



Title 5 Updates

- Rising Scholars Network
- Work Experience Education
- Associate Degree for Transfer

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*Effective:
August 24, 2023*




Source: CCCCO, 7/25/2023, [cccco.edu/-/media/CCCO-Website/Office-of-General-Counsel/final-rising-scholars-network-regulatory-action-text-2023-0724-a11y-003.pdf?la=en&hash=7839B766B425CA12D4D54FE92110F91BCEB288B9](https://www.cccco.edu/-/media/CCCO-Website/Office-of-General-Counsel/final-rising-scholars-network-regulatory-action-text-2023-0724-a11y-003.pdf?la=en&hash=7839B766B425CA12D4D54FE92110F91BCEB288B9)

Summary of changes

- Added several sections to the California Code of Regulations to implement the “Rising Scholars Network”
- The bill defines “justice-involved” as a person who is currently or formerly incarcerated in a California correctional facility, or currently formerly detained in a juvenile facility
- Funds will be used to expand the number of justice-involved students participating and succeeding in the California community colleges

Key Updates for Rising Scholars Network

Districts participating in Rising Scholars Network shall have the following supports:

- ✓ Director, Coordinator, or liaison who has experience working with currently or formerly incarcerated students; dedicated campus space; strong relationships with external partners including community-based programs, probation, parole, county jails, and CA Dept. of Corrections and Rehabilitation;
 - ✓ Capacity to provide Rising Scholars with services such as, outreach to prospective justice-involved students, particularly those in jail, in prison and/or on active supervision; assist students apply, matriculate, and persist to graduation, conduct degree audits; respond promptly to inquiries from prospective or current Rising Scholars or their representatives;
 - ✓ Provide priority registration; basic needs support; assistance identifying campus resources, including financial aid; individualized academic counseling and tutoring; frequent in-person contact with Rising Scholars Network faculty and staff; instructional materials support; peer-to-peer support or mentoring; assessments of community resources, such as housing assistance, mental health support, or social services; courses designed specifically for Rising Scholars; career counseling and placement services.
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- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent mountain ranges in various shades of red, creating a layered, hazy effect.

- Students receiving services from the Rising Scholars Network programs shall be coded in the Chancellor's Office Management and Information System (COMIS) with the Special Population Data Elements SG04, SG15, or SG24
- Pursuant to §58108 Registration and Enrollment Priorities Rising Scholars are included to receive highest and equal priority

As of Winter session 2024, Rising Scholars students are coded with the Special Population Data Element in COMIS and receive priority registration (pending satisfactory academic progress)

*Effective: August
26, 2023*

Work Experience Education

Source: CCCCCO, 8/31/2023, [cccoco.edu/-
media/CCCCO-Website/Office-of-General-
Counsel/bgcccfinalworkexperiencetext20
230726ffa11y.pdf?la=en&hash=605C58D
56AC13E78C7A3335D4FC7C9CF5FE29C8
C](https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/bgcccfinalworkexperiencetext20230726ffa11y.pdf?la=en&hash=605C58D56AC13E78C7A3335D4FC7C9CF5FE29C8C)

Revisions were proposed to align work experience education to modern practice, and to expand work experience opportunities for students beyond Career Technical Education (CTE) programs.

Intention is that these regulations will advance diversity, equity, inclusion, and accessibility.

Districts have 180 days from effective date to conform their policies and procedures to the regulatory requirements – **February 22, 2024**

Summary of Regulatory Changes for Work Experience Education

The work experience regulations replace the former “cooperative work experience” regulations

- New regulations are organized into 5 principle sections:
 - i. Purpose and Definition of Work Experience Education (section 55250)
 - ii. District Responsibilities (section 55251)
 - iii. Work Experience Education Documentation (section 55252)
 - iv. College Credit, Attendance Accounting, Course Repetition (section 55253)
 - v. Records (section 55254)



*Effective Date:
November 16, 2023*

Associate Degree for Transfer

Source: CCCCCO, 7/25/2023, [cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64](https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64)

This regulatory action brings the associate degree regulations into alignment with current legislation, allows for innovation in curriculum development, and streamlines and simplifies requirements for students.

The updated regulations align with the tenants and requirements of Assembly Bills 705/1705 and Assembly bill 928 (aligning with the new singular lower-division general education pattern known as CalGETC)


Local policies, procedures, and standards should be reviewed to ensure alignment with the regulatory changes with required implementation by **August 1, 2025**.

Key Revisions to Associate Degree for Transfer

- ❖ Local unit requirements for general education was *increased from 18 units to 21 units* with more specific categorical requirements.
- ❖ General education areas align with CalGETC Pattern.
- ❖ Ethnic Studies as a separate general education category.
- ❖ New definition for Area of Emphasis, will require review of local area emphasis degrees to ensure alignment.
- ❖ Approved lists of courses for local general education will need to be reviewed to determine if they are still appropriately categorized within the realignment of GE categories.



Key Revisions to Associate Degree for Transfer (continued)

- ❖ Provides new language that allows districts the option of calculating GPA solely on courses that satisfy degree requirements when a student earns over 60 units should be evaluated locally by district.
 - ❖ Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.
 - ❖ Alignment with AB 1705 – colleges must ensure that students begin in English and math coursework that satisfies a requirement of their program unless the student is highly unlikely to succeed in that coursework and their likelihood of completing program requirements is improved by taking a prerequisite course.
 - ❖ Establish procedures by which a student may petition to have completion of a noncredit course counted toward satisfaction of the requirements for an associate degree.
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Questions?

