



JULY 6-9, 2022

IN PERSON AND VIRTUAL
RIVERSIDE CONVENTION
CENTER

IDEAA in Curriculum:
Eyes on the Prize

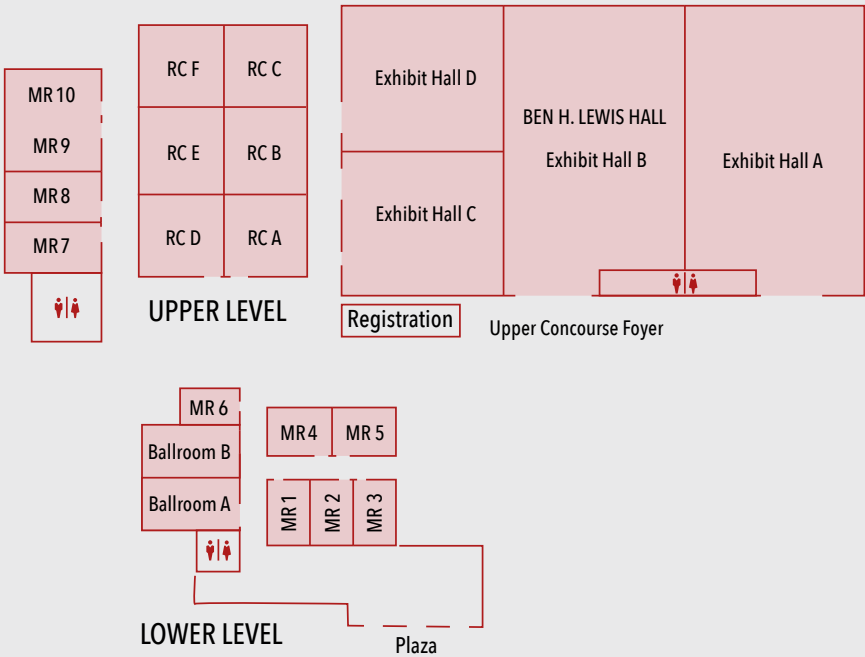
CURRICULUM
INSTITUTE

ACADEMIC SENATE
FOR CALIFORNIA
COMMUNITY COLLEGES

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RIVERSIDE CONVENTION CENTER MAP



COVID-19 SAFETY

The Riverside Convention Center continues to follow local and state guidelines regarding safety and masking requirements. At this time, the Riverside Convention Center is strongly recommending all attendees wear face coverings while at the convention center. We strongly encourage all attendees to continue to have face coverings inside shared and public areas, such as breakout and general session rooms, and continue practicing social distancing.

MISSION STATEMENT

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to equity, student learning, and student success. The Academic Senate for California Community Colleges acts to:

- Empower faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation

VALUES STATEMENT

Leadership The Academic Senate champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty, and fosters faculty participation in governance to effect change and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The Academic Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards.

Empowerment The Academic Senate empowers faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity through its publications, resources, activities, policies, and presentations. The Academic Senate collaborates with other statewide organizations, and with administrators, trustees, students, classified

professionals, and others, to develop and maintain effective relationships. The Academic Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level.

Voice The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success.

LAND ACKNOWLEDGEMENT

We acknowledge that this important work is taking place throughout the unceded territory of California, home to nearly 200 tribal nations. We acknowledge and honor the original inhabitants of our various regions. A land acknowledgment is a critical step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands.

We begin today by acknowledging that we are holding our gathering on the land of the Tongva (Gabrieleno), Payómkawichum (Luiseño), and Cahuilla Nations who have lived and continue to live here. We recognize the Tongva (Gabrieleno), Payómkawichum (Luiseño), and Cahuilla Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Riverside. As we begin we thank them for their strength, perseverance, and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call Riverside their home, for their shared struggle to maintain their cultures, languages, worldview, and identities in our diverse City.

GUIDELINES FOR DIALOGUE – COMMUNITY EXPECTATIONS

- 1. Be true to yourself.** We want to create an atmosphere for open, honest exchange.
- 2. Commit to learning from each other.** Listen to each other and acknowledge that we all come from different backgrounds, skills, interests, abilities, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
- 3. Acknowledge each other's experiences.** We will not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.
- 4. Trust that others are doing the best they can.** We will try not to 'freeze people in time' but leave space for everyone to learn and change through our interactions with one another.
- 5. Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
- 6. Speak your discomfort.** If something is bothering you and you are open to sharing, please share it with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
- 7. Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

(adapted from the University of Michigan Program on Intergroup Relations, IGR)



Welcome

Welcome to the 2022 Curriculum Institute. For the first time ever, we are holding an interactive hybrid Curriculum Institute. Whether you are joining us in Riverside or online, we are delighted to have you join us for four fun-filled days full of curriculum. Curriculum novices, experts, and enthusiasts will join together for 5 pre-sessions, 6 general sessions, and 36 breakouts.

This year's Curriculum Institute theme is IDEAA in Curriculum: Eyes on the Prize. IDEAA is an acronym for inclusion, diversity, equity, antiracism, and accessibility. The 2021-2022 Curriculum Committee intentionally referenced the Civil Rights Movement in the theme with the link to the spiritual, "Hold On" and the documentary Eyes on the Prize. In the song "Hold On," the chorus sings, "One and one that makes two, Tell you what I'm-ma gonna do, Keep my eye on the prize, And hold on, hold on." The song reaffirms and calls for those in the work to remain steadfast in their determination for change.

