aspiring curriculum chairs or faculty on curriculum committees will benefit from this session. Topics include the role of the curriculum committee and its members as a part of a college's academic senate, the legal framework for how the committee works with the local governing board, myth busting the "processes," and requirements for getting things done!

New/Newer Curriculum Specialists
Lesley Agostino, 5C/4CS, Diablo Valley College
Randy Beach, ASCCC Curriculum Committee, Southwestern College
Stephanie DiAlto, Saddleback College
Marwin Luminarias, 4CS, Fullerton College
CCCCO-TBD

Curriculum specialists play an essential role in the college curriculum process, and the work can be daunting for those new to this role. This workshop is intended for new or newer curriculum specialists and provides the basics of the roles and responsibilities of

curriculum specialists, designing your personal tracking system, best practices for submitting curriculum, and building relationships with faculty and the curriculum chair.

New/Newer (and aspiring) Curriculum Administrators
Karen Daar, 5C Co-Chair, Los Angeles Valley College- VP Academic Affairs
Jennifer Vega La Serna, College of the Sequoias, VP- Academic Services
Jennifer Zellet, Modesto Junior College- VP- Instruction
Robert Cabral, CCCAOE, Moorpark College

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

New/Newer Articulation Officers
Estela Narrie, 5C, Santa Monica College
Mark Edward Osea, 5C, Bakersfield College
Michelle Plug, ASCCC Curriculum Committee, Citrus College
LaTonya Parker, ASCCC South Representative

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

Faculty Leaders: Program Coordinators/Liaisons/Leaders
Stephanie Curry, ASCCC Curriculum Chair 2021-2022
Christopher Howerton, ASCCC North Representative
Michelle Pilati, OERI Faculty Coordinator, Rio Hondo College

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

11:00a – 12:00p - LUNCH

12:00p – 1:30p: General Session 1
   ASCCC Welcome-
   Dolores Davison, ASCCC President
   Carrie Roberson, ASCCC Curriculum Committee Chair

   Chancellor's Office Update
   CCCCO

2:00p – 3:15p: Breakout 1 (5 sessions)
   1. Curriculum Basics
   Randy Beach, ASCCC Curriculum Committee, Southwestern College

Rose Giordano, ASCCC Curriculum Committee, Folsom Lake College
David Williams, 5C, Solano College, VP- Academic Affairs

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

2. TOP to CIP
Lesly Agostino, 5C/4CS, Diablo Valley College
Karen Beltramo, WestEd
Kathy Booth, WestEd
Laura Coleman, Centers of Excellence
CCCCO (or Carrie)

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

3. Online/Distance Education- Accessibility/Flexibility for Students
Stephanie Curry, ASCCC Curriculum Chair 2021-2022
Sam Foster, Fullerton College
Robert L. Stewart Jr., ASCCC Area C Representative
CCCCO-TBD

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

4. Integration of GP throughout the College
Josefina Gomez, ASCCC Curriculum Committee, San Joaquin Delta College
Sarah Harris, College of the Sequoias
Erik Shearer, 5C, Napa Valley College

Guided Pathways is an institutional redesign with the entire student experience at the core by clarifying the path, helping students to find the path, supporting students to stay on the path, and ensuring student learning. Colleges have completed year four of the five-year grant to design and implement a Guided Pathways framework. Colleges, through their academic senates and curriculum committees are situated to institutionalize their efforts by integrating the guided pathways elements into existing and redefined college structures. What role do academic senates and curriculum committees play in leading this next stage of the institutional redesign? Join this session to learn and discuss

what a Guided Pathways integration looks like across different colleges, including at your own college.

