



**EVERYTHING UNDER THE SUN**

Curriculum Institute July 11-13, 2013 Sheraton at Anaheim Resort

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Dear Colleagues,

## Welcome to the 2013 Curriculum Institute.

This past year was a challenging one for curriculum leaders. Changes in regulation and system policies have forced us to have difficult conversations at our campuses about the scope of our college's mission, the inclusion and sequencing of courses in our curriculum, and the offering of degrees, certificates, and programs in order to assist students in reaching their educational goals. Engaging our colleagues in critiquing curriculum and programs is never easy, but the difficult conversations can lead to more thoughtful curricular decisions that benefit our students, our communities, and our institutions.

Curriculum leaders have done excellent work this past year, but we all know the work never ends – it just shifts and morphs. With that in mind, this year's fabulous ASCCC Curriculum Committee has compiled a program to help you meet new and continuing curricular challenges on your campus. We selected the theme of "Everything Under the Sun" because the program contains a broad range of curriculum topics and issues. We expanded the program by adding 10 additional breakouts on Thursday and Friday to be able to address as many topics as possible, including course repetition, which will be discussed a number of times. To help those who are new to curriculum, we scheduled a Curriculum Boot Camp on Thursday morning as well as a number of breakouts (marked with an asterisk in the program) to cover the curriculum basics.

We urge you to share the information you receive at the institute with your colleagues when you return to your colleges. The presenters will post their slides and handouts on the ASCCC website, which will allow you to access the information when you need it. By using the website to disseminate these resources, the Academic Senate advances its commitment to sustainable and environmentally sound practices.

Finally, I invite you to make the most of this institute by taking the opportunity to spend some time in the company of others who love what they do. While you're here, take advantage of the next three days to meet new colleagues, connect with old friends, and find those who share your devotion to curriculum. Use your time at the institute to rejuvenate so that you may return to your campus ready to meet the next curriculum challenge. Thank you for attending the institute. Enjoy!

Julie Bruno  
Chair, ASCCC Curriculum Committee

# CURRICULUM BOOT CAMP

**THURSDAY, JULY 11, 2013**

**9 a.m. – 10:15 a.m. First Breakout**

## **Level I: Dotting “Is” and Crossing “Ts”: Creating Compliant and Effective Course Outlines**

Palm West

*Julie Bruno, Sierra College*

*Craig Rutan, Santiago Canyon College*

The course outline of record (COR) is a vital part of education in the California community colleges. The COR is used to ensure uniformity across course sections and instructors, to establish articulation agreements and C-ID designation, and to inform members of the community about what happens in the classroom. Curriculum committees are required to review and approve every COR. Please join us for a discussion about what must be part of the COR, what you might want to include, and what curriculum committees should look for during the approval process.

## **Level II: Resources for Curriculum Chairs**

Palm East

*Marie Boyd, Chaffey College*

*Lesley Kawaguchi, Santa Monica College*

*Yvonne Valenzuela, Golden West College*

PCAH, COR, TOP Codes, CB Codes—what is a new curriculum chair to do? Join us as we review vital resources for new and experienced curriculum chairs. This session will cover the PCAH, The Course Outline of Record: A Curriculum Reference Guide, and the TOP Code Dictionary, among other resources.

## Level III: Hours to Units: A Primer for Curriculum Newbies

Park AB

*Erik Shearer, Napa Valley College*

*Sharon Lowry, Antelope Valley College*

*John Stanskas, San Bernardino Valley College*

Title 5 of the California Code of Regulations provides basic parameters and principles for calculating how many units of credits students should earn for time spent in the classroom. Even with these 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. This breakout will provide a brief history of academic credit standards and an introduction to the basics of hour-to-unit calculations for curriculum committees based on the regulations in Title 5 and the Program and Course Approval Handbook. Topics will include basic terminology, standard course categories, hour/unit calculations, term length, total hours calculations, state regulations vs. local practices, and resources for developing local policies and processes for awarding units for credit courses.