Through papers, resolutions, and presentations, the ASCCC has committed to infusing IDEAA into Curriculum. The Student Senate for California Community Colleges in their 2020 Antiracism: A Student Plan of Action called for Curriculum Changes to "Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance,

and value.” This year’s program will support these efforts with intentional sessions to keep our eyes on the prize and actualize change in our curriculum.

If you are a first-time attendee or new to curriculum, join our pre-sessions. We have pre-session workshops for Curriculum Chairs, Administrators, Curriculum Specialists, Articulation Officers, and, if you don’t fit into one of those roles, join our pre-session for Curriculum Champions. The General Sessions this year have been expanded and include discussions on DEI and Curriculum, Decolonizing Curriculum, General Education, BIPOC Excellence in STEM, OER, and Updates and Training from the California Community College Chancellor’s Office. Breakout sessions align and expand on the theme and will provide you updated information on all things curriculum. We have an amazing group of colleagues presenting this year. Thank you to all of them for sharing their time, knowledge, and enthusiasm with all of us.

The interactive hybrid modality of this year’s Curriculum Institute is a first for ASCCC. We ask for your grace and patience with any logistical or technical issues. We have done our best to ensure that as many people as possible can attend this year in their preferred modality. The General Sessions will be completely interactive. The Pre-Sessions and Breakouts will have interactive (in-person and online) sessions and fully online sessions. All the sessions will be accessible through Pathable. For those in person who want to attend the online sessions we will be setting up viewing rooms in the convention center. Bring your laptop and headphones and listen and interact online. In addition, each breakout grouping will have an open Curriculum Mingle and Networking breakout, in person or online. Join members of the 2021-2022 Curriculum Committee to ask questions, take a break, and talk all things curriculum.

Thank you to all those who made this institute possible. This includes the amazing ASCCC Executive Committee who for the past few years has prioritized culturally responsive curriculum. I would also like to thank and acknowledge the unsung heroes of the ASCCC, our staff. Their work behind the scenes makes all our institutes and events possible. Please stop by and say hello and thanks to them at the institute.

In the image for this institute, you will have seen the photo of Vivian Malone Jones walking up the steps into the University of Alabama in 1963 with steadfast determination. She was one of the first two black students enrolled in the University and the first black graduate. We honor her courage and belief that higher education change can support our BIPOC students. As we spend this time together in July, I want to acknowledge the amazing progress done in our system to support IDEAA in Curriculum but also the fatigue and struggle. So as we gather together for this Curriculum Institute I will ask you to keep your eyes on the prize and hold on.

Thank you,

A handwritten signature in black ink, appearing to read 'Stephanie Curry', with a large, stylized flourish at the end.

*Stephanie Curry, ASCCC Area A Representative,
ASCCC Curriculum Committee Chair 2021-2022*



Wednesday

JULY 6, 2022

TYPES OF SESSIONS

- I** Interactive (I)- Attendees may attend in person or online through Pathable
- O** Online (O)- All attendees will attend online. Viewing rooms will be available for in person attendees to hear presentations. Bring your laptop and earphones to connect to Pathable to read and interact with the chat
- N** Networking (N)- Open session both online and in-person to ask individual questions, share stories and meet new colleagues

11:00 AM - 4:00 PM Registration Desk Opens *Upper Concourse Foyer*

12:00 PM Grab and Go Snack *Upper Concourse Foyer*

I New, Newer, or Aspiring Curriculum Chairs

MR 7&8

Randy Beach, Southwestern College, California Community College Curriculum Committee (5C)

Sarah Harris, College of the Sequoias, ASCCC Curriculum Committee

Jeff Waller, Grossmont College, ASCCC Curriculum Committee

This pre-session is designed for new, newer, and aspiring curriculum chairs or faculty on curriculum committees. Topics will 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, examples of common curriculum processes and practices, incorporating the principles of inclusion, diversity, equity, antiracism, and accessibility (IDEAA) in curriculum work, and ways for chairs to work effectively with others and get things done.

I New or Newer Curriculum Administrators

RC D&A

Stephanie Curry, ASCCC Area A Representative, ASCCC Curriculum Committee Chair 2021-20222

Michelle Grimes Hillman, Vice President of Instruction, Orange Coast College, ASCCC Curriculum Committee

Jennifer Vega La Serna, Vice President of Academic Services, College of the Sequoias

Tram Vo-Kumamoto, Vice President of Instruction, Saddleback College

Administrators often find themselves overseeing a wide range of curriculum issues, and deans and Chief Instructional Officers (CIOs) can provide a comprehensive perspective and support to

faculty during curriculum development. In this session, the roles and responsibilities of administrators will be explored including the realities of curriculum streamlining processes.

I New or Newer Curriculum Professionals/Specialists *RC E&B*

Lesley Agostino, Senior Program Coordinator (Curriculum), Diablo Valley College, California Community College Curriculum Committee (5C)

Daniel Alvarado, Academic Resources Specialist/Curriculum, College of the Sequoias

Raul Arambula, Dean, Educational Services and Support, CCCCCO

Shireen Awad, Curriculum Specialist, Chaffey College

Michelle Velasquez Bean, ASCCC Treasurer

David Garcia, Associate Governmental Program Analyst, CCCCCO

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, promising and effective practices for submitting curriculum, and building relationships with faculty and the curriculum chair.

