



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Development of New CTE Programs

Dianna Chiabotti, Napa Valley College

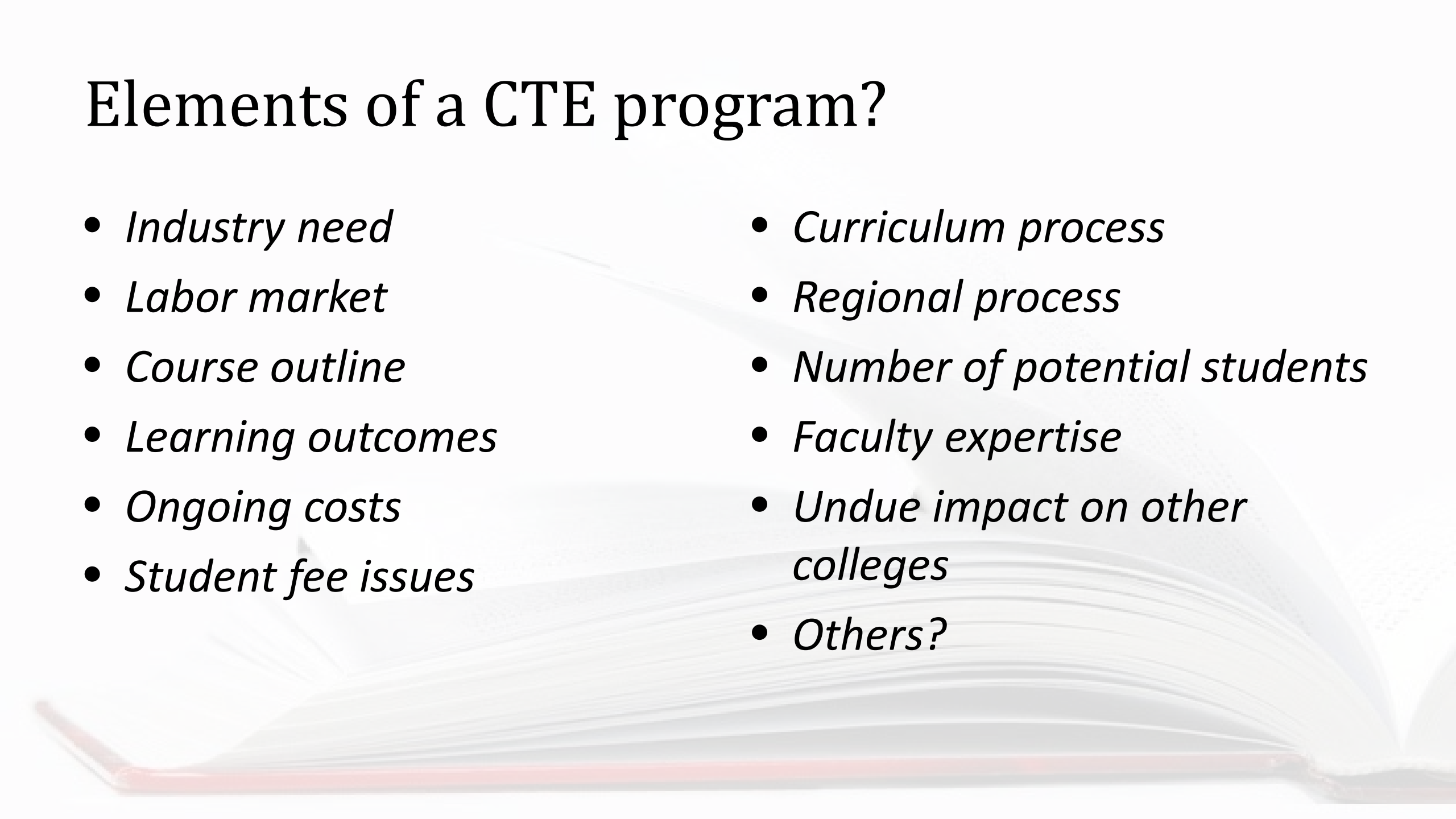
Brandi Asmus, Woodland Community College

So you want to start a new program...



.....**WHY?**

Elements of a CTE program?

- *Industry need*
 - *Labor market*
 - *Course outline*
 - *Learning outcomes*
 - *Ongoing costs*
 - *Student fee issues*
 - *Curriculum process*
 - *Regional process*
 - *Number of potential students*
 - *Faculty expertise*
 - *Undue impact on other colleges*
 - *Others?*
- 



First . . .

- Will program completers need a certificate or degree?
- How will you count your student successes?





CTE Associate Degrees and Certificates

- A.A. or A.S.
- Certificate of Achievement
 - Title 5, §55070: **16 units** or higher to be submitted for approval.
Additionally, certificates between 8 and 15.5 units may be submitted for approval.
- Local Certificate
- Industry Certification??

When is a Program or Class CTE?

- Assigned a TOP Code *designated as vocational* in the TOP manual.
- Assigned a SAM code (courses)



TOP Code Manual

California Community Colleges

Taxonomy of Programs

*February