2014 CURRICULUM INSTITUTE
JULY 10, 2014 HAYES MANSION

CURRICULUM
AFTER DARK

DEAR PARTICIPANTS,

Welcome to the 17th annual ASCCC Curriculum Institute! Curriculum is the heart of the California Community College System as we work diligently to serve the diverse needs of our communities. As with anything of such value, the workings of the heart become complicated and we sometimes stumble through the dark. At least here we can stumble through the dark together.

Last year's theme was Everything Under the Sun, so this year, we have the dark side planned for you; welcome to the Curriculum After Dark. The Curriculum Committee has designed a program of essential information and navigational aids, process and procedural breakouts, as well as several veins you might explore including noncredit, career technical education, and technology. Often we become blinded by the myriad facets of our tell-tale regulations and structures that we may neglect such vital pathways to the same curricular core. This is an excellent time to explore and collect information and ideas that will strengthen your local college. Lastly, there is a discussion strand where no formal presentation is prepared, but an opportunity to share what local practices are successful and learn from colleagues. Building a sense of community among those intimately involved in curriculum has been a life-saver for many.

In the Academic Senate's continuing effort to promote sustainable and environmentally sound practices, we are utilizing the ASCCC website more and paper less. Whenever possible, breakout presenters are sharing digital copies of their slides and handouts that are accessible online at any time. We also hope that the shift to electronically disseminating information may make it easier for you to bring a little After Dark home with you to share useful Institute content to your local colleges and districts.

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

I look forward to spending the rest of the week with you and Curriculum, After Dark. Have a great institute!

John Stanskas
ASCCC Secretary
Curriculum Chair

THURSDAY JULY 10, 2014

10:00 am to 11:30 am Breakout Session 1

COR 101: Orientation for Those New to the Secret Order of Curriculum

Madrone (Lower Level)

Elizabeth Atondo, Los Angeles Pierce College
Eric Narveson, Evergreen College

This is a how-to breakout for those new to curriculum about navigating the essential elements of the Course Outline of Record. How do you advise faculty to approach the COR either as a new course or an update? Join us for a practical orientation to curriculum.

Title 5, PCAH, and You

Monterey (Lower Level)

Julie Bruno, ASCCC Vice President
Michelle Grimes-Hillman, ASCCC South Representative
Cris McCullough, Chancellor's Office

Title 5 Regulations, the Program and Course Approval Handbook (PCAH), various interpretative and guiding documents produced by the Chancellor's Office have a significant effect on local curricular processes and priorities. What issues have been discovered or resolved during this most recent academic year and what is expected in the year to come?

Student Learning Outcomes, Assessment and the Curricular Process

Morgan Hill (Lower Level)

Marie Boyd, Chaffey College
Christopher Howerton, Woodland College
James Todd, ASCCC Area A Representative

While we often consider student learning outcomes (SLOs) as a function of accreditation, SLOs are geared to be foundational in curricular design, especially as we consider what it is students will fundamentally learn in our courses. How do SLOs play roles in course creation and updating? What strategies work for committees that utilize learning outcomes and assessment data in course outline discussion, critique and evaluation? Join us for a lively and informative discussion regarding student learning outcomes, their assessment, and their interaction with curriculum.

Prerequisites, Corequisites, And Advisories—Oh My!

San Martin (Lower Level)

Kale Braden, ASCCC North Representative
John Stanskas, ASCCC Secretary

It has been several years since Title 5 change permitted colleges to establish prerequisites through content review with or without statistical validation. Where is your college in that decision tree forest? How is it working? This breakout will examine the required elements of Model Content Review and engage participants in a discussion about trends at your local campus. The pros and cons of using content review for the establishment of prerequisites will also be considered.

Distance Education (DE) Approval Processes

San Jose (Second Floor)

Deanna Heikkinen, Los Angeles Valley College
Michelle Pilati, Rio Hondo College

DE — we bring good things online...don't we? How does your college evaluate the appropriateness of distance education modalities for various curricula? Does your curriculum committee, a subset of the committee, or a completely separate committee evaluate potential modalities? Is there a review process for those already approved? Join us for a lively discussion about DE.