I New or Newer Articulation Officers

RC F&C

Adrienne Brown, Los Angeles Harbor College, ASCCC Curriculum Committee

Mark Edward Osea, Mendocino College, California Community College

Curriculum Committee (5C)

Eric Wada, ASCCC North 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!

Curriculum Champions (ONLINE)

Ballroom A

Amber Gillis, ASCCC South Representative

Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee,

California Community College Curriculum Committee (5C)

Henry Young, Victor Valley College, ASCCC Curriculum Committee

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.



Thursday

JULY 7

8:00 AM Registration Desk Opens

Upper Concourse Foyer

8:00 AM - 9:00 AM Breakfast

Upper Concourse Foyer

GENERAL SESSION 1 9:00 AM - 10:15 AM

Exhibit Halls BCD

Curriculum Institute Welcome and IDEAA and DEI and Curriculum Model Principles and Practices

Michelle Velasquez Bean, ASCCC Treasurer

Stephanie Curry, ASCCC Area A Representative, ASCCC Curriculum Committee Chair 2021-2022

Kelly Fowler, Vice President of Instruction, Mt. San Antonio College, California Community College Curriculum Committee (5C)

Marshall Fulbright, Vice President of Academic Affairs Grossmont College, California Community College Curriculum Committee (5C)

Ginni May, ASCCC President

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities focusing on championing equity-minded curriculum and practices for credit and noncredit instruction. Join us for this general session where we will share the new DEI in Curriculum Model Principles and Practices created in response to the 5C priorities. The session will

provide a safe space for participants to reflect and hear real-life examples to take back to college campuses championing curricular diversity and culturally responsive content with an antiracism focus. Join us to learn how to support these promising practices and begin conversations with curriculum committees on how to redesign practices within an equity-minded framework in support of our students. Although there may be challenging conversations in beginning transformative work, these discussions are essential steps to removing systemic barriers to student success and improving equity in curriculum.

BREAKOUT SESSION 1 10:30 AM - 11:45 AM

I Serving the Students We Have: How IDEAA in the COR Can Encourage Inclusive Instruction

MR 7&8

Dolores Davison, C-ID Curriculum Director

Marshall Fulbright, Vice President of Academic Affairs Grossmont College,
California Community College Curriculum Committee (5C)

Nili Kirschner, Woodland College, ASCCC Curriculum Committee, California
Community College Curriculum Committee (5C)

Jennifer Vega La Serna, Vice President of Academic Services, College of the
Sequoias

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. Follow up on our first two general sessions by looking at specific practices for ensuring inclusion, diversity, equity, antiracism, and accessibility (IDEAA) is woven throughout the elements of the COR. This session will include a brief overview of the COR and discussion on the impact the elements

of the COR have on providing diversity and equity in the classroom. Join us for an interactive discussion on how educators can provide rich, robust, and culturally responsive curricula to meet the needs of our diverse student populations.

I OER: Articulation, Curriculum, Academic Freedom, and IDEAA

RC D&A

Michelle Pilati, Faculty Coordinator, Open Educational Resources Initiative (OERI)
Julie Bruno, ASCCC OERI Communications Discipline Lead

While connecting the concepts in our title is simple, integrating the related processes and associated resources is complicated and, we would argue, necessary. Join this interactive session as we use our collective wisdom and experience to weave the topics together and explore approaches to making our local curriculum process more meaningful.

I Noncredit Basics

RC E&B

Madelyn Arballo, Associate Vice President, Mt San Antonio College
Rebecca Al Haider, Reedley College
Michelle Velasquez Bean, ASCCC Treasurer
Patti Blank, Program Assistant, CCCCCO

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

I Hyflex: Supporting Students with Flexibility

RC F&C

Karen Chow, ASCCC Area B Representative

Wendy Mazon, Los Angeles Pierce College

Melinda Ung, Los Angeles Pierce College

What is a HyFlex course? How is HyFlex beneficial to students? What is involved in teaching HyFlex? What are the HyFlex-related workload and equity considerations? Come and learn from colleagues at Pierce College and how they implemented Hyflex and supported faculty professional development.

O Curriculum Basics

Ballroom A

Lesley Agostino, Senior Program Coordinator (Curriculum), Diablo Valley College, California Community College Curriculum Committee (5C)

Michelle Grimes Hillman, Vice President of Instruction, Orange Coast College, ASCCC Curriculum Committee

Henry Young, Victor Valley College, ASCCC Curriculum Committee

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.

currIQūnet META: 2022 and Beyond – A Sneak Peek (in-person only)

MR 1

Ken Brown, VP-Technology and Development

Natalie Rasmussen, Senior Project Manager and Analyst

Nancy Howard, VP-Product Services and Delivery

The currIQūnet Team will introduce you to the soon to be released currIQūnet META User Interface and User Experience. The new UI/UX will be more responsive to the local user with greater customizations, communications more options at the local level. The entire currIQūnet META experience is centered on the user and your institution from searching to managing proposals and more.