### 10:15 a.m. Break

### 10:30 a.m. General Session

Park D Plaza D Ballroom

## Grace Under Pressure: Managing Tensions in Curriculum (In Three Acts)

*The ASCCC Curriculum Committee*

Curriculum leaders must balance a number of competing interests, respond to regulations and requirements, and solve all sorts of problems as well as ensure the integrity, accuracy, and currency of the college curriculum. Curriculum can be challenging and exhausting regardless of an individual's experience. This general session is designed to identify challenges and provide specific strategies to manage the tensions and issues that curriculum leaders regularly face as they complete critical curriculum work for their colleges.

# CURRICULUM INSTITUTE (MAIN EVENT)

## 12:00 p.m. Lunch

Park D Plaza D Ballroom

## 1:00 p.m. General Session

Park D Plaza D Ballroom

### Welcome

*Julie Bruno, ASCCC Curriculum Committee Chair*

### State of the Senate

*Beth Smith, ASCCC President*

### State of the Chancellor's Office

*Barry Russell, Vice Chancellor of Academic Affairs*

## 2:00 p.m. Break

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\* Events designed for new curriculum leaders.

## 2:15 p.m. First Breakout Session

### Programs and Courses: Yours, Mine and Ours

#### Palm West

*Beth Smith, Grossmont College, Facilitator*

*Wheeler North, San Diego Miramar College*

Students cobble together degrees either intentionally or by accident. Is there something we can do with curriculum design, cross-college collaboration, and online instruction to be more intentional in how we assist students in completing degrees? What works on your campus? Don't counselors already do a good job of helping match student course need to availability in the geographic area as well as online? Help us learn if there is more we need to do in this area to improve student success.

### How Can You Justify That?: Using Data to Guide Tough Curricular Decisions

#### Palm East

*Erik Shearer, Napa Valley College, Facilitator*

*David Morse, Long Beach City College*

Curriculum committee work is challenging. We are charged with meeting multiple regulations and are often placed in situations where colleagues pressure us to approve decisions and proposals when we know we should not. We know that curricular decisions should be based on data and evidence, but following this principle can sometimes lead to personal disagreement and strained relationships. The good news is that the answers to better curriculum and to conflict resolution may be one and the same. This breakout will explore types of data that can help you to address both issues and ways in which that data can be used.

## **You want Credit for What?: Maintaining Standards While Exploring Alternatives for Awarding Credit**

Park AB

*Lesley Kawaguchi, Santa Monica College, Facilitator*

*Duane Short, San Diego Miramar College*

*Yvonne Valenzuela, Golden West College*

With increasing pressures from several external sources, including the California Legislature and the American Council on Education, to turn a variety of experiences ranging from the military, MOOCs, and the workforce into college credit, credit by exam will increasingly become one way in which discipline faculty can determine whether or not students have acquired the knowledge and skills that align with their local community college courses. Does your college have processes in place to develop and provide exams? What effective practices can your college implement to ensure that the credit awarded has integrity? What role does your faculty and curriculum committee play in the process?

## **\*Finding Creativity within Structure: Allowing Instructors to Teach Their Classes While Ensuring Instructional Integrity**

Plaza AB

*Julie Bruno, Sierra College, Facilitator*

*Craig Rutan, Santiago Canyon College*

No two instructors will ever teach the same course exactly the same way—thank goodness! How can local curriculum committees assist faculty in creating course outlines that allow for flexibility and academic freedom while ensuring the integrity of the instruction across course sections? Please join us for this discussion about creating a balance between academic freedom and required elements for all course outlines of record.

## Chancellor's Office: Course Proposal Review

### Garden Ballroom

*Sharon Lowry, Antelope Valley College, Facilitator*

*Jo Glenn, Chancellor's Office*

*Stephanie Ricks-Albert, Chancellor's Office*

This session will provide an overview of the Chancellor's Office course proposal review process with an emphasis on stand-alone credit courses. Title 5 §55100, *Course Approval* for stand-alone credit courses authorizes the governing board of each community college district to establish policies to offer and approve credit courses which are not part of an approved program through December 2012. Assembly Bill 1029 (Lara, 2011) extended the stand-alone provision to January 1, 2014. Curriculum chairs are expected to train the college curriculum committee on approving stand-alone credit courses for certification every fall.