5. What's Transfer Got to Do With It?: Transfer Basics for Curriculum Committees
Estela Narrie, 5C, Santa Monica College
Mark Edward Osea, 5C, Bakersfield College
Eric Wada, ASCCC C-ID Director, Folsom Lake College

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

3:45p – 5:00p: Breakout 2 (5 sessions)
1. Noncredit Curriculum Basics
Madelyn Arballo, Mount San Antonio College, VP-
Karen Chow, ASCCC Area B Representative
Jeff Waller, ASCCC Curriculum Committee, Grossmont College

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

2. Scheduling: A Student-Centered Approach
Josefina Gomez, ASCCC Curriculum Committee, San Joaquin Delta College
Erik Reese, 5C, Moorpark College
Erik Shearer, 5C, Napa Valley College
Jennifer Zellet, ASCCC Curriculum Committee, Modesto Junior College- VP Instruction

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

3. Taking Action: Affirming Commitment to Culture, Lived Experiences, and Relationships in Learning Spaces
Michelle Velasquez Bean, ASCCC Treasurer
Karla Kirk, ASCCC North Representative
Alketa Wojcik, 5C, MiraCosta College, VP- Student Services
Don Miller, CCCCIO President, Rio Hondo College, VP- Academic Affairs

Valuing our students' excellence and understanding that our students learn and demonstrate their learning better in culturally sensitive learning environments is central to

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

4. Leveraging your GP Framework to advance DEI
Jeffrey Hernandez, East Los Angeles College
Ginni May, ASCCC Vice President

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

5. An Equity Framework for Competency Based Education (CBE)
Randy Beach, ASCCC Curriculum Committee, Southwestern College
CCCCO-TBD
This breakout is for those who would like to learn more about CBE, how it is different from what we already do, and an overview of the Title 5 regulations to consider opportunities for CBE at your local college. Join us to learn about implementation of direct assessment competency based education in the California community colleges by and engage in dialogue about the equity intent, expected impacts, and more.

5:00p – 5:30p: Social Mixer
The ASCCC Curriculum Committee invites all Curriculum Institute attendees to bring a beverage of choice for a little social mixing around all things curriculum!
LIST ASCCC CC members?
*Acronyms/ other ideas?

Thursday July 8th
8:00a – 9:00a: Networking by Role
The ASCCC invites you to join colleagues for an hour of collaborating and networking!
Administrators
Articulation Officers
Curriculum Specialists
Curriculum Chairs/Members
Faculty Leaders/Coordinators/Liaisons

9:00a – 10:15a: Breakout 3 (5 sessions)
1. Open Educational Resources (OER) and Open Educational Practices (OEP) – Accessible and Flexible Teaching Tools and Practices
Shagun Kaur, OERI Project Facilitator, De Anza College
Jennifer Paris, OERI Regional Lead, College of the Canyons
Suzanne Wakim, OERI Project Facilitator, Butte College

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

2. Preview of Coming Attractions: Proposed Changes to Work Experience Education
Brook Oliver, CIWEA President, Sierra College
Jan Young, 5C/ACCE President, Glendale Community College
Maniphone Dickerson, CCCAOE, Evergreen Valley College

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

3. In Search of the Perfect COR: Diversity and Equity in the Classroom
Mark Edward Osea, 5C, Bakersfield College
Manuel Vélez, ASCCC South Representative
David Williams, 5C, Solano College, VP- Academic Affairs

The Course Outline of Record (COR) is essential to all aspects of curriculum at our colleges and drives the decisions we make as educators in the implementation of teaching strategies and course design. This will begin with a brief overview of the COR, and it will include discussion on the impact the elements of the COR have on providing diversity and equity in the classroom, as we as educators seek to provide rich, robust, and culturally responsive curricula to meet the needs of our diverse student populations.