The team will also provide a review of increased functionality released since we last gathered. currIQūnet META's new user experience is "a game changer". We look forward to seeing you there for the announcement. You will not be disappointed.

▣ Mapping the Journey: An Update on Transfer Pathways

Ballroom B

Adrienne Brown, Los Angeles Harbor College, ASCCC Curriculum Committee

Mark Edward Osea, Mendocino College, California Community College
Curriculum Committee (5C)

Eric Wada, ASCCC North Representative

California community colleges are charged with preparing students to transfer, and most agree there is room for improvement. Presenters will review the data regarding transfer from the California Community College system to the California State University system and the current structure of associate degrees for transfer (ADTs), University of California transfer pathways

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(UCTPs), and locally articulated degrees. Updates will be provided on the Transfer Alignment Project.

N Curriculum Mingle and Networking

MR 2&3

Host- Stephanie Curry, ASCCC Area A Representative, ASCCC Curriculum Committee Chair 2021-2022

Open session, both online and in-person. Come and talk with curriculum enthusiasts and ask questions, share stories, and meet new colleagues.

12:00 PM - 12:45 PM Lunch *Upper Concourse Foyer/Exhibit Halls BCD*

GENERAL SESSION 2 12:45 PM - 2:00 PM

Exhibit Halls BCD

IDEAA to Action: Decolonizing our Educational Systems

Michelle Velasquez Bean, ASCCC Treasurer

Jessica Dominguez, Vice President of Regional Affairs, Student Senate for California Community Colleges

Nzingha Sonya Dugas, Executive Director and CEO, Umoja Community Education Foundation

Manuel Vélez, ASCCC Area D Representative

Moving to action and digging deeper into conversations on racialized patterns of inequities in our system needs to be real, not performative. Decolonizing our system means intentionally working to refocus our perspective from a singular lens to an

inclusive and diverse one that centers the lived experiences and historic contributions of our diverse student body. This begins with acknowledging the harm that a system focused on a singular lens perpetuates and the barriers continued by hierarchical structures centered on Whiteness. Let's examine the history and the practices that create inequitable conditions that continue to impact our students and discuss what "decolonization" means in an academic context and practice. This general session will focus on reflection, accountability, and transformation in curriculum and institutional processes in which we can engage. We all win when we all have an accessible and equitable playing field.

2:00 PM - 2:15 PM Snack Break

Upper Concourse Foyer

BREAKOUT SESSION 2 2:15 PM - 3:30 PM

■ Guided Pathways, Data, and Scheduling

MR 7&8

Sarah Harris, College of the Sequoias, ASCCC Curriculum Committee

Stephanie Curry, ASCCC Area A Representative, ASCCC Curriculum Committee
Chair 2021-2022

Eric Wada, ASCCC North Representative

This session focuses on effective practices and deliberative discussions that include the principles of inclusion, diversity, equity, antiracism, and accessibility (IDEAA) to support student success when building the course schedule. 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 schedul-

ing decisions, approaches to improving collaboration in building schedules, and how to get started or revamp your strategies at your college.

I AB 705/AB 1705 Equitable Placement and Enrollment *RC D&A*

Cheryl Aschenbach, ASCCC Vice President

Aisha Lowe, Vice Chancellor of Educational Services and Support, CCCCCO

Craig Rutan, Santiago Canyon College

Jeff Waller, Grossmont College, ASCCC Curriculum Committee

Equitable Placement is key to student success as students begin their college experience.

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, discuss solutions to challenges, and strategize innovations to optimize student success.

I Work Based Learning *RC E&B*

Maniphone Dickerson, Dean, Evergreen Valley College, CCCAOE

Carrie Roberson, ASCCC At-Large Representative

Sandra Sanchez, Vice Chancellor of Workforce and Economic Development, CCCCCO

Patti Blank, Program Assistant, CCCCCO

Career technical education (CTE) has been given a boost by legislation and funding to close both the skills and employment gaps anticipated in California's future. While classroom instruction is a critical component of programs that prepare students

for the general and job-specific demands of occupations, work-based learning through credit and noncredit work experience education and apprenticeships are equally critical. Join this session to learn about proposed legislative updates and how your college may provide students an opportunity to be well-equipped to enter the workforce as aspiring employees by gaining on-the-job experience through both credit and noncredit work-based learning.

I Get the 411: Course Identification Numbering System (C-ID) and AB 1111 (Berman, 2021) Common Course Numbering

RC F&C

Dolores Davison, C-ID Curriculum Director

Ginni May, ASCCC President

Mark Edward Osea, Mendocino College, California Community College Curriculum Committee (5C)

Erik Shearer, Vice President of Instruction Butte College, California Community College Curriculum Committee (5C)

The Course Identification Numbering System (C-ID), led by the ASCCC since 2007 continues to evolve and serve 115 community colleges. AB 1111 (Berman, 2021) Common Course Numbering requires a common course numbering system in the California community colleges in order to streamline transfer. Join this session to get the 411 on the history and current state of C-ID, the requirements of AB 1111, and the potential impact of AB 1111 on C-ID and course articulation.