### **3:30 p.m. Break**

### **3:45 p.m. Second Breakout Session**

## Assigning Courses to Disciplines

### Palm West

*Erik Shearer, Napa Valley College, Facilitator*

*Michelle Grimes-Hillman, Mt. San Antonio College*

All credit courses are assigned by local academic senates to one or more "disciplines" as listed in the Minimum Qualifications handbook published by the Board of Governors. This assignment indicates that the academic or vocational preparation for a given discipline provides the appropriate skills and knowledge to teach the content of a specific course. This breakout will review the disciplines list, minimum qualifications, and best practices for assigning 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.

## High School and Community College Pathways

### Palm East

*Yvonne Valenzuela, Golden West College, Facilitator*

*Wheeler North, San Diego Miramar College*

*Michelle Pilati, Rio Hondo College*

Intersegmental transition, articulation, matriculation, transfer, high schools, two and four year colleges, careers, pathways, pathways, and pathways. It is all a maze, to us and to our students. Model Curriculum, Statewide Career Pathways and C-ID represent faculty-developed structures for establishing the major components that interconnect all these elements. Learn how curriculum members can take advantage of these efforts to create and sustain a variety of pathways that maximize student options.

## Are we there yet?: Curriculum Changes in Physical Education

### Palm AB

*Julie Bruno, Sierra College, Facilitator*

*Kim Harrell, Folsom Lake College*

*Kathy O'Connor, Santa Barbara City College*

It has been a long journey for curriculum chairs, discipline faculty, and curriculum committees in responding to the numerous regulatory changes to active participatory courses in P.E. and related sub-disciplines. Colleges have made excellent progress on revising curriculum to respond to the new regulations while still serving student needs. Yet questions continue to surface regarding off-season conditioning courses, P.E. theory courses, adapted P.E., and dance. Bring your questions and suggestions to deal with these and any other remaining issues that may be lingering at your college.

## **\*It All Starts With an Idea: Assisting Faculty with Creating New Curriculum**

Plaza AB

*Craig Rutan, Santiago Canyon College, Facilitator*

*David Morse, Long Beach City College*

When inspiration strikes a faculty member with an idea for a new course, does your faculty know how to turn that thought into a reality that students can enroll in? Many faculty ideas for new and useful curriculum are never realized because the potential creators are afraid of or unfamiliar with curriculum processes. Join us for a discussion of ways to help local faculty turn their ideas into new opportunities for our students.

## **Chancellor's Office: Associate Degree for Transfer Proposal Review**

Garden Ballroom

*Sharon Lowry, Antelope Valley College, Facilitator*

*David Garcia, Chancellor's Office*

*Ken Nather, Chancellor's Office*

*Stephanie Ricks-Albert, Chancellor's Office*

Join Chancellor's Office staff for a review of the *Associate Degree for Transfer (ADT)* proposal process. This session will provide a critical review of the necessary steps to gain ADT approval with your first submission as well as an in depth review of *Transfer Model Curriculum* templates, *Appendix B Proposal Development Guide for ADTs*, the *ADT Status Report* and more. This breakout is repeated Friday morning.

## **5:00 p.m. No Host Reception**

El Prado Grand Foyer

## FRIDAY, JULY 12, 2013

### 8:00 a.m. Continental Breakfast

Park D Plaza D Ballroom

### 9:00 a.m. Third Breakout Session

#### **Prerequisite (Super) Models: Methods for Implementing Prerequisite Determination Through Content Review**

Palm West

*John Stanskas, San Bernardino Valley College, Facilitator*

*Kim Harrell, Folsom Lake College*

*Richard Mahon, Riverside City College*

How is the implementation of prerequisites going on your campus? For more than two years, prerequisite determination through content review has been permitted. Join us for a discussion regarding the process at your campus and learn from colleges that have been down that runway. There will be glitter.