Ensuring Students Receive Proper Credit: The Relationship Between Units And Hours

(Repeated in breakout session 7)

Guadalupe (Second Floor)

David Morse, ASCCC President
Craig Rutan, ASCCC South Representative

Calculating the total number of units for each course seems like an easy task, but there are often factors that make it more complicated than anticipated. While Title 5 provides basic guidelines, properly calculating hours and units for the various configurations of course types and content delivery modes can be a difficult task for new curriculum chairs and committee members. Please join us for an interactive discussion about the regulations on matching hours to units for different instructional methods and advice on how to implement the regulations effectively on your campus.

11:45 am to 1:45 pm First General Session

Hayes Ballroom (Ground Floor)

Welcome, John Stanskas, ASCCC Curriculum Chair

Lunch

President's Address – An Academic Senate Update

David Morse, ASCCC President

Keynote Address – Chancellor's Office Update

Mystery Guest, Academic Affairs, Chancellor's Office

2:00 pm to 3:30 pm Breakout Session 2

Training Curriculum Committees—Efficiency And Standards

Madrone (Lower Level)

Marie Boyd, Chaffey College
Julie Bruno, ASCCC Vice President

(*Repeated in breakout session 5*)

How do you train new faculty for effective participation on your local curriculum committee? How do YOU prepare to efficiently lead your local curriculum committee (besides attending the Curriculum Institute!)? Understanding the roles and responsibilities of the curriculum chair and curriculum committee members, classroom faculty, counselors, articulation officers and administrators is a good place to start. Grasping the importance of technical review, working with classified staff, and facilitating productive discussions are important. Join our discussion and bring your questions!

Keeping Meetings On Track: Ensuring Effective Participation

Monterey (Lower Level)

Kale Braden, ASCCC North Representative
Craig Rutan, ASCCC South Representative

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

Proposal And Review Processes of ADTs

Morgan Hill (Lower Level)

Deanna Heikkinen, Los Angeles Valley College
Ken Nather, Chancellor's Office
Stephanie Ricks-Albert, Chancellor's Office

(*Repeated in breakout session 7*)

Join the Chancellor's Office staff for a review of the Associate Degree for Transfer (ADT) proposal process. This session will provide the necessary steps to gain ADT approval like double counting. There will also be a discussion regarding the Transfer Model Curriculum Templates, Appendix B – Proposal Development Guide for ADTs and the ADT Status Report.

Noncredit Curriculum Development

San Martin (Lower Level)

Susan Gaer, Santa Ana College
Debbie Klein, ASCCC At Large Representative
Candace Lynch Thompson, North Orange County School of Continuing Education

Some community colleges have a robust offering noncredit curriculum. However, if your college does not have noncredit curriculum, noncredit curriculum can seem to be a foreign concept. Does noncredit curriculum offer opportunities for filling gaps in adult education and repeatability issues? This session will review the ABCs of noncredit curriculum and what it can and cannot be used for.

Labor Market Rationale In Curriculum

San Jose (Second Floor)

Phil Crawford, ASCCC North Representative
Wheeler North, ASCCC Treasurer
Kim Schenk, Diablo Valley College

What is the purpose behind requiring labor market analysis for new CTE programs? How does your college create labor market analyses? Do these statistical analyses reflect current employment trends? This session will review various data sources that can be used to compile labor market analysis to support new curriculum.

Interacting With Local Senates**

Guadalupe (Second Floor)

Michelle Grimes-Hillman, ASCCC South Representative
Eric Narveson, Evergreen College
John Stanskas, ASCCC Secretary

This is a discussion breakout to begin a dialog about how curriculum committees interface with local academic senates. This session is designed to share information, discuss strategies that have worked or need improvement, and expand your relationship circle so you have more people to call when trapped in the dark underbelly of curriculum.

3:30 pm Break

3:45 pm to 5:15 pm Breakout Session 3

Curriculum: A Tangled Web

Madone (Lower Level)

Elizabeth Atondo, Los Angeles Pierce College
Michelle Grimes-Hillman, ASCCC South Representative

Repeatability, requisites, turf wars, distance education. You name it, curriculum committees are going to have to deal with it. Come join us for brain-storming some solutions on local curriculum committee issues.