Walking the IDEAA Talk: Reimagining Your Curriculum Processes and Classroom Practices

Ballroom A

Juan Arzola, ASCCC At-Large Representative

Amber Gillis, ASCCC South Representative

Jennifer Vega La Serna, Vice President of Academic Services, College of the Sequoias

You may have heard the popular Deming quotation that goes, “every system is perfectly designed to get the result it gets,” where both intentional and unintentional consequences are inadvertently a part of every system, regardless of original design motivations. Furthermore, the need to redesign systems that are either inefficient or that are not producing the desired results should be the top priority of any organization to mitigate negative consequences or success gaps. Join us for this interactive session where session presenters will share ideas and strategies for actualizing IDEAA at your local college, with intentionality, throughout your college curriculum processes and classroom pedagogy and practices.

Ethnic Studies

Ballroom B

Carlos Guerrero, Los Angeles City College

Manuel Vélez, ASCCC Area D Representative

California is leading the way in Ethnic Studies education! Title 5 Regulations recommended by the Academic Senate for California Community Colleges (ASCCC) delegates were approved by the Board of Governors in July 2021. Since then, the California Community Colleges Chancellor’s Office in collaboration with the ASCCC, the CCC Ethnic Studies Faculty Council along with

other practitioner groups have formed an Ethnic Studies Leadership Steering Committee and Taskforce to provide guidance around a timeline for implementation, communication with CSU and UC, professional development, and core competencies. In addition, minimum qualifications for Ethnic Studies core disciplines have been developed, and creation of C-ID courses and Transfer Model Curriculum are underway. Join this session for a deep-dive discussion about the history, progress made, work being done, challenges, and what the future may hold for Ethnic Studies education.

N Curriculum Mingle and Networking

MR 2&3

Host- Nili Kirschner, Woodland College, ASCCC Curriculum Committee,
California Community College Curriculum Committee (5C)

Open session, both online and in-person. Come and talk with curriculum enthusiasts and ask questions, share stories, and meet new colleagues.

Exhibit Halls BCD

CCCCO Updates and Training

Raul Arambula, Dean, Educational Services and Support, CCCCCO

Stephanie Curry, ASCCC Area A Representative, ASCCC Curriculum Committee
Chair 2021-2022

Rosa Estrada, Associate Governmental Program Analyst, CCCCCO

David Garcia, Associate Governmental Program Analyst, CCCCCO

Chris Graillat, Specialist, CCCCCO

Yvonne Lopez, Associate Governmental Program Analyst, CCCCCO

Aisha Lowe, Vice Chancellor of Educational Services and Support, CCCCCO

This general session will include a California Community College Chancellor's Office update. It is intended to provide those most involved with the curriculum information on the efforts around legislation and regulations as well as the legal authority and roles of state and local entities as it pertains to curriculum. This session also 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 will be covered.

6:00 PM - 7:30 PM Welcome Reception

Plaza



Friday
JULY 8

8:00 AM Registration Desk Opens

Upper Concourse Foyer

8:00 AM - 9:00 AM Breakfast

Upper Concourse Foyer/Exhibit Halls BCD

BREAKOUT SESSION 3 9:00 AM - 10:15 AM

I Looking at Curricular Data: What Can it Tell Us?

MR 7&8

Craig Rutan, Santiago Canyon College

Robert L. Stewart Jr., ASCCC South Representative

Jeff Waller, Grossmont College, ASCCC Curriculum Committee

Data drives decisions, and most decisions made by colleges ultimately affect students. Collecting the right data and interpreting that data's analysis correctly is crucial. We'll discuss the data colleges have been submitting since 2019 and the data that will be in the equity plans. We might delve into the metrics and how local coding impacts those metrics. We'll then discuss data that colleges might consider collecting that isn't necessarily related to state requirements but could still be important for colleges to track. And we'll discover how various colleges' departments and committees access crucial data on their campus.

I Brown Act and Parliamentary Procedure

RC D&A

Sarah Harris, College of the Sequoias, ASCCC Curriculum Committee

Erik Shearer, Vice President of Instruction Butte College, California Community College Curriculum Committee (5C)

As legislatively created bodies, local academic senates are required to comply with open meeting requirements of the Ralph M. Brown Act. This requirement extends to other local governance bodies, including curriculum committees. What does this mean for local academic senate and curriculum leaders? What about open meeting laws in the age of virtual meetings? How do open meeting laws interact with parliamentary procedures? This session will help local academic senate and curriculum leaders understand the basics of the Brown Act and parliamentary procedures, providing effective practices for ensuring that our responsibility to conduct the public's business in the public view meets both the letter and the spirit of the law.

I Rising Scholars and Curriculum

RC E&B

Cheryl Aschenbach, ASCCC Vice President

Henry Young, Victor Valley College, ASCCC Curriculum Committee

The Rising Scholars program which serves incarcerated and formerly incarcerated students is core to the California Community Colleges' mission, critical to the Chancellor's DEI Call to Action, and closely aligns with the Vision for Success goal to reduce equity gaps among traditionally underrepresented student groups. The California Community Colleges' Rising Scholars programs now reach and serve almost 20,000 justice-involved students both on campus and in prisons, jails, and juvenile detention centers throughout the state. Come and learn about the program and how curriculum works with the Rising Scholar program.

