



Curriculum Committee Newsletter

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Operational Updates

1. Cycle 2023-24 had 25 courses left over.
2. We are working on processing about 200 courses in 2024-25 academic cycle
3. Additionally, we are accommodating the new initiatives list below - AB 1111 and AB 928.

Why so many changes in 2024-25

In California, significant curriculum trends are being shaped by recent legislative initiatives like AB 1111 and AB 928. AB 1111, also known as the Common Course Numbering System, aims to simplify course identification across California's community colleges, making it easier for students to navigate their educational paths and transfer credits between institutions. AB 928, known as the Student Transfer Achievement Reform Act of 2021, mandates the creation of a singular General Education Transfer Pathway for the California State University (CSU) and University of California (UC) systems. This initiative seeks to streamline the transfer process for community college students and reduce barriers to obtaining a four-year degree. Together, these bills represent a trend towards greater standardization, student mobility, and increased efficiency in the state's higher education system, all focused on improving student outcomes and equity in access to higher education.

New initiatives

AB 1111 - [Common Course Numbering](#) - [Templates](#)

AB 1111, also known as the **Common Course Numbering System Act**, is a California law designed to streamline and simplify the transfer process for students in the California Community College system. The main goal of the legislation is to implement a common course numbering system across all community colleges in the state, making it easier for students to transfer credits between institutions without confusion or unnecessary repetition of courses.

Key Provisions of AB 1111:

1. **Common Course Numbering:**
 - The bill requires that community colleges in California adopt a **common course numbering system** for all general education and transfer-level courses.
 - This standardization ensures that courses with the same content have the same number across all colleges, removing discrepancies that can create confusion for students transferring between institutions.
2. **Improved Transfer Pathways:**
 - AB 1111 is aimed at facilitating smoother and more efficient transfer pathways for students moving from community colleges to four-year universities, particularly within the **California State University (CSU)** and **University of California (UC)** systems.
 - It aligns with other reforms, such as AB 928, which seeks to simplify the general education transfer requirements.
3. **Equity and Access:**
 - By standardizing course numbering, the law helps ensure that all students, regardless of which community college they attend, have clear and consistent pathways toward degree completion and transfer.
4. **Implementation:**
 - The law mandates the **California Community Colleges Chancellor's Office (CCCCO)** to oversee and implement the common course numbering system. Colleges must adopt the system by a specified deadline.

The broader goal of AB 1111 is to reduce barriers for students and make higher education more accessible and equitable by creating a more transparent and navigable course system across California's community colleges.

Implementation Phase 1 - due Fall 2024

As part of the California Community College system, we must review **eleven courses** that will eventually expand into many more in the coming years. The following courses need to be reviewed under this initiative for phase 1:

- **EWRT 1A / EWRT 1AH** (Karen Chow / Thomas Ray)
- **EWRT 2 / EWRT 2H** (Karen Chow / Thomas Ray)
- **Math 10 / Math 10H** (Fatemeh Yarahmadi / Mehrdad Khosravi)
- **POLI 1 / POLI 1H** (Jim Nguyen / Elvin Ramos)

- **Psych 1** (Mark Healy / Elvin Ramos)
- **COMM 1 / COMM 1H** (Stephanie Anderson / Thomas Ray)

Templates and Resources: State-provided templates and guidelines were made available last week to help faculty work through the required changes to course outlines. Training will also be provided by the curriculum office to ensure all faculty are equipped to implement these changes.

Timeline and Deadlines: Given the tight deadline set by the state, we must adhere to the following schedule for these eleven courses:

- **Faculty Notified:** September 22, 2024
- **Faculty Q&A:** September 30, 2024
- **Faculty begin working with the Curriculum Office:** October 3, 2024
- **Faculty Elumen Stage 2 deadline (In Stage 2):** October 14, 2024
- **Faculty Elumen Stage 13 deadline (In Stage 13):** October 28, 2024
- **Technical Review:** November 5, 2024
- **Workflow Submitted for Curriculum Committee Approval:** November 12, 2024
- **Board due date for final approval at December board:** November 27, 2024

How will we implement it?

1. Work will commence immediately and continue until October 3rd, using [templates and resources](#) to prepare course outlines in MS Word or Google Docs.
2. Simultaneously, the Curriculum Office will update the Course Workflow templates to ensure alignment with AB1111 requirements by the same deadline (October 3rd 2024).
3. The Curriculum Office will provide access to the updated workflows by October 7th.
4. Faculty will be able to enter data and progress to Stage 2 in the workflow by October 14th.
5. Faculty should reach Stage 13 in the workflow by October 28th, 2024. (with approvals)
6. Technical Review will take place on November 5th, 2024.
7. Workflows will be submitted for Curriculum Committee approval by November 12th, 2024.
8. The final approval submission for the December board meeting is due by November 27th, 2024.

Implementation Phase 2 - due Fall 2025

AB1111 Phase II: Common Course Numbering Initiative – What’s Happening Now?

As part of the statewide effort to align and simplify the transfer process for students, the AB1111 Common Course Numbering (CCN) initiative is now entering Phase II. This phase focuses on the development of common course templates across multiple disciplines, and our college has an exciting opportunity to actively shape the outcome, rather than simply being handed the final decisions.

What is AB1111? AB1111 is all about ensuring that students across California can seamlessly transfer their credits between community colleges and universities. By standardizing course numbers and content, it creates a consistent academic experience for students, reducing confusion and making it easier to track progress

toward their degrees. Phase I of this initiative focused on a limited number of high-enrollment courses, but Phase II will tackle a broader array of disciplines.