Curriculum Update From The Chancellor's Office

Monterey (Lower Level)

Dan Crump, ASCCC At Large Representative
Erin Larson, Chancellor's Office
Cris McCullough, Chancellor's Office

The Chancellor's Office will provide an in depth update on standalone courses, "P" (Pass) Grade for ADTs, ADT C-ID verification, Collaborative Programs, the Curriculum Inventory, and August shutdown.

Community Service, Noncredit, And Credit – Oh My!

Morgan Hill (Lower Level)

Debbie Klein, ASCCC At Large Representative
Erica LeBlanc, Santa Monica College
Craig Rutan, ASCCC South Representative
LeBaron Woodyard, Chancellor's Office

We offer more than just traditional transfer courses. What about basic skills courses or emerging areas of career technical education? Colleges can offer courses in credit, noncredit or community service but defining how those courses interact can be tricky. What makes sense for your college and the community you serve?

Traditional Degrees And Certificates 101

San Martin (Lower Level)

Dan Crump, ASCCC At Large Representative
Jackie Escajeda, Chancellor's Office
Debbie Velasquez, Chancellor's Office

(Repeated in breakout session 6)

The Program and Course Approval Handbook (PCAH) is a curriculum chair's go to guide for all things curricular. It is approved by the Board of Governors and explains Title 5 language as it pertains to curricular processes. The Curriculum Inventory (CI) is a website housed at the Chancellor's Office with a record of courses offered by each college and how that course is coded. These two resources are a must for all curriculum experts! Learn about the approval process for traditional degrees and certificates in this contextualized learning module.

Advisory Committees and Curricular Design

San Jose (Second Floor)

Dianna Chiabotti, Chancellor's Office
Phil Crawford, ASCCC North Representative
Kim Schenk, Diablo Valley College

What is the role of advisory committees in the development of courses, certificates and degrees? How much should faculty rely upon advisory committees and "industry" when developing a program, writing course content, assessing course and program SLOs, etc.?

New GE Paths for Transfer Students: IGETC For STEM, CSU Breadth for STEM . . . and Others?

Guadalupe (Second Floor)

David Morse, ASCCC President
Michelle Pilati, Rio Hondo College

An IGETC for STEM option has been approved and will soon be available for use in ADTs developed in specified disciplines. In addition, CSU is expected to adopt a similar transfer GE alternative that also allows for two GE courses to be completed after transfer. How are these new GE patterns expected to be used, what requirements do they include, and what restrictions will be placed on them? Might similar patterns be created for other disciplines that consider themselves to have "high unit majors"? Join us for a discussion of the new IGETC for STEM GE pattern requirements and expectations as well as possible future options and directions for GE transfer packages.

6:30 pm to 9:30 pm Curriculum After Dark

Hayes Terrace Patio (Ground Floor)

Join us for the Academic Senate Foundation Curriculum After Dark event. Guests will enjoy cocktails from the no-host bar and dinner while listening to the ever-popular James Todd Quartet. After dinner, there will be dancing to round out the evening. While enjoying the festivities, guests will be invited to participate in the ASCCC Foundation raffle fundraiser to support faculty participation to events and professional development activities. One of the raffle prizes includes the coveted registration for next year's Curriculum Institute. Come observe the dance of the stand-alone course and the star-cross-listed tango. Even if you can't dance, desert enjoyment levels 1 and 2 are available! This is an open-entry, positive attendance session for a good cause so make your way to the ballroom on Thursday night!

FRIDAY JULY 11, 2014

8:00 am Continental Breakfast

Hayes Ballroom Foyer

9:00 am to 10:15 am Breakout Session 4

How Many People Does It Take To Place A Course in a Discipline?