I Breaking the Code – Decrypting the Language of Curriculum

RC F&C

Lesley Agostino, Senior Program Coordinator (Curriculum), Diablo Valley College, California Community College Curriculum Committee (5C)

Mark Edward Osea, Mendocino College, California Community College Curriculum Committee (5C)

Valerie Lundy-Wagner, Vice Chancellor for Digital Innovation and Infrastructure, CCCCCO

Rachel Stamm, Curriculum Systems Consultant, CCCCCO

Does it ever sound like a curriculum committee meeting is held in a language other than English? Welcome to the Curriculum Institute’s version of Rosetta Stone. This session will decrypt the curriculum-based MIS coding, SAM, CIP, TOP, and other coding required for curriculum submission. A representative from the Chancellor’s Office will also be present to discuss common COCI (Chancellor’s Office Curriculum Inventory System) submission concerns and how to avoid errors. Join us for this engaging session as we break the code of COCI, Data Elements, and MIS!

O In Search of Equitable and Socially Just Communities: IDEAA-infused Applied and Service Learning

Ballroom A

Juan Arzola, ASCCC At-Large Representative

Maniphone Dickerson, Dean, Evergreen Valley College, CCCAOE

As California community colleges vigorously implement initiatives to address the opportunity gaps in access and success experienced by students from Black, Indigenous, and People of Color (BIPOC) communities, applied and service learning may be important tool sets for long-term sustainability of these efforts. Join us as we discuss how applied and service learning not only promotes deeper student learning, but could help promote equity and social justice in our BIPOC communities.

📍 Integrating Open Educational Resource (OER) Into the Curriculum Process – Why and How

Ballroom B

Julie Bruno, ASCCC OERI Communications Discipline Lead

Michelle Pilati, Faculty Coordinator, Open Educational Resources Initiative (OERI)

Why should your course outlines of record (CORs) document the ability of faculty to select OER? Does your local process create barriers to OER adoption that need to be corrected? OER can—and should—be explicitly recognized in the COR and encouraged in local curriculum processes. Join us for a discussion of OER awareness, inclusion, and approaches to addressing resistance.

📍 Curriculum Mingle and Networking

MR 2&3

Host- Jeff Waller, Grossmont College, ASCCC Curriculum Committee

Open session both online and in-person. Come and talk with curriculum enthusiastic and ask your individual questions, share stories and meet new colleagues.

BREAKOUT SESSION 4 10:45 AM - 12:00 PM

📍 Title 5 Regulations on the Associate Degree and the Future of Competency Statements

MR 7&8

Ginni May, ASCCC President

Randy Beach, Southwestern College, California Community College Curriculum Committee (5C)

Aisha Lowe, Vice Chancellor of Educational Services and Support, CCCCCO

The California Community College Curriculum Committee (5C) drafted a full revision to the Title 5 regulations on the Associate

Degree (sections 55060-55064). In addition, discussions have begun regarding the use of competency statements in place of associating student demonstration of competence with specific courses or disciplines. Join this session to learn about the process, timeline, and proposed revisions of these Title 5 regulations, and then discuss the future of competency statements in place of specific courses or disciplines.

I BIPOC Leadership in Curriculum

RC D&A

Marshall Fulbright, Vice President of Academic Affairs Grossmont College,
California Community College Curriculum Committee (5C)

Clemaus Tervalon, President, Student Senate for California Community Colleges

Manuel Vélez, ASCCC Area D Representative

Henry Young, Victor Valley College, ASCCC Curriculum Committee

BIPOC leadership in curriculum is essential to the success of students. Discuss in this breakout how to support, engage and enhance BIPOC voices in curriculum and curricular process.

I Holistic Curriculum and Student Support

RC E&B

Michelle Grimes Hillman, Vice President of Instruction, Orange Coast College,
ASCCC Curriculum Committee

LaTonya Parker, ASCCC Secretary

Ty Simpson, San Bernardino College

Holistic student success expands beyond the classroom and curriculum. Learn how instructors and student support faculty can work together to increase student success. Counseling, tutorial, library, and special programs support the entire student experience giving students an opportunity to be successful in their courses, pathways and educational goals.

I Cross Listing and Assigning Courses to the Discipline *RC F&C*

Nili Kirschner, Woodland College, ASCCC Curriculum Committee, California
Community College Curriculum Committee (5C)

Erik Shearer, Vice President of Instruction Butte College, California Community
College Curriculum Committee (5C)

Sarah Harris, College of the Sequoias, ASCCC Curriculum Committee

Want or need to learn about the principles and practices for effectively assigning courses to disciplines? Curious about cross-listing? 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. And although cross-listing or cross-referencing courses has been a long-standing practice at many colleges, very little formal guidance is available to colleges, and the practice is not always well understood. In this session we will cover definitions and considerations for the practice of cross-listing, as well as options for assigning courses to disciplines, with a focus on impacts for students and articulation.

O Active Learning and Culturally Responsive Curriculum Practices

Ballroom A

Karen Chow, ASCCC Area B Representative

Amber Gillis, ASCCC South Representative

Eric Wada, ASCCC North Representative

Michelle Pacansky-Brock, Foothill-DeAnza District and CVC/@ONE

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 antiracism 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. Learn how to use active learning and culturally responsive teaching strategies to support student engagement.

Q Credit for Prior Learning (CPL)

Ballroom B

Brandi Asmus, Woodland College

Chantee Guiney, Specialist Educational Services and Support, CCCCCO

Carrie Roberson, ASCCC At-Large Representative

Candace Rose, Palomar College

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 at your local college.