#### **\*Better Together: Articulation Officers and Curriculum Chairs**

Palm East

*Marie Boyd, Chaffey College, Facilitator*

*Bernie Day, Foothill College*

*Allison Pop, Long Beach City College*

The world of the Articulation Officer (AO) is fraught with deadlines, agreements, consensus and compromise. Throw in a little ASSIST, UCTCA, CSU-GE, IGETC, and now, C-ID and TMCs, and it is easy to see how challenging the role of the AO has become. What can Curriculum Chairs do to make life easier for their Articulation Officer? What can Articulation Officers do to help Curriculum Chairs?

## Hours to Units: An Advanced User's Guide

### Palm AB

*Erik Shearer, Napa Valley College, Facilitator*

*Sharon Lowry, Antelope Valley College*

*David Morse, Long Beach City College*

Local curriculum committees often grapple with complicated questions and competing pressures that can undermine locally established standards and practices for awarding units of credit. This breakout will provide an overview of the basic regulations that govern hour to unit relationships and delve into common situations and scenarios where faculty, administrators, and outside influences are likely to test the boundaries of standard practices and convince curriculum committees to approve questionable hour to unit configurations. Topics will include lecture/lab combination courses, activity courses, minimum hours and increments of credit, accreditation standards, Title 5 and PCAH regulations, teaching load and faculty contract issues, local standards vs. regulatory parameters, career technical programs, and strategies for consistent application of local curriculum policies and practices.

## Major Preparation IS the Next Big Thing

### Plaza AB

*Yvonne Valenzuela, Golden West College, Facilitator*

*Craig Rutan, Santiago Canyon College*

Curriculum committees are tasked with the approval of courses, degrees, certificates, and general education patterns that establish opportunities for students. While our students often think that all they need to worry about is completing general education, there are many majors where students must complete specific courses before they can hope to transfer. Please join us for a discussion of the importance of major preparation and the role of the curriculum committee in ensuring its availability.

## Chancellor's Office: Associate Degree for Transfer Proposal Review

(Repeat of Thursday's Breakout. May be taken only once.)

### Garden Ballroom

*Lesley Kawaguchi, Santa Monica College, Facilitator*

*David Garcia, Chancellor's Office*

*Ken Nather, Chancellor's Office*

*Stephanie Ricks- Albert, Chancellor's Office*

Join Chancellor's Office staff for a review of the *Associate Degree for Transfer (ADT)* proposal process. This session will provide a critical review of the necessary steps to gain ADT approval with your first submission as well as an in depth review of *Transfer Model Curriculum* templates, *Appendix B Proposal Development Guide for ADTs*, the *ADT Status Report* and more.

### 10:15 a.m. Break

### 10:30 a.m. Fourth Breakout Session

## They Did What?; Update on Legislation

### Palm West

*Julie Bruno, Sierra College, Facilitator*

*Beth Smith, ASCCC President*

It has been a busy year in the Legislature with a number of bills proposed to “fix” higher education. Come hear about the latest on what has passed, what is stalled, and what might be moving forward. Learn about ASCCC efforts to influence legislation—what you can do at your local college to advocate for students, faculty purview, and the integrity of education in our system.

## Creating a Solid Backbone for Your Degrees: Defining General Education

### Palm East

*Yvonne Valenzuela, Golden West College, Facilitator*

*Joseph Bielanski, Berkeley City College*

*Michelle Grimes Hillman, Mt. San Antonio College*

Courses within the structure of general education become an integral part of the overall educational experience. These courses provide students with a foundation in the liberal arts and sciences and prepare them for specialized study in a particular discipline or program. The overall objective of general education is to create a context wherein basic skills are developed and strengthened, scholarship and disciplined thinking emerge, awareness and reflection occur, and ultimately the integration of knowledge begins. But how do you know if a course is truly a general education course? What should be included in the GE pattern? Are current GE courses ever reviewed to ensure that they continue to be appropriate? Does your college's local GE pattern align with CSU GE Breadth/IGETC? Using SLOs for evaluating general education placement, the philosophy of the college GE pattern and the evaluation of general education pattern and courses will be included in this session.