Madrone (Lower Level)

Michelle Grimes-Hillman, ASCCC South Representative
Craig Rutan, ASCCC South Representative

Every credit course must be assigned, by your local senate or curriculum committee, to one or more disciplines. This assignment is based upon the academic and vocational preparation necessary to teach the content of a specific course. This breakout will review disciplines list, minimum qualification, and the best practices for assignment of courses to disciplines. Learn from colleagues about how different colleges track the assignment to disciplines and how to improve your local processes for this important aspect of course quality control.

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

Monterey (Lower Level)

Marie Boyd, Chaffey College
Joni Jordan, College of the Sequoias
James Todd, ASCCC Area A Representative

While the challenges of writing student learning outcomes (SLO) have been met by most colleges, the difficulties of SLO assessment—as well as managing the resulting data—is still a tricky terrain. Colleges now use a variety of mechanisms to store data

and track student achievement of SLOs at course, program and institutional levels. If the point is to dialog about assessment data, how does your college generate meaningful assessment reflection? How does your college store, track, and engage SLOs? How are your curriculum committee and academic senate involved? Join us for a lively discussion designed to "assess your assessment" and to learn about the changing world of SLO data management.

Memos, Legislation, Mandates, and Goals – C-IDs, ADTs, TMCs, and You

Morgan Hill (Lower Level)

Julie Bruno, ASCCC Vice President
Michelle Pilati, C-ID Faculty Coordinator

"Clarifying" memos, legislated parameters, legislation-based mandates, and Board of Governor's goals have all impacted expectations around C-ID participation and ADT development. What do you have to do and when do you have do to it by – and who says so? Join us for a review of these expectations and answers to these important questions (if we have them).

D.E. – Regular Effective Contact

San Martin (Lower Level)

Kale Braden, ASCCC North Representative
Deanna Heikkinen, Los Angeles Valley College

The ACJCC and the Department of Education have established a policy for distance education. Campuses DE programs are charged with establishing formal policies that distinguish DE from correspondence courses. This session will provide some best practices for creating these policies and provide samples from colleges from around the state to assist curriculum committee chairs in working with DE programs to establish this policy.

Innovation in Curriculum—Experimental Courses

San Jose (Second Floor)

Elizabeth Atondo, Los Angeles Pierce College
Leticia Hector, San Bernardino Valley College
Wheeler North, Treasurer

Sometimes colleges cannot determine if a course is needed or feasible, required approval criteria for a course, until the course is actually offered. Colleges have the option of offering these types of courses on an experimental basis. This session will cover the pros and cons of experimental courses and review what is required of local curriculum committees and the requirements of the CCCCO.

TOP Codes and MIS Coding

Guadalupe (Second Floor)

Cris McCullough, Chancellor's Office
Eric Narveson, Evergreen College
Stephanie Ricks-Albert Chancellor's Office

Our CCCCO requires all of our programs and courses to have Top Codes. In this session we will focus on how the Top Codes relate to the MIS data we must provide to the state and how the information and coding they collect and report on regarding student degrees and certificates, enrollment and more, affects how our college's success is measured.

10:15 am Break

10:30 am to 11:45 am Breakout Session 5

Credit Course Repetition

Madrone (Lower Level)

Elizabeth Atondo, Los Angeles Pierce College
Dan Crump, ASCCC At Large Representative
Michelle Goldberg, Chancellor's Office

Repeatability continues to be a hot topic for curriculum committees. This session will feature an overview of the changes to Title 5 regulations, including where we have been, where we are, and what new developments have arisen this year. The discussion will benefit new curriculum chairs or those who want a refresher of clarifications on the repeatability regulations and course level accounting. Join us for an informative discussion of the regulations and their implications.

Training Curriculum Committees – Efficiency and Standards

(Repeated from breakout session 2)

Monterey (Lower Level)

Marie Boyd, Chaffey College
Julie Bruno, ASCCC Vice President

How do you train new faculty for effective participation on your local curriculum committee? How do YOU prepare to efficiently lead your local curriculum committee (besides attending the Curriculum Institute!)? Understanding the roles and responsibilities of the curriculum chair and curriculum committee members, classroom faculty, counselors, articulation officers and administrators is a good place to start. Grasping the importance of technical review, working with classified staff, and facilitating productive discussions are important. Join our discussion and bring your questions!

AB 86 Regional Requirements and Curriculum Discussions

Morgan Hill (Lower Level)

Susan Gaer, Santa Ana College
Candace Lynch-Thompson, North Orange County School of Continuing Education
Wheeler North, ASCCC Treasurer

You've survived TMCs, C-IDs, and repeatability – now it is time to discuss AB86 and how it applies to curriculum. Come learn how adult education and non-credit are going to be impacted by this new legislation. In addition, you will learn what your campus should be doing to align with this legislation and the best way to integrate the planning process on your campus.

Low Unit Certificate Approval and Regional Needs

San Martin (Lower Level)

Dianna Chiabotti, Chancellor's Office
Eric Narveson, Evergreen College
Michelle Pilati, Rio Hondo College

Representatives from industry, professional organizations, foundations, and others have recently been asking California community colleges to consider how strategic, in terms of job growth and workforce placement, we are being with respect to our low-unit certificate offerings. Is it possible to construct a sequence of low-unit certificates that help students enter the workforce quickly while at the same time providing them with a clear educational and career pathway? Are there structural barriers to implementing a coherent low-unit certificate strategy? What types of low-unit certificates make sense? How low can a low-unit certificate be? Should all low-unit certificates appear on students' transcripts? Which types of certificates should be counted in accountability reports? Come join us as we explore the intersection of low unit certificates, workforce development, career pathways, curriculum, and accountability.

What Has Been Done And What Is To Come? SSTF Update

San Jose (Second Floor)

David Morse, ASCCC President
Cynthia Rico, Area D Representative

The 2011 Student Success Task Force (SSTF) recommendations have transformed our world in some positive and in some not-so-positive ways. Legislative and regulatory changes are already in place, and deadlines are upon us for implementation. What is the current status of the SSTF efforts at the state level? How is your college addressing the demands of the various recommendations, including prioritizing enrollment, implementing support services, improving basic skills education, using technology to increase efficiency, and others? This breakout will provide status updates regarding the recommendations and will help individual colleges examine their progress towards meeting requirements and deadlines.

Curricular Review of the COR**

Guadalupe (Second Floor)

Michelle Grimes-Hillman, ASCCC South Representative
John Stanskas, ASCCC Secretary

This is a discussion breakout to dialog about how curriculum committees review the elements of the course outline of record. This session is designed to share information, discuss strategies that have worked or need improvement, and expand your relationship circle so you have more people to call when trapped in the dark underbelly of curriculum.

12:00 noon to 1:30 pm Second General Session

Hayes Ballroom (Ground Floor)

Updates:

Julie Bruno, Foundation President

John Stanskas, Curriculum Chair

Lunch

Keynote Address: Bay Area Community College Consortium, Creating Regional Pathways

Wheeler North, ASCCC Treasurer, Facilitator

Dianna Chiabotti, Chancellor's Office

Kit O'Doherty, BACCC Project Director

Rock Pfotenhauer, BACCC Chair/Dean, Career Education & Economic Development, Cabrillo College

Kim Schenk, Diablo Valley College

California's economy is driven by powerful regional economic clusters, such as the information technology cluster based in Silicon Valley. Students have much to gain by regional curriculum alignment to serve these sectors in the same way that transfer students benefit from the alignment of curriculum to meet UC and CSU requirements. Members of the 28-college Bay Area Community College Consortium will overview their efforts to achieve this alignment and beg for the assistance of the audience.

2:00 pm to 3:30 pm Breakout Session 6

Traditional Degrees and Certificates 101

Madrone (Lower Level)

Dan Crump, ASCCC At Large Representative
Jackie Escajeda, Chancellor's Office
Debbie Velasquez, Chancellor's Office

(Repeated from breakout session 3)

The Program and Course Approval Handbook (PCAH) is a curriculum chair's go to guide for all things curricular. It is approved by the Board of Governors and explains Title 5 language as it pertains to curricular processes. The Curriculum Inventory (CI) is a website housed at the Chancellor's Office with a record of courses offered by each college and how that course is coded. These two resources are a must for all curriculum experts! Learn about the approval process for traditional degrees and certificates in this contextualized learning module.

Questions And Answers Regarding Repeatability: Grouping Of Courses, Lifelong Learning, Leveling, and Other Issues

Monterey (Lower Level)

Michelle Goldberg, Chancellor's Office
David Morse, ASCCC President

For the past two years, the changes to Title 5 Regulations on repeatability have raised questions and issues on campuses throughout the California Community College System. Debates over the impact on enrollment, the grouping of courses related in content (or families), lifelong learning, and other topics have continued to arise on many campuses. The final credit course repetition guidelines were released by the Chancellor's Office in November, and now colleges must make certain that the all curricular changes necessitated by the changes are compliant. This breakout will feature an interactive discussion of common problems and issues related to repeatability and suggestions for ways to address those situations.

G.E. Bloat, Unit Creep, and Other Ailments Afflicting Curriculum

Morgan Hill (Lower Level)

Michelle Pilati, Rio Hondo College
John Stanskas, ASCCC Secretary
James Todd, ASCCC Area A Representative

While the appeal of SB 1440's 60 + 60 unit cap promise to students and the Legislature is obvious, the challenge it can create for faculty is complicated. Tough conversations have either arrived or are on the horizon for most curriculum committees, as they grapple with issues regarding unit values across their college offerings. Although there may be sound pedagogical reasons to have higher unit values and instructional time in specific courses, decisions which affirm these course outlines can impact students, affect other disciplines, and have consequences for general education. How can addressing unit creep be used to foster honest dialog about student success and the best means of aiding students in reaching their academic goals? How do we balance pedagogy with practicality? Are there other ways to help keep units at reasonable levels? Is there sound justification for unit creep? Join us for a lively discussion on units, time to completion, ADTs and GE.

The New Technology Initiatives: Many Questions and a Few Answers

San Martin (Lower Level)

Pat James, incoming Executive Director, Online Education Initiative
Cynthia Rico, ASCCC Area D Representatives
Craig Rutan, ASCCC South Representative

The California Community College System is currently involved in three major initiatives involving technology: Common Assessment, Educational Planning, and Online Education. Local academic senates and curriculum committees need to understand the ways in which these initiatives will impact their curriculum, student services, and educational programs. Join us for a presentation and question and answer session on these three important projects.

Career Pathways and Regional Efforts

San Jose (Second Floor)

Wheeler North, ASCCC Treasurer
Panelists from General Session

Continue our general session discussion and question and answer from the General Session regarding Career Technical Education regional curricular efforts.

Facilitating Difficult Discussions**

Guadalupe (Second Floor)

Michelle Grimes-Hillman, ASCCC South Representative
Kale Braden, North Representative

This is a discussion breakout to dialog about how curriculum committees must facilitate difficult discussions between discipline faculty, colleagues on the curriculum committee and administrators about creating the institutions curriculum. This session is designed to share information, discuss strategies that have worked or need improvement, and expand your relationship circle so you have more people to call when trapped in the dark underbelly of curriculum.

3:30 pm Break

3:45 pm to 5:15 pm Breakout Session 7

Ensuring Students Receive Proper Credit: The Relationship Between Units and Hours

Madrone (Lower Level)

David Morse, ASCCC President
Craig Rutan, ASCCC South Representative

(Repeat from breakout session 1)

Calculating the total number of units for each course seems like an easy task, but there are often factors that make it more complicated than anticipated. While Title 5 provides basic guidelines, properly calculating hours and units for the various configurations of course types and content delivery modes can be a difficult task for new curriculum chairs and committee members. Please join us for an interactive discussion about the regulations on matching hours to units for different instructional methods and advice on how to implement the regulations effectively on your campus.

AB86: Evaluating Outcomes and Creating Smooth Transitions

Monterey (Lower Level)

Susan Gaer, Santa Ana College
Debbie Klein, ASCCC At Large Representative
Candace Lynch-Thompson, North Orange County School of Continuing Education

AB86 requires local consortia of adult education providers, usually K-12 district adult education programs and community colleges, to develop a plan to meet the educational needs of adults in California. Curricular evaluation and, possibly, new course creation may be required in addition to an evaluation of credit and noncredit status. Learn about what is required of local colleges in this process and ways your faculty should be involved!

Content and Course Evaluation Review

Morgan Hill (Lower Level)

Elizabeth Atondo, Los Angeles Pierce College
Michelle Grimes-Hillman, ASCCC South Representative

This breakout is designed to get into the nitty gritty of course evaluation and content review process. What is required of discipline faculty and curriculum committees as course content undergoes regular evaluation? Join us for a discussion on the practice of content review and course evaluation.

Collaborative Programs—Doing It Better Together

San Martin (Lower Level)

Julie Bruno, ASCCC Vice President
Dianna Chiabotti, Chancellor's Office
Kim Schenk, Diablo Valley College

What happens when colleges do not have sufficient enrollment to support all courses required for a TMC aligned degree? How can colleges work together regionally to ensure access, share resources, and help students move through our system to achieve employment or transfer goals? Can developing collaborative programs address these and to provide quality education and help students meet their goals.

Proposal and Review Processes of ADTs

San Jose (Second Floor)

Eric Narveson, Evergreen College
Ken Nather, Chancellor's Office
Stephanie Ricks-Albert, Chancellor's Office

(Repeated from breakout session 2)

Join the Chancellor's Office staff for a review of the Associate Degree for Transfer (ADT) proposal process. This session will provide the necessary steps to gain ADT approval like double counting. There will also be a discussion regarding the Transfer Model Curriculum Templates, Appendix B—Proposal Development Guide for ADTs and the ADT Status Report.

Curriculum Committees and Administrative Participation**

Guadalupe (Second Floor)

Duncan Graham, San Jose City College
John Stanskas, ASCCC Secretary

This is a discussion breakout to dialog about how curriculum committees interact with administrators, particularly in the design and implementation of curriculum. This session is designed to share information, discuss strategies that have worked or need improvement, and expand your relationship circle so you have more people to call when trapped in the dark underbelly of curriculum.

SATURDAY, JULY 12 2014

8:00 am Breakfast Buffet (Hayes Ballroom Foyer)

9:00 am to 10:30 am Breakout Session 8

CCC-Assess and Modularized Curriculum

Madrone (Lower Level)

Deanna Heikkinen, Los Angeles Valley College
Cynthia Rico, ASCCC Area D Representative

The CCC-Assess project to provide colleges with a common assessment for placement continues to move forward. The benefits of a common assessment are great, but integration to local curriculum and standards will need to be addressed. As test prep are considered "pre-enrollment" support services in the world of Student Services, maybe another "pre-enrollment service" that can be supported by MOOC's is teaching "habits of mind." What are some potential strategies (e.g. modularized curriculum) or technologies (e.g. Massively Online Open Courses) that might serve students in light of assessment for placement changes? This breakout doesn't have the answers, but recommends we stumble through the darkness together.

Chancellor's Office Q&A

Monterey (Lower Level)

Julie Bruno, ASCCC Vice President, Facilitator
Kathy Carroll, Chancellor's Office
Jackie Escajeda, Chancellor's Office
Michelle Goldberg, Chancellor's Office
Erin Larson, Chancellor's Office
Cris McCullough, Chancellor's Office
Ken Nather, Chancellor's Office
Stephanie Ricks-Albert, Chancellor's Office

Debbie Velasquez, Chancellor's Office

LeBaron Woodyard, Chancellor's Office

What questions do you still have? Come bounce between the Chancellor's Office and Curriculum Committee question and answer sessions to hear what is happening at other colleges or ask questions of your own.

Curriculum Committee Q&A

Morgan Hill (Lower Level)

Elizabeth Atondo, Los Angeles Pierce College

Marie Boyd, Chaffey College

Eric Narveson, Evergreen College

John Stanskas, ASCCC Secretary

What questions do you still have? Come bounce between the Curriculum Committee and Chancellor's Office question and answer sessions to hear what is happening at other colleges or ask questions of your own.

