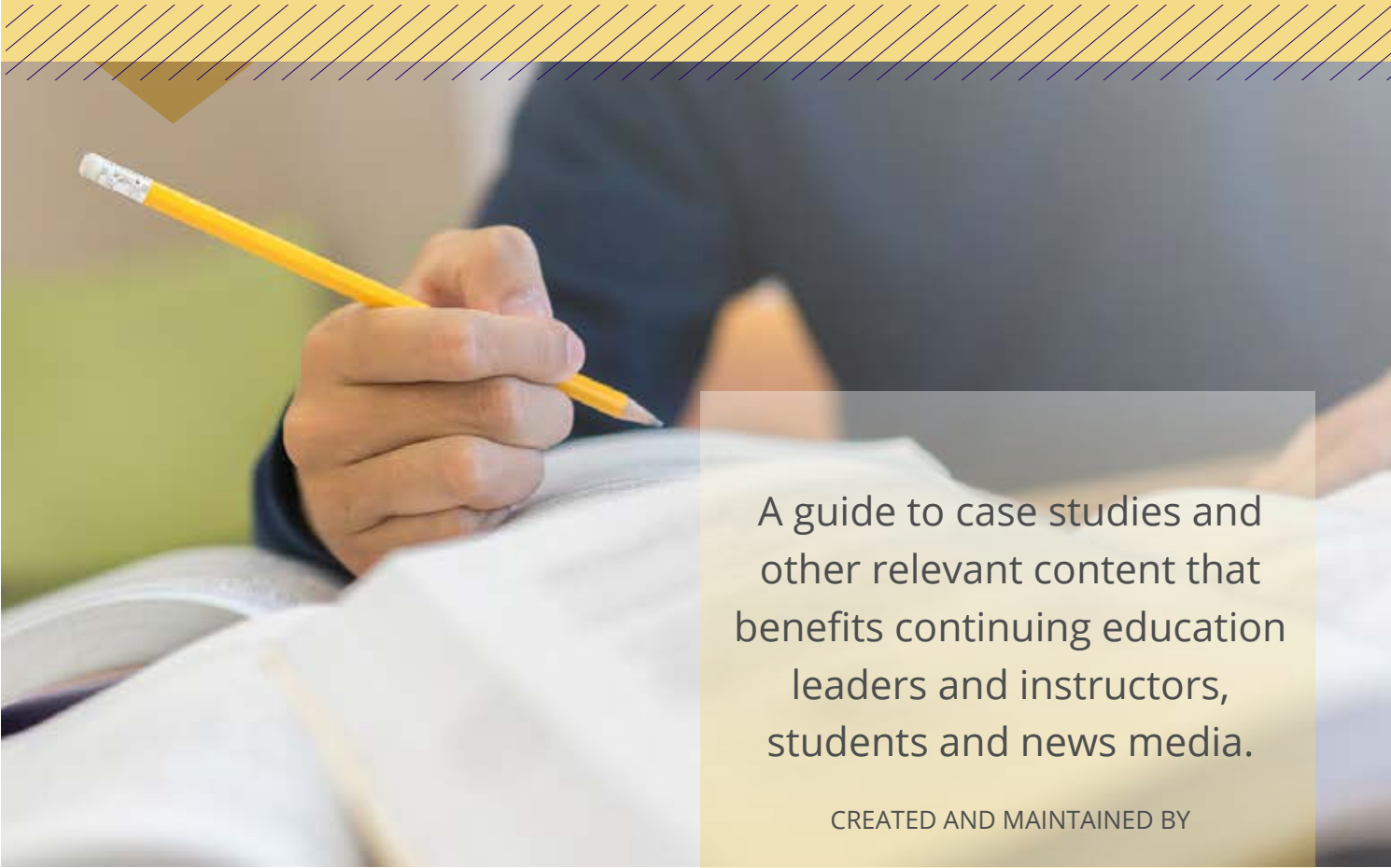


60-YEAR CURRICULUM RESOURCE GUIDE

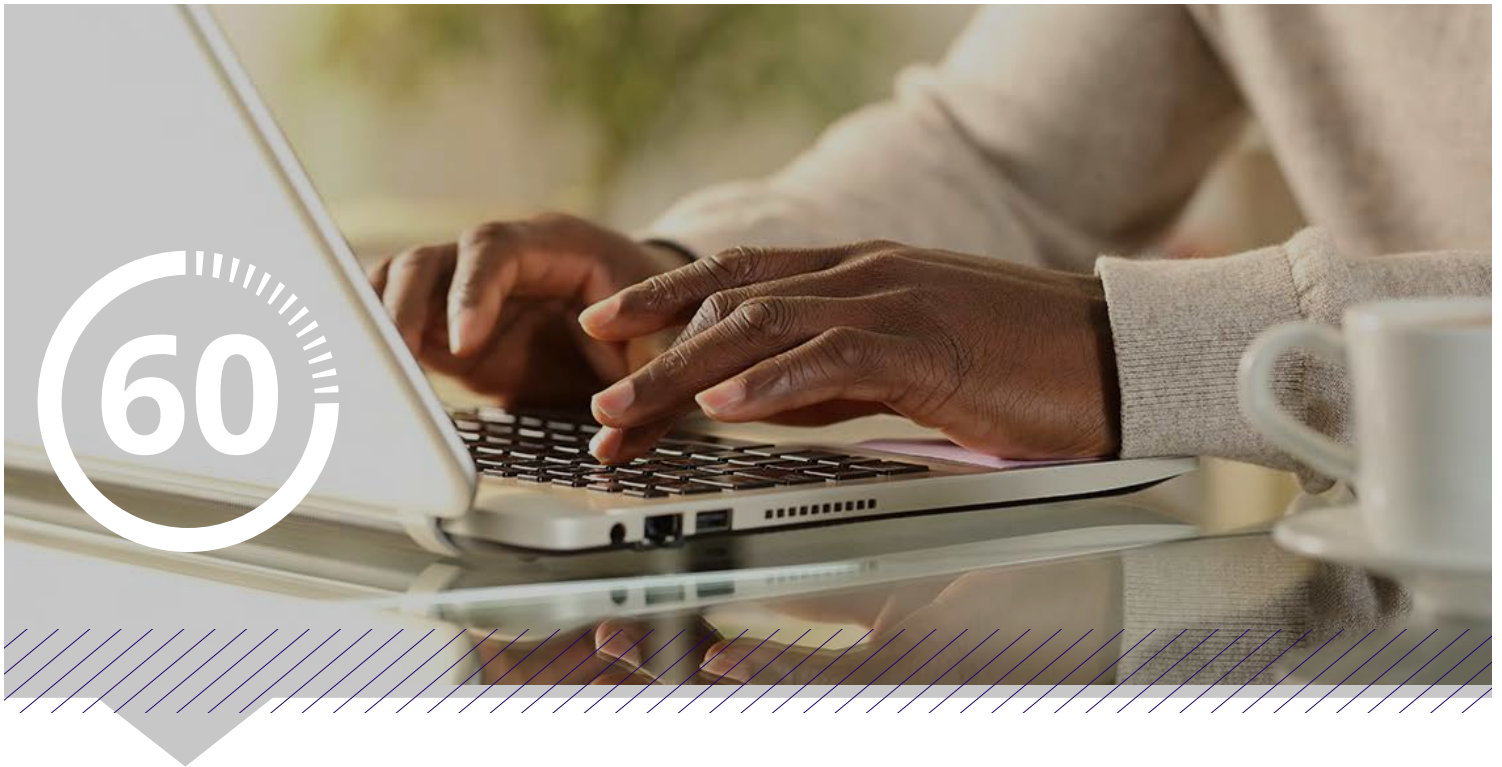
SUPPORTING THE CHANGING LANDSCAPE OF LIFELONG LEARNING

A photograph of a person's hands holding a yellow pencil over an open book. The person is wearing a dark blue shirt. The background is blurred, showing other people in a classroom or study setting. The image is partially covered by a yellow banner at the top and a white text box on the right.