4. Integration of Guided Pathways and Program Review for Strong Learning Outcomes for Students
Stephanie Curry, ASCCC Curriculum Chair 2021-2022
Christopher Howerton, ASCCC North Representative
Sam Foster, Fullerton College

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

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

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

10:45a – 12:00p: Breakout 4 (5 sessions)
1. Number 1 of the 10+1: Assigning Courses to Disciplines
Mark Edward Osea, 5C, Bakersfield College
Erik Shearer, 5C, Napa Valley College
Jeff Waller, ASCCC Curriculum Committee, Grossmont College

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

2. Leveraging Student Services to Provide Wrap Around Support Services for Success!
LaTonya Parker, ASCCC South Representative
Alketa Wojcik, 5C, MiraCosta College, VP- Student Services
CCCCO- TBD

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

3. CTE Program Alignment and Design for Equity, Access and Flexibility
Christy Coobatis, MiraCosta College
Maniphone Dickerson, CCCAOE, Evergreen Valley College
Pedro Mendez, CCCAOE, Modesto Junior College
Tina Recalde, CCCAOE, San Diego Mesa College

Career and Technical Education (CTE) programs are expected to ensure that education provides timely and responsive curriculum aligned to emergent industry trends and workforce demands with a focus on equity, access and flexibility for our dynamic student

population. Join this session to consider expanding the participation of CTE faculty in leadership roles at the local, regional, and statewide levels to address the ongoing challenges of program alignment keeping up with the needs of our industry partners.

4. Defining the Fourth Pillar: Enhancing Teaching, Learning, and Equity
Sarah Harris, College of the Sequoias
Jeffrey Hernandez, East Los Angeles College

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

5. PCAH- Program and Course Approval Handbook
Karen Daar, 5C Co-Chair, Los Angeles Valley College, VP- Academic Affairs
Erik Reese, 5C, Moorpark College
CCCCO- TBD

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

12:00p – 1:00p: LUNCH

1:00p – 2:30p: General Session 2
   Legislation and Curriculum: Keeping it Student-Centered
   Ginni May, ASCCC Vice President
   Wendy Brill-Wynkoop, FACCC President, College of the Canyons
   CCCCO- TBD

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

3:00p – 4:30p: Breakout 5 (5 sessions)
   1. Navigating Curriculum Technology and Management Systems
   Lesly Agostino, 5C/4CS, Diablo Valley College
   Nili Kirshner, Woodland Community College
   Marwin Luminarias, 4CS, Fullerton College

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

2. College and Career Readiness: Noncredit Pathways
Randy Beach, ASCCC Curriculum Committee, Southwestern College
Wendy Brill-Wynkoop, FACCC President, College of the Canyons
Emma Diaz, San Bernardino Valley College

This presentation will highlight the many paths noncredit offers to credit college and career readiness. Presenters will discuss working with credit faculty and industry partners to create an innovative curriculum that facilitates student success in the classroom and in employment as well as the need for counseling support to address the unique needs of the noncredit student. This presentation emphasizes integrative planning efforts, leveraging of resources, the flexibility of noncredit delivery models, and strengthening the credit/noncredit relationship to enhance student success.

3. Open Educational Resources (OER), Curriculum, Articulation, and Student Success
Julie Bruno, OERI Communications Lead, Sierra College
Michelle Pilati, OERI Faculty Coordinator, Rio Hondo College
Sally Potter, OERI Regional Lead, Fresno City College

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

4. Optimizing Student Success
Cheryl Aschenbach, ASCCC Secretary
Sam Foster, Fullerton College
Kathy Wada, Cypress College

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

5. The Brown Act, Parliamentary Procedures, and You! – Open Meeting Laws and Robert's Rules for Local Senates and Curriculum Committees
Stephanie Curry, ASCCC Curriculum Chair 2021-2022
Mark Edward Osea, 5C, Bakersfield College
Erik Reese, 5C, Moorpark College
David Williams, 5C, Solano College, VP- Academic Affairs

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

5:00p – 5:30p: Casual Conversation and Connection
Wrap up the day with a casual conversation and an opportunity to connect with the New/Outgoing ASCCC Curriculum Chairs + 2nd Chair? And/Or President/Vice President of ASCCC?...around curriculum, governance, and leadership as it pertains to curriculum throughout our system!