Curricular Considerations for Student Access and Success

San Martin (Lower Level)

Susan Gaer, Santa Ana College

Debbie Klein, ASCCC At Large Representative

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

How does your curriculum committee foster dialog across campus about student access and success? When does a noncredit designation make sense in this context? Curriculum, based on sound principles and pedagogy, is caught between the fundamental values of access and success. Join us for a discussion about when noncredit options are appropriate and the approval process for courses.

Where Are We Now and Where Are We Going? The Mission of the California Community Colleges

San Jose (Second Floor)

Joseph Bielanski, Berkeley City College, CCC Board of Governors
David Morse, ASCCC President

The mission of the California Community Colleges is being reshaped in various ways, from proposed expansion in the area of both bachelor's degrees and adult education to proposed elimination of certain noncredit areas and in other ways. These potential changes may affect numerous aspects of our curriculum, from course offerings to instructional practices and more. Join us for a discussion of the directions in which the California Community College System might turn and the ways in which our academic programs may be impacted.

10:30 am Break

10:45 am to 12:00 noon Third General Session

Hayes Ballroom (Ground Floor)

Julie Bruno, ASCCC Vice President
Michelle Pilati, Rio Hondo College

The Future of Curriculum: Over the past few years, local curriculum committees have been busier than ever due to changes in Title 5 and the implementation of legislation. What does the near and distant future of curriculum look like? How, specifically, will the development of descriptors and model curricula, full implementation of the three technology initiatives, and proposed changes in noncredit curriculum impact you? A panel of speakers will offer their predictions and answer your questions.

Closing Remarks

PRESENTERS

Bielanski, Joseph, Berkeley City College, CCC Board of Governors

Braden, Kale, ASCCC North Representative (Cosumnes River College)

Bruno, Julie, ASCCC Vice President (Sierra College)

Carroll, Kathy, Analyst, Chancellor's Office

Chiabotti, Dianna, Chancellor's Office, "Doing what Matters"

Craig Rutan, South Representative (Santiago Canyon College)

Crawford, Phil, ASCCC North Representative (San Jose City College)

Crump, Dan, ASCCC At Large Representative (American River College)

Escajeda, Jackie, Specialist, Chancellor's Office

Gaer, Susan, Santa Ana College

Goldberg, Michelle, Interim General Counsel, Chancellor's Office

Graham, Duncan, San Jose City College

Grimes-Hillman, Michelle, ASCCC South Representative (Mt. San Antonio College)

Hector, Leticia, San Bernardino Valley College

Howerton, Christopher, Woodland College

James, Pat, Interim Executive Director, Online Education Initiative

Jordan, Joni, College of the Sequoias

Klein, Debbie, ASCCC South Representative (Gavilan College)

Larson Erin, Specialist, Chancellor's Office

LeBlanc, Erica, Santa Monica College

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

McCullough, Cris, Interim Dean, Chancellor's Office

Morse, David, ASCCC President (Long Beach City College)

Nather, Ken, Specialist, Chancellor's Office

North, Wheeler, ASCCC Treasurer (San Diego Miramar College)

O'Doherty, Kit, BACCC Project Director

Pfotenhauer, Rock, BACCC Chair/Dean, Career Education & Economic Development, Cabrillo College

Pilati, Michelle, Rio Hondo College

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

Rico, Cynthia, ASCCC Area D Representative (San Diego Mesa College)

Schenk, Kim, Diablo Valley College

Shearer, Erik, Napa Valley College

Todd, James, ASCCC Area A Representative (Modesto Junior College)

Velasquez, Debbie, Program Assistant II, Chancellor's Office

Woodyard, LeBaron, Dean, Chancellor's Office

Curriculum Committee

Stanskas, John, ASCCC Secretary, Curriculum Chair (San Bernardino Valley College)

Antondo, Elizabeth, Los Angeles Pierce College

Boyd, Marie, Chaffey College

Burchett, Greg, Riverside CCD

Heikkinen, Deanna, Los Angeles Valley College

Narveson, Eric, Evergreen College

Pinto, Aundrea, Student, Los Angeles Valley College

Rose, Kathleen, CIO, Gavilan College