A guide to case studies and other relevant content that benefits continuing education leaders and instructors, students and news media.

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The 60-year curriculum is the modern approach to a lifetime of learning. Getting a degree, getting a job and never setting foot in a classroom again are not today's reality.

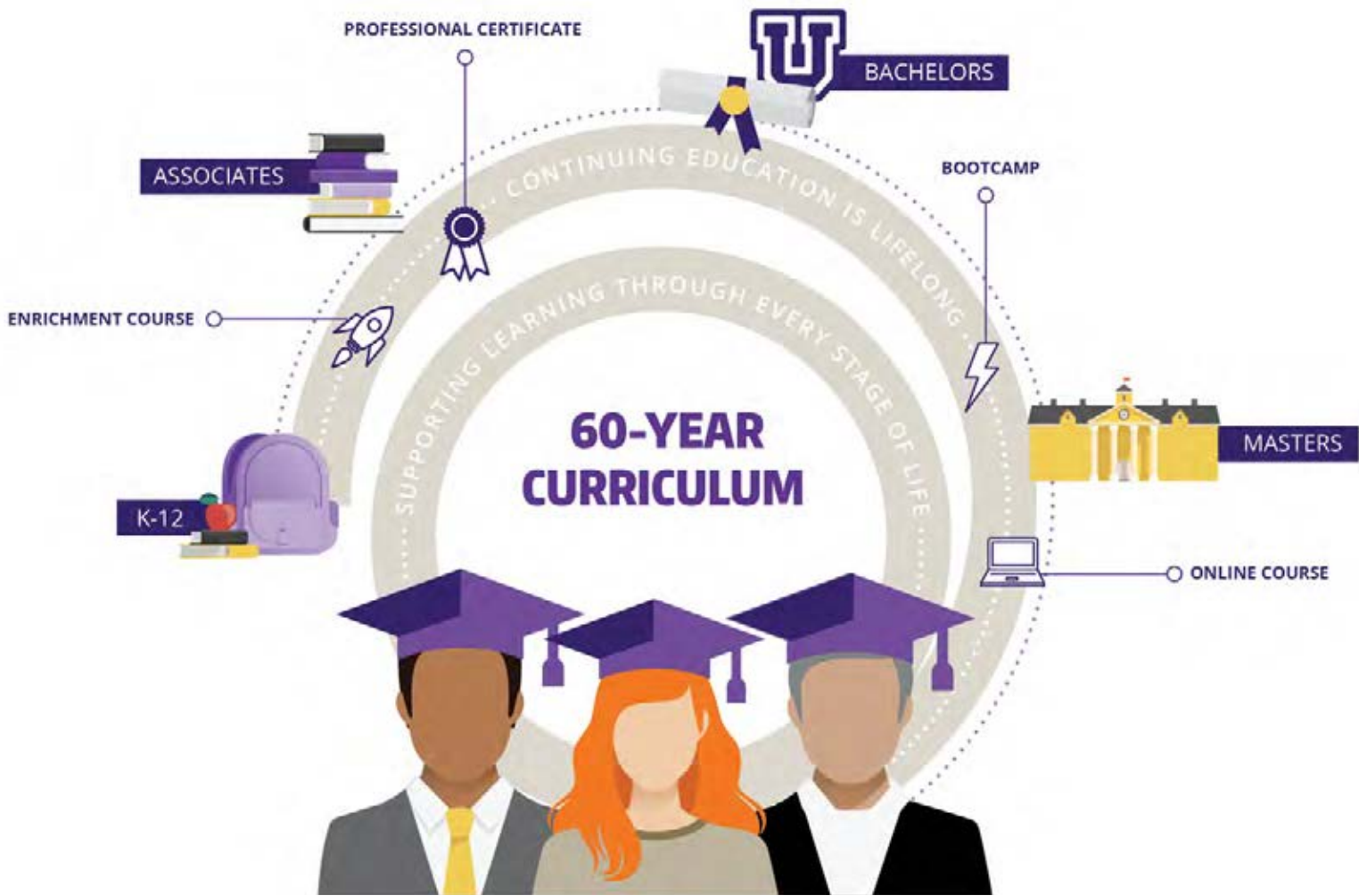
Many people alive now will live to be 100 years old. That means people will have five to seven stages in their lives, not just the three traditional stages of school, work and retirement. A high school diploma or college degree is not sufficient to carry them through those additional stages.