## From Hell to Purgatory: Creating a More Accurate College Catalog

### Palm AB

*Craig Rutan, Santiago Canyon College, Facilitator*

*Sharon Lowry, Antelope Valley College*

*David Morse, Long Beach City College*

Do you remember that one class that you always wanted to take but that was never offered? Many of our colleges list courses in their catalogs that have not been offered in two years, three years, or more. Maintaining a catalog that accurately reflects the curriculum available to students is very important, and curriculum committees can play a significant role in achieving this goal. Please join us for a discussion of strategies for ensuring that your college's catalog is an accurate reflection of your course offerings.

## **\*Curriculum By the Book: Developing a Local Curriculum Handbook**

Plaza AB

*Marie Boyd, Chaffey College, Facilitator*

*Erik Shearer, Napa Valley College*

Does your campus have a local curriculum handbook? Is it another one of those documents that is created only to collect dust? Why bother when there is so much other curriculum work to complete? This session will review the purpose and relevancy of creating your local curriculum handbook. Actual samples of local curriculum handbooks will be available for review.

## **Chancellor's Office: AA, AS and Certificate Proposal Review**

Garden Ballroom

*Lesley Kawaguchi, Santa Monica College, Facilitator*

*Jackie Escajeda, Chancellor's Office*

*Cris McCullough, Chancellor's Office*

This session will be an overview of the Chancellor's Office review of AA, AS, and certificate proposals with an emphasis on career technical education. We will discuss how curriculum evolves to assist California community colleges in maintaining a competitive edge with employers and remaining current with labor market demand and trends for California. Additional topics include performance measurements, aligning curriculum to the labor market, identifying gaps, and how to better utilize our resources.

## **12:00 p.m. Lunch**

Park D Plaza D Ballroom

## **12:45 p.m. General Session**

## Chancellor's Office Credit Course Repetition Guidelines

Park D Plaza D Ballroom

*Julie Bruno, Sierra College, Facilitator*

*Michelle Goldberg, Legal Affairs, Chancellor's Office*

*Randy Lawson, SACC Co-Chair, Santa Monica College*

*David Morse, SACC Co-Chair, Long Beach City College*

*Barry Russell, Vice Chancellor of Academic Affairs*

Given the many questions regarding the Title 5 changes to repeatable courses, course repetition, and related issues, the Chancellor's Office recently developed a new document titled "Credit Course Repetition Guidelines" designed to help colleges and districts implement these regulations. This general session will review those guidelines and will attempt to clarify any further ambiguities. Attendees will be given an opportunity to provide comments and pose questions to the panel.

### 2:15 p.m. Break

### 2:30 p.m. Fifth Breakout Session

#### Need Assistance with Understanding Articulation and Transfer? ASSIST can help!

Palm West

*Yvonne Valenzuela, Golden West College, Facilitator*

*Duane Short, San Diego Miramar College*

The ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) website is the official repository of articulation for California's colleges and universities and therefore provides the most accurate and up-to-date information available about transfer curriculum in California. While the site is primarily used for students' transfer course planning, it is also an invaluable tool for curriculum committees and faculty members when developing or revising curriculum. This session will cover types of articulation; using ASSIST to find existing articulation for your courses; and how ASSIST and other articulation resources can help you in designing new or revised courses.

## Q&A on Course Repetition

### Palm East

*Julie Bruno, Sierra College, Facilitator*

*Michelle Goldberg, Legal Affairs, Chancellor's Office*

*Randy Lawson, SACC Co-Chair, Santa Monica College*

*David Morse, SACC Co-Chair, Long Beach City College*

*Barry Russell, Vice Chancellor of Academic Affairs*

Need more information on the Credit Course Repetition Guidelines? This breakout will be a follow-up to our general session and provides an opportunity to ask additional questions of our presenters.

