**Highlights from the Fall Curriculum Regional Meeting**

*Links to the complete slide presentation listed at the end of each section*

1. Presentation by the State Chancellor’s Office on the Vision 2030
2. In order to meet the needs of today’s students, current workforce demands, and impact of new technologies, the chancellor wants all CCCs to revamp our systems to allow greater flexibility and allow students to complete their goals faster
3. Vision 2030 is a 7-year action plan to guide practice in the field, remove systemic barriers, and open doors for policy reform
4. There are three goals: equity in success, equity in access, and equity in support. These will be achieved by ensuring equitable pathways in baccalaureate attainment, equitable workforce and economic development, and plan for the future of learning
5. Examples of baccalaureate attainment work:
	* centering equity and inclusion/dismantling prejudice and racism
	* increasing access in dual enrollment pathways, justice-impacted people, foster youth, veterans, people in lower wage employment
	* increasing systems of access, including financial support and program mapping
	* increasing the number of students who apply for and receive financial aid
	* increasing flexible term structures and credit for prior learning (CPL)
	* increasing credit mobility and transfer opportunities
6. Examples of equitable workforce and economic development:
	* increasing educational access for low wage earners by developing customized educational training and opportunities
	* focusing on priority sectors: health care, climate action, STEM, and education
	* Emphasis on all training programs preparing students for living wage and meaningful employment
7. Examples of the future of learning:

Actively engage with the impacts of generative AI on teaching and learning including

* improving the student experience with such things as smart analytics and “big data” systems (e.g. learning management systems, student information systems, etc.)
* modernize system technology infrastructure
* develop an analysis of AI and implications for teaching and learning and take action as needed as a result of what the analysis shows, such as policy reforms
1. Link to [slides for this Vision 2030 presentation](https://peralta4-my.sharepoint.com/%3Ab%3A/g/personal/ncayton_peralta_edu/Efwg0ebtwztNufotdipHiwwBMFwtSNir2aoaqsNktW69pw?e=GPepeb) by Raul Arambula, Dean, Educational Services and Support Division at the state chancellor’s office (not John Stanskas as listed on the first slide)
2. Title 5 Updates
3. Work Experience regulation change
4. Colleges should be reviewing and updating work experience curriculum
5. The intent of the update was to allow for repeatability, the state academic senate will be sending guidance to clarify what to do
6. Senate interpretation is that as long as curriculum updates are in progress, that is sufficient; they don’t have to be implemented in the spring semester. 5C (California Community College Curriculum Committee) also noted that if work is in progress that there will be no punitive action
7. Specific changes:
* Renaming from “Cooperative Work Experience” to “Work Experience Education” and removes distinction between “occupational” and “general” work experiencer
* Removes requirement for a district plan and instead requires board policy and procedures
* Explicitly permits virtual and noncredit work experience activities
* Revises and simplifies credit hour calculation for work experience
1. Local Associate’s Degree
2. Removes requirement of elementary algebra as a prerequisite for a course to be approved for the mathematics competency
3. New GE pattern that aligns with (not the same as) CalGETC:

Minimum 21 units in the following:

English Composition

Oral Communication and Critical Thinking

Mathematical Concepts and Quantitative Reasoning

Arts and Humanities

Social and Behavioral Sciences

Natural Sciences

Ethnic Studies

• moving from a competency to a required course

• has a set of [competencies](https://asccc.org/sites/default/files/2023-05/FDRG%20Recommendation%20for%20the%20Ethnic%20Studies%20Competencies%20final%20R.pdf) that courses must meet

• faculty minimum qualifications have been updated in the [state handbook](https://www.cccco.edu/-/media/CCCCO-Website/docs/minimum-qualifications/CCCCOReport-Minimum-Qualifications-2023_.pdf?la=en&hash=D3075F5E24FF5D3DB759E61009DC66F0F5060FF6)