Learning must be constant throughout our careers. Automation and changes in the workplace mean professionals must continually retool to stay relevant and competitive. Employers in every industry and profession are looking for higher ed and continuing ed providers to help their workers upskill.

A discussion paper from the McKinsey Global Institute predicts that in the next ten to 15 years, the need for new tech skills will accelerate. We will also need people who will develop, innovate and adapt those technologies. The paper asserts that, right now, 80% of the workforce doesn't have the skills for most of the jobs that will be available in the next five to ten years.



THE 60-YEAR CURRICULUM IS THE ANSWER.



INSTITUTIONS IN THE MOVEMENT



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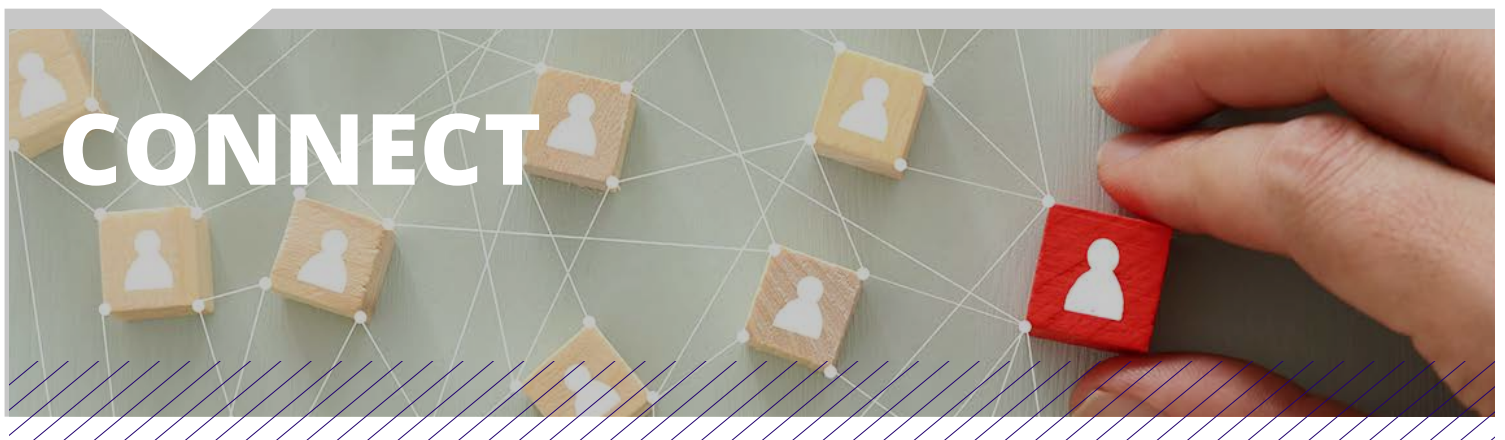
LEADERS OF THE MOVEMENT.

“The 60-year curriculum is really the organizing principle behind a lot of different trends in higher education, including the trend of being more accountable and very relevant to the work force needs of a particular region. It’s not just inward looking, in terms of students, but also outward looking in how the university can really help the community.”

Dr. Gary Matkin, dean of the Division of Continuing Education and vice provost of the Division of Career Pathways at the University of California at Irvine

“Economic shifts, longevity, and the pace of technological change mean that everyone in every profession is expected – and often times required – to continuously retool their skills throughout their working life. This is the impetus for the 60-year curriculum...”

Dr. Rovy Branon, Vice Provost for University of Washington Continuum College and president, UPCEA



ROVY BRANON, PH.D.
VICE PROVOST
CONTINUUM COLLEGE
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RBRANON@UW.EDU
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