N Curriculum Mingle and Networking

MR 2&3

Host- Michelle Velasquez Bean, ASCCC Treasurer

Open session, both online and in-person. Come and talk with curriculum enthusiasts and ask questions, share stories, and meet new colleagues.

12:00 PM - 12:45 PM Lunch

Exhibit Halls BCD

GENERAL SESSION 4 12:45 PM - 2:00 PM

Exhibit Halls BCD

General Education and AB 928

Dolores Davison, C-ID Curriculum Director

Stephanie Curry, ASCCC Area A Representative, ASCCC Curriculum Committee
Chair 2021-20222

Kelly Fowler, Vice President of Instruction, Mt. San Antonio College, California
Community College Curriculum Committee (5C)

Ginni May, ASCCC President

General Education (GE) at the community colleges includes local and transfer GE patterns. The legislation, regulation, and transfer policies that guide these patterns have undergone and continue to undergo numerous changes and updates. Most recently, AB 928 (Berman, 2021) calls for the implementation of a singular lower division general education pathway that meets transfer requirements for both the CSU and UC systems; and work to develop this new joint GE pattern is underway. Join us in this session to learn about General Education at the community colleges, the impact of GE on transfer and student success, the ongoing work of the Intersegmental Committee of Academic Senates or ICAS on AB 928, and how to engage with faculty on your campus about the potential impacts of changes to GE.

2:00 PM - 2:15 PM Afternoon Coffee Break *Upper Concourse Foyer*

I Academic Freedom, Racial-Equity, and Curriculum *MR 7&8*

Robert L. Stewart Jr., ASCCC South Representative

Manuel Vélez, ASCCC Area D Representative

Academic Freedom is essential to student-centered equity and antiracism work in the California community colleges as identified in the California Community Colleges Chancellor's Office Call to Action and the ASCCC Mission and Strategic Plan. The connection between academic freedom and racial equity is fundamental to curriculum. Without the rights of faculty to speak, research, and pursue diverse ideas, racial equity is not possible. Academic freedom allows faculty to academically challenge racist ideology and structures in the context of their subject matter expertise. Please join us for a conversation on the role and limits of academic freedom in curriculum.

I IDEAA and Student Learning Outcomes

RC D&A

Marshall Fulbright, Vice President of Academic Affairs Grossmont College,
California Community College Curriculum Committee (5C)

Amber Gillis, ASCCC South Representative

Sarah Harris, College of the Sequoias, ASCCC Curriculum Committee

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 how to design, implement, and use meaningful assessments of student learning (such as data analysis, student input, and qualitative outcomes assessment) to guide re/designs of curriculum and instruction that are culturally responsive, equitable, and meet students' goals.

I Accounting Methods for Credit and Noncredit (including support courses)

RC E&B

Lesley Agostino, Senior Program Coordinator (Curriculum), Diablo Valley College, California Community College Curriculum Committee (5C)

Rebecca Al Haider, Reedley College

Erik Shearer, Vice President of Instruction Butte College, California Community College Curriculum Committee (5C)

Natalie Wagner, Director, CCCCCO

Have questions on accounting methods for credit and noncredit courses. How do you code support courses? What impact does coding have on funding? Come to this session and get the basics.

I Competency Based Education (CBE)- Lessons Learned from the Pilot

RC F&C

Antoniette Aizon, Madera Community College

Randy Beach, Southwestern College, California Community College Curriculum Committee (5C)

Candice Brooks, Dean, Educational Services and Support, CCCCCO

Aisha Lowe, Vice Chancellor of Educational Services and Support, CCCCCO

Brian Palmiter, Southwestern College

Carrie Roberson, ASCCC At-Large Representative

Eight colleges were selected by the California Community Colleges Chancellor's office to form a pilot to implement CBE. Join us to learn about implementation of direct assessment competency-based education in the California community colleges and engage in dialogue about the equity intent, expected impacts, and more. Hear from members of the Chancellor's office and pilot college faculty about the work done and lessons learned from the pilot.

Using Labor Market Data and Advisory Committee Input

Ballroom A

Brandi Asmus, Woodland College

Nili Kirschner, Woodland College, ASCCC Curriculum Committee, California
Community College Curriculum Committee (5C)

Curriculum processes for career technical programs require recommendations from advisory committees and regional consortia and the use of Labor Market Data. Explore effective practices for working with CTE advisory committee data to increase the connection between industry and instruction and to improve the degree to which advisory committee members and faculty find value in the advisory committee process. Explore the use of Labor Market Data to create, assess, and evaluate programs.

Collaboration between Curriculum and Articulation to Support Student Transfer

Ballroom B

Adrienne Brown, Los Angeles Harbor College, ASCCC Curriculum Committee

LaTonya Parker, ASCCC Secretary

Christopher Howerton, ASCCC North Representative

Articulation and transfer are often considered one and the same, but there are differences. Learn more about the complex role of articulation officers, how they support faculty in curriculum, and the relationship between articulation and transfer. Additional topics include criteria for transfer general education approval (IGETC and CSU GE-Breadth), C-ID, and development of Associate Degrees for Transfer (ADTs), including transfer model curricula (TMC), articulation agreement by major (AAM), CSU GE Certification Course List (GECC), and CSU Baccalaureate Level Course List (BCT).

N Curriculum Mingle and Networking

MR 2&3

Host- Michelle Grimes Hillman, Vice President of Instruction, Orange Coast College, ASCCC Curriculum Committee

Open session both online and in-person. Come and talk with curriculum enthusiastic and ask your individual questions, share stories and meet new colleagues

GENERAL SESSION 5 3:45 PM - 5:00 PM

Exhibit Halls BCD

Inclusion, Diversity, Equity and Antiracism and STEM: Celebrating BIPOC Excellence in STEM

Lisbeth Brazil-Cruz, Interim Vice President of Student Services, Woodland Community College

Roberto Rubalcaba, San Diego City College

Robert L. Stewart Jr., ASCCC South Representative

Join us in a celebration of Black, Indigenous and People Of Color (BIPOC) excellence in Science, Technology, Engineering and Math (STEM). Please engage with us in an important conversation about strategies to encourage BIPOC students to engage in STEM programs and how we can support students through culturally-responsive STEM curriculum and student support.



Saturday

JULY 9

8:00 AM - 9:00 AM Breakfast *Upper Concourse Foyer/Exhibit Halls BCD*

BREAKOUT SESSION 6 9:00 AM - 10:15 AM

I How to Use Equity Tools to Have Equity Conversations *MR 7&8*

Michelle Velasquez Bean, ASCCC Treasurer

Nili Kirschner, Woodland College, ASCCC Curriculum Committee, California
Community College Curriculum Committee (5C)

Michelle Pilati, Faculty Coordinator, Open Educational Resources Initiative (OERI)

The DEI in Curriculum Model Practices and Principles and the ASCCC OERI IDEA Framework are two DEI curricular tools that can be used to facilitate systemic changes. Join us for a discussion on how to support the use of these tools at your college. Presenters will provide promising practices to support college engagement with these resources.

I California Community Colleges Baccalaureate Degrees Through an IDEAA Lens: Addressing Curricular and Practical Questions

RC D&A

Juan Arzola, ASCCC At-Large Representative

Candice Brooks, Dean, Educational Services and Support, CCCC

Elizabeth Ramirez, Rio Hondo College

Shelly L. Hess, Dean, Instructional Services, San Diego Community College District

With Governor Newsom’s approval of Assembly Bill 927 (Medina), baccalaureate degrees in the California community colleges are now institutionalized as an important tool to address opportunity gaps in access, success, and social mobility, particularly for underrepresented, marginalized, and minoritized students. Come into community with us as we seek to provide an interactive and informative session to address questions such as why your institution should offer a baccalaureate degree program (BDP), how to pursue a BDP, how to develop high quality BDPs to meet educational and workforce needs, and to identify challenges you may encounter with adopting a BDP.

I Students Role in Curriculum

RC E&B

Angelica Campos, Immediate Past President, Student Senate for California Community Colleges

Carrie Roberson, ASCCC At-Large Representative

LaTonya Parker, ASCCC Secretary

Jeff Waller, Grossmont College, ASCCC Curriculum Committee

Including a student representative on your curriculum committee, whether voting or not, can foster deeper discussions about key decisions in the curriculum making process. A clear communi-

cation channel should be set up between the student governing body on your campus and the student on the curriculum committee to ensure broader student input into the curriculum process. Join this session to consider how providing students a voice will lead to a more thoughtful and equitable curricular process.

I DE Addendums and What We Learned About DE During COVID

RC F&C

Karen Chow, ASCCC Area B Representative

Nasreen Rahim, Evergreen Valley College

Michelle Grimes Hillman, Vice President of Instruction, Orange Coast College,
ASCCC Curriculum Committee

Malinni Roeun, Compton 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. Discussion will be informed by what instructors learned about Distance Education during the pandemic.

📌 Catalog Requirements and Other Curriculum Related Accreditation Requirements

Ballroom A

Randy Beach, Southwestern College, California Community College Curriculum Committee (5C)

Amber Gillis, ASCCC South Representative

Christopher Howerton, ASCCC North Representative

Catalog requirements are detailed in Accreditation Requirements. 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 catalog requirements, 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.

📌 College and Career Readiness: Noncredit Pathways

Ballroom B

Madelyn Arballo, Associate Vice President, Mt San Antonio College

Cheryl Aschenbach, ASCCC Vice President

Maniphone Dickerson, Dean, Evergreen Valley College, CCCAOE

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.

N Curriculum Mingle and Networking

MR 2&3

Host- Henry Young, Victor Valley College, ASCCC Curriculum Committee

Open session, both online and in-person. Come and talk with curriculum enthusiasts and ask questions, share stories, and meet new colleagues

GENERAL SESSION 6 10:30 AM - 11:45 AM

Exhibit Halls BCD

Curriculum and Legislation

Cheryl Aschenbach, ASCCC Vice President

Ginni May, ASCCC President

While most 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.

PRESENTERS

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Rebecca Al Haider, Reedley College

Antoniette Aizon, Madera Community College

Daniel Alvarado, Academic Resources Specialist/Curriculum College of the Sequoias

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Candace Rose, Palomar College

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Henry Young, Victor Valley College,
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