## Accurately Communicating Student Success

### Palm AB

*Craig Rutan, Santiago Canyon College, Facilitator*

*Cynthia Rico, San Diego Mesa College*

The Student Success Scorecard has become the most visible tool to demonstrate success at our colleges. Some local decisions about the coding of courses may lead to unexpectedly poor scorecard results. How can we maximize those results and what is still needed to complete the Scorecard? New options like low unit and stackable certificates could create a much more complete picture of our success if they were incorporated into the Scorecard. Please join us for a discussion about how we can create a more complete and accurate picture of student success.

## \*Helping Normal People Navigate the Curriculum Committee

### Plaza AB

*Lesley Kawaguchi, Santa Monica College, Facilitator*  
*Marie Boyd, Chaffey College*

Your college or district curriculum committee can seem formidable whether you are a new member of the committee or a faculty member facing the committee for the first time. At some colleges, the experience has been likened to facing a firing squad, which hardly makes for a normal process. Providing both new members and faculty visitors with training or an orientation will benefit the committee's work, while establishing the proper tone at meetings for all to work collegially.

## Chancellor's Office: TOP Codes and MIS Data Element Review

### Garden Ballroom

*Sharon Lowry, Antelope Valley College, Facilitator*  
*Myrna Huffman, Chancellor's Office*  
*Sally Montemayor Lenz, Chancellor's Office*  
*Elisa Orosco Anders, Chancellor's Office*

Join the Chancellor's Office staff for a review of how community college data are collected using the TOP Codes and MIS Data Elements for the preparation of state-wide reports. Presenters will discuss how the course and program codes and the data elements identified on the college proposal and submitted to the CCC Curriculum Inventory *must* align and reconcile with your college MIS data submission. This session will include a review of how to find the necessary resources to get your data through the process.

**3:45 p.m. Coffee Break**

## 4:00 p.m. Sixth Breakout

### Monitoring Prerequisites and Disproportionate Impact

#### Palm West

*Beth Smith, Grossmont College, Facilitator*

*Bri Hays, San Diego Mesa College*

*Daylene Meuschke, College of the Canyons*

Course prerequisites appropriately established and enforced are key to student success in the curriculum, and colleges have begun to place communication and computation prerequisites on courses outside those disciplines. Are the prerequisites effective? Are students well served by these specific limits on enrollment? Your campus researcher may be especially helpful to the curriculum committee or discipline faculty regarding how to establish prerequisites and monitor the impact they have on cohorts of students. Join this breakout to hear from two researchers about strategies for successful implementation of prerequisites.

### \*Where Does This Course Belong?: Placement of Courses in Credit, Noncredit, and Not-for-Credit

#### Palm East

*Craig Rutan, Santiago Canyon College, Facilitator*

*Marie Boyd, Chaffey College*

*Candace Lynch-Thompson, School of Continuing Education*

For traditional transfer courses, this is an easy question to answer but we offer much more than just transfer courses. What about basic skills courses or some emerging areas in career technical education? Colleges can offer courses in credit, noncredit, or not for credit. Which one makes the most sense for each course? Please join us for a lively discussion about taking advantage of these different ways of offering courses.

## How High Can You Go?: Combating Unit Creep

Palm AB

*Julie Bruno, Sierra College, Facilitator*

*Michelle Pilati, Rio Hondo College*

A small but growing trend has been making its way through community colleges these past few years; discipline faculty already have or are seeking to increase the unit value of courses. Although there may be sound pedagogical reasons to increase hours and the corresponding unit value for individual courses, these decisions impact students by increasing the number of units they must complete for a degree or certificate. This issue is especially relevant in Associate Degrees for Transfer. Join us for a lively discussion of the wisdom of these requests, mechanisms for addressing the issues such requests are trying to address, and the role Curriculum Committees play in the drama.

## Course Repetition Regulations: Best practices for Implementation

Plaza AB

*Erik Shearer, Napa Valley College, Facilitator*

*David Morse, Long Beach City College*

Changes to Title 5 regulations regarding course repetition, repeatability, and other related issues have led to many questions from colleges around the state. Many curriculum chairs have sought clarification regarding the specific criteria under which students can take a class for a second time, whether to replace a failing grade, to fulfill recency requirements, to participate in work experience programs, or for other reasons. This breakout will provide an overview of the regulatory changes affecting re-enrollment under a host of circumstances and will provide guidance for local implementation of the changes.

## Here is My Number, So Call Me Maybe: When to Contact the Chancellor's Office

### Garden Ballroom

*Dolores Davison, Foothill College, Facilitator*

*Sally Montemayor Lenz, Chancellor's Office*

*Elisa Orosco Anders, Chancellor's Office*

With all of the changes occurring to educational policy and Title 5 regulations, colleges may have difficulty understanding which decisions are directed by Title 5 or Education Code and which ones are left to local control. This breakout will help to identify the resources available to colleges to help understand these ever-shifting policies and will attempt to clarify when decisions should be made locally as well as the circumstances under which a call to the Chancellor's Office may be necessary.

### Dinner On Your Own

## SATURDAY, JULY 13, 2013

### 7:30 a.m. Breakfast Buffet

Park D Plaza D Ballroom

### 8:30 a.m. Seventh Breakouts

#### **The Changing Face of Education: How Common Core Impacts Our Curriculum**

Palm West

*Craig Rutan, Santiago Canyon College, Facilitator*

*David Morse, Long Beach City College*

*Beth Smith, Grossmont College*

K-12 education is changing with the arrival of the Common Core standards in mathematics and English. New standards for teaching science (Next Gen Science Standards) are just around the corner. Our curriculum may need to change to educate differently prepared students and to prepare the future teachers for the next generation. Join us for a discussion about preparing for the changes that these new standards will mean for our curriculum and our students.

## **Dysfunctional Families and Their Progeny: Courses Related in Content in PE and the Arts**

### **Palm East**

*Erik Shearer, Napa Valley College, Facilitator*

*Kim Harrell, Folsom Lake College*

Recent revisions to Title 5 regulations clarified and tightened the restrictions on student enrollment in courses related in content in physical education, visual arts, dance, theater, and music, or what have informally been referred to as “course families.” Despite the clarifications, local faculty and curriculum committees have struggled to respond appropriately and communicate the changes to students. This breakout will cover the history and rationale behind the regulatory changes, Chancellor’s Office guidelines, curriculum committee vs. discipline faculty roles, discipline-specific issues with implementation, and guidance for avoiding common problems in local implementation.

## **\*What do you Mean my Degree is not Approved?: The Tangled C-ID/TMC Web**

### **Palm AB**

*Julie Bruno, Sierra College, Facilitator*

*Michelle Pilati, C-ID Faculty Coordinator*

As colleges are working diligently to meet the June 2014 Board of Governors goal for TMC-aligned degree creation and obtainment of C-ID designations, changes continue to affect the C-ID and TMC process. This breakout session will cover the current status of these efforts including strategies to improve the process, the possibility of model curriculum for CTE disciplines, and an update on proposed legislation. Bring all your questions and join us for a lively discussion.

## Graduation Requirements: An Informed Discussion

### Plaza AB

*Yvonne Valenzuela, Golden West College, Facilitator*

*Bernie Day, Foothill College*

*Lesley Kawaguchi, Santa Monica College*

Local graduation requirements often reflect the culture and identity of the California community college. These compulsory courses may include requiring students to demonstrate proficiency or to complete study in subjects/areas such as diversity, American Institutions, information/computer competency, and physical education/wellness. How does the development of the new Associate Degrees for Transfer, which may be incompatible with existing local requirements, as well as using outcome and completion measures, impact the purpose and meaning of the local degree? This session will provide some background information and afford attendees an opportunity to discuss both the benefits and potential barriers that local requirements may present for students pursuing the AA/AS degree.

## The Chancellor's Office Corner

### Garden Ballroom

*Dolores Davison, Foothill College, Facilitator*

*Barry Russell, Vice Chancellor of Academic Affairs*

*Chancellor's Office Staff*

Have burning questions? Problematic curriculum? Just want to learn more about the Chancellor's Office? Come visit the first ever Chancellor's Office Corner where the Chancellor's Office staff will be meeting for one on one conversations and problem solving sessions. Bring curriculum examples or bring your laptop and login to the online Curriculum Inventory v2 to show us those pesky glitches that make your life crazy.

**9:45 a.m. Break**

## 10:00 a.m. General Session

### The Instructional Integrity of MOOCs

Park D Plaza D Ballroom

*Michelle Pilati, Rio Hondo, Facilitator*

*Marie Boyd, Chaffey College*

*Relly Brandman, Course Operations, Coursera*

*Patricia James, Dean of Instruction, Mt. San Jacinto College*

Will massive open online courses (MOOCs) provide increased opportunities for our students? Are MOOCs an appropriate way for students to brush up on basic skills? What minimum standards must an online offering meet in order to be a “course”? Do MOOCs have a place in the California community colleges? Join us for a lively dialogue on the value of MOOCs in our curriculum.

**11:30 a.m. We’re Done! Yeah!!**

## PRESENTERS

Bielanski, Joseph, Articulation Officer, Berkeley City College (Board of Governors)  
Brandman, Rely, Course Operations, Coursera  
Davison, Dolores, Foothill College (ASCCC Executive Committee)  
Day, Bernie, Articulation Officer, Foothill College  
Escajeda, Jackie, Chancellor's Office  
Garcia, David, Chancellor's Office  
Glenn, Jo, Chancellor's Office  
Goldberg, Michelle, Legal Affairs, Chancellor's Office  
Grimes-Hillman, Michelle, Mt. San Antonio College (ASCCC Executive Committee)  
Harrell, Kim, Folsom Lake College (ASCCC Executive Committee)  
Hays, Bri, San Diego Mesa College  
Huffman, Myrna, Chancellor's Office  
James, Patricia, Dean of Instruction, Mt. San Jacinto College  
Lawson, Randy, SACC Co-Chair, Santa Monica College  
Lynch-Thompson, Candace, School of Continuing Education  
Mahon, Richard, Riverside City College  
McCullough, Cris, Chancellor's Office  
Meuschke, Daylene, College of the Canyons  
Montemayor Lenz, Sally, Chancellor's Office  
Morse, David, SACC Co-Chair, Long Beach City College (ASCCC Vice President)  
Nather, Ken, Chancellor's Office  
North, Wheeler, San Diego Miramar College (ASCCC Treasurer)  
O'Connor, Kathy, Faculty, Santa Barbara City College  
Orosco Anders, Elisa, Chancellor's Office  
Pilati, Michelle, C-ID Faculty Coordinator, Rio Hondo College (Past ASCCC President)  
Pop, Allison, Long Beach City College  
Ricks- Albert, Stephanie, Chancellor's Office  
Rico, Cynthia, San Diego Mesa College (ASCCC Executive Committee)  
Russell, Barry, Vice Chancellor of Academic Affairs, Chancellor's Office  
Rutan, Craig, Santiago Canyon College  
Short, Duane, Articulation Officer, San Diego Miramar College  
Smith, Beth, Grossmont College (ASCCC President)  
Stanskas, John, San Bernardino Valley College (ASCCC Executive Committee)

### ASCCC Curriculum Committee Members

- Julie Bruno, Sierra College, ASCCC Curriculum Committee Chair
- Craig Rutan, Santiago Canyon College
- Erik Shearer, Napa Valley College
- Lesley Kawaguchi, Santa Monica College (ASCCC Executive Committee)
- Marie Boyd, Chaffey College
- Sharon Lowry, Antelope Valley College
- Yvonne Valenzuela, Golden West College

### Hotel Layout