1. Link to slides on the [Title 5 updates presentation](https://peralta4-my.sharepoint.com/%3Ab%3A/g/personal/ncayton_peralta_edu/EWnx6EYorrFKl3F4edQ6OQMBeqO2RyAAFolMIXAyLwh4hA?e=7NgC1H)
2. Transfer and Articulation
3. AB 928
4. CalGETC complete and standards published; full implementation for new students entering 2025-26
5. Requirement to place students on an ADT pathway if pathway exists for student’s stated major beginning summer 2024, student may opt out ([guidance memo](https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-41-auto-adt-a11y.pdf) from CO)
6. Possible additional 6 units for high unit STEM ADTs, in process
7. AB 928 Committee will send recommendations to legislature in Dec 2023
8. Intersegmental Curriculum Council (ICC)
9. Requested 7 STEM disciplines for in-depth review in order to:
	* prepare students for transfer to both CSU and UC
	* advocate for additional 6 units for ADT
	* consideration of some CalGETC to be completed after transfer
10. Recommended expedited review of TMCs for CalGETC incorporation
* AO subgroup working on this; FDRGs be convened where revisions are necessary and statewide vetting will take place
* Where no revision is necessary, clerical revisions will be made and posted to the CO website
1. ASCCC and ICC will work with CO to provide clear information on local implementation of revisions of ADTs and submission and approval process
2. Reviewing C-ID requirements to TMC development
3. TMCs (Transfer Model Curriculum templates for ADTs)
4. Considering two new TMC development requests: Architecture and Elementary Education with an emphasis on Special Education
5. Prioritization of FDRG work and 5-year reviews if impacted by CalGETC implementation, legislative mandate, regulatory changes, or are significantly overdue
6. New C-ID website some time in spring 2024
7. Ethnic Studies TMCs
	* African American Studies and Chicana and Chicano Studies expected to be released in Fall 2024
	* American Indian Studies, Asian American Studies, and Ethnic Studies expected to be released in 2025
8. Transfer Alignment Project: to align TMCs with UC Transfer Pathways (UCTP) where feasible
9. Political Science and Sociology have been aligned
10. Anthropology and History are under review
11. Some areas are currently unfeasible without modification of TMC and/or UCTP: Biology, Business Administration, Economics, Mathematics, Philosophy, English
12. In response to AB 928, the following high unit STEM areas are under consideration for modification and alignment: Engineering, Biology, Chemistry, Computer Science, Environmental Studies, Mathematics, Physics
13. AB 1111: Common Course Numbering

The taskforce is developing implementation recommendations based on target of 2027

* 1. High level timeline and proposed phased-in clusters of courses
	2. Revised numbering taxonomy
	3. Proposed governance and workgroup structures
	4. Elements that must the identical

• Course number

• Course title

• Course description (with some ability to add)

• Prerequisites

• Course content (required topics identical; optional topic expansion)

• Student Learning Outcomes (optional expanded detail)

• Unit amount (meets minimum)

1. CCC Baccalaureate Degree Program (BDP)
2. Moved from pilot to permanent program
3. 2 application periods per year
4. BDPs can’t exceed 25% of the number of associate degrees at a district
5. Associate degree must be offered in the same subject
6. Can’t duplicate a program at a CSU or UC
7. Broader considerations:

• Criteria for regional review

• General education transferability and creation of a GE pathway

• Deploy appropriate funding models

• Determining necessary student supports

• Updating faculty minimum qualifications

1. Link to the [Transfer and Articulation presentation](https://peralta4-my.sharepoint.com/%3Ab%3A/g/personal/ncayton_peralta_edu/Eeb07qVBUapHnSOPHMguHwgBzS_67tqW_IDLYDcq9Irc9w?e=nKRXzZ) slides
2. Dual Enrollment
3. What is it? High school students taking college courses

Could be “Middle College/Early College”, special admits, CCAP agreements

1. Middle/Early College: cohort of students who benefit from a college rather than high school environment (on college campus), take a mix of high school and college requirements, often graduate with a diploma and an AA/AS
2. Special admit students: individuals or cohorts who take a variety of courses such as GE, CTE, advanced courses, may be on our campus or at a high school site before or after school
3. CCAP (College and Career Access Pathways): official agreement between high school and district, intended to reach a broad range of students, emphasis on college and career readiness, CTE, and transfer pathways

• enrollment in courses is limited to high school students when taught on high school campus

• Students can take up to 15 units per term

• Enrollment priority the same as Middle/Early College students

1. Benefits to Students:
* complete high school and college units at the same time
* introduction/preparation for college (allows a smoother transition)
* more time for career/college major exploration
* address skills gaps/improve study skills
* increased confidence and motivation to persist
* benefits of a college education
* research shows that all dual-enrolled students do better than non-dual-enrolled students including higher graduation rates, higher GPA, higher rates of graduating on time, higher assessment into college courses, better college GPA and credit completion, and better retention and persistence in college
1. Vision 2030 heavily supports dual enrollment as a way to increase access to college and at the same time to address the governor’s “Roadmap” for CCCs to increase the percentage of students who complete high school with college credit as well as the total amount completing BA/BA degrees
2. Faculty role in Dual Enrollment:
* Curriculum selection, development
* Counseling and education plans
* Professional development to prepare for working with 14-18 year olds
1. Link to the [Dual Enrollment slides](https://peralta4-my.sharepoint.com/%3Ab%3A/g/personal/ncayton_peralta_edu/EUmEy-SXP4xNlv0sCjLIpAoBLU5hqfCN7cBk8d32Ps2GmA?e=eYyO2B)