Friday July 9th
8:00a – 9:00a: It's Just Breakfast!
Start the day off with the opportunity for conversing and collaborating virtually with the newbies and/or novices here at the 2021 Curriculum Institute!
Newbies
Novices

9:00a – 10:15a: Breakout 6 (5 sessions)
1. Transfer Pathways Advocacy
Ginni May, ASCCC Vice President
Michelle Plug, ASCCC Curriculum Committee, Citrus College
Eric Wada, ASCCC C-ID Director, Folsom Lake College

With nearly a decade since the introduction of Associate Degrees for Transfer and the recent introduction of the University of California Transfer Pathways, it would seem that transfer between the California systems of public higher education would be easier than ever. Students still continue to face barriers and obstacles to successfully transfer if that is a part of their educational goals. Join this session to discuss how college and system stakeholders can assist students in reaching their self-determined transfer goals, and consider changes that would better ensure students are well served by both the processes in place and subsequent proposals around transfer.

2. Roles, Structures, and Functions: Curriculum Committee Effective Practices & Partnerships
Lesley Agostino, 5C/4CS, Diablo Valley College

Karen Daar, 5C Co-Chair, Los Angeles Valley College, VP- Academic Affairs
Mark Edward Osea, 5C, Bakersfield College
Jeff Waller, ASCCC Curriculum Committee, Grossmont College

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

3. Online/Distance Education- Addendums, Compendiums, Guidelines, & Faculty Preparation
Karen Chow, ASCCC Area B Representative
Robert L. Stewart Jr., ASCCC Area C Representative
Suzanne Wakim, OERI Project Facilitator Butte College

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

4. Light the Fire! Embedding Ethnic Studies at the Local College
Randy Beach, ASCCC Curriculum Committee, Southwestern College
Karla Kirk, ASCCC North Representative
Don Miller, CCCCIO President, Rio Hondo College, VP- Academic Affairs
Manuel Vélez, ASCCC South Representative

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

5. Student Learning and Achievement: Ensuring Equity in Accreditation and Curriculum
Stephanie Curry, ASCCC Curriculum Chair 2021-2022
Sarah Harris, College of the Sequoias
Jennifer Vega La Serna, College of the Sequoias, VP- Academic Services

Curriculum is a key component of the accreditation standards, and the relationship between curriculum and accreditation is critical for understanding the accreditation process. In this breakout, presenters will review the relationship between curriculum requirements and accreditation standards, with a focus on their shared goal of ensuring meaningful and equitable student learning and achievement, and discuss the important

roles curriculum specialists, curriculum chairs, articulation officers, and others share in these processes.

10:45a – 12:15p: General Session 3

Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum
Eloy Oakley, California Community Colleges Chancellor OR Dr. Jill Biden
A Message to the System

Curriculum Realities- What's Next?
Dolores Davison, ASCCC President
Ed Code, Title 5, 5C, ASCCC CC, CCCCO, local college/district curriculum committees, 2021 and beyond… opportunity awaits to ensure learning: accessibility and flexibility in equity-driven curriculum!

Certification Training and Training Local Curriculum Committees
CCCCO +
Stephanie Curry, ASCCC Curriculum Chair 2021- 2022
Karen Daar, 5C Co-Chair, Los Angeles Valley College- VP Academic Affairs
Don Miller, CCCCIO President, Rio Hondo College, VP- Academic Affairs
Carrie Roberson, ASCCC Curriculum Chair 2020-2021

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

Can fit this session, if needed in place of non-session (?):
Aisha/ Ginni- Following AB 1460 (Weber, 2020), the California State University system added and approved the Ethnic Studies area in the California State University General Education Breadth Requirements, which in turn required curriculum development and redesign in the California Community College (CCC) system. However, even before AB 1460 was passed the CCC system was poised to strengthen the existing ethnic studies requirement in support of the *Vision for Success* and the system-wide goals of increasing transfer and closing equity gaps. Join representatives from the CCC Chancellor's Office and the Academic Senate for CCC in discussion about the implementation of the ethnic studies requirement and an update on legislative and regulatory efforts in strengthening ethnic studies education in the CCC system.