What Are We Doing? We're in the process of nominating faculty to participate in upcoming virtual Common Course Numbering Faculty Workgroups (CCNFWs). These workgroups are pivotal in reviewing data from faculty statewide and developing finalized templates for general education courses in various disciplines. This ensures that the courses we teach align with others across the state. In Phase II, unlike the summer convenings of Phase I, faculty will develop templates for multiple courses in each discipline.

Our participation means we get a say in how these courses are structured, ensuring they reflect the needs and strengths of our college. If we don't engage, we risk being told what to do instead of having our voice heard.

What's the Current Status? The Academic Senate is collecting nominations for faculty. We're requesting department chairs to submit the names of interested faculty members who can attend these discipline-specific virtual events. The meetings are scheduled between October 28 and December 4, 2024, depending on the discipline. Faculty selected to participate will not only help shape the future of these courses but will also receive a stipend of \$150 per course template created, thanks to funding from the Chancellor's Office.

The list of impacted disciplines includes History, English, Economics, Art History, Biology, Chemistry, Mathematics, Astronomy, Anthropology, Communication Studies, Sociology, and Child Development. Faculty from each of these areas will work with intersegmental colleagues across the state to develop the course templates.

Let's make sure our college's voice is heard loud and clear in Phase II of the AB1111 CCN initiative. Together, we can help design a more coherent and streamlined educational experience for all California students.

[AB 928](#) - Standardizing GE Pattern across state for transfer (Impacts AST)

AB 928 GE Pattern Update: What's Happening and Where We Stand

As you may know, AB 928, signed into law in 2021, is reshaping the General Education landscape across California Community Colleges. This initiative mandates a singular GE pattern (Cal-GETC) for transfer to both UCs and CSUs. Now, we're working to ensure our local AA/AS degree GE patterns align with these new requirements, effective Fall 2025.

Here's where things stand:

What's New?

The new Cal-GETC GE pattern introduces a streamlined 21-unit minimum requirement for local degrees, cutting down from our previous structure. Notably, Lifelong Learning has been removed, and areas such as Ethnic Studies and Mathematical Concepts have been added. This is a significant shift in how we structure what a De Anza degree stands for.

What Are We Doing?

Faculty across disciplines have been hard at work developing proposals to update our GE patterns. We've made headway in discussions, and now it's time to bring everyone into the conversation. A special Academic Senate meeting is scheduled for **September 23rd**, with a follow-up on **September 30th** where we aim to finalize the direction for our GE pattern.

The Academic Senate is currently working on securing approval for the GE Pattern, following the timeline outlined [here](#). The Academic senate unanimously voted to use Option 1 on September 23rd 2024.

Added inline as well for your reference.

Timeline

To allow faculty to have the most time to address standard required course revisions and write new courses to be effective Fall 2026, decisions about a GE pattern must be made quickly in Fall Quarter. Furthermore, any pattern decided on cannot be updated until Fall 2027. The pattern approved Fall 2024 will be effective for at least the 25/26 and 26/27 academic years but can be changed effective Fall 2027.

The following proposed timeline represents a best-case scenario for addressing these topics this Fall 2024.

Sept 9th Document sent to sitting Senators and Department Chairs for background and current proposals

Sept 20th Open Forum for faculty interested in learning more about the current discussion

Sept 23rd Special Academic Senate meeting to present and discuss ideas

Sept 30th Senate approves new GE pattern

Oct 1st- Nov 12th: Curriculum Updates for new GE pattern are made

November 18th: eLumen opens for standard revisions and new courses

Credit for Prior Learning (CPL) Update at De Anza College

De Anza College is excited to provide updates on our **Credit for Prior Learning (CPL)** initiative, an effort aimed at helping students earn college credit for validated knowledge and skills gained outside of the traditional classroom setting. This can include military training, work experience, industry certifications, and more.

What is CPL?

CPL allows students to accelerate their academic progress by recognizing prior learning experiences, reducing time to degree completion and saving both time and money. By utilizing CPL, students can earn college credits through several pathways, including:

- Military experience
- Standardized exams (AP, IB, CLEP)
- Portfolio review
- Industry certifications
- Work experience, among others

Why CPL?

CPL has proven to increase student success rates, reduce the time to earn a degree, and save students up to \$67K in tuition. It also supports equity by providing a pathway for working adults, veterans, and service members to have their prior experiences recognized and applied toward their degrees.

What are we doing at De Anza?

The conversation has begun with Autotech exploring the possibility of implementation. Many of us are attending sessions at the Curriculum Institute on CPL, and we'll also be attending a conference at the end of October to learn more and support the implementation process.

About me

For those I haven't met yet, I'm Bob (Sukhjot) Singh, your new Curriculum Co-chair. I joined De Anza in 1997 as an adjunct in the Computer Science department, and by 2001, became a full-time faculty member. Over the years, I've worked on developing curriculum, writing grants, and leading programs in Database Engineering, Software Engineering, and Program/Project Management. My professional background includes roles at Oracle, Charles Schwab, Google, and Amazon, and have also developed software for education and healthcare. I'm excited to collaborate with you in creating an innovative, impactful curriculum that aligns with regulations and meets our students' needs.

Why did I take the role?

Every problem hides a golden opportunity—like a prize in a cereal box, but without the sugar crash. I'm the guy quietly working behind the scenes. When you point out something needs a tweak, I'll fine-tune with collaboration. Improvement? It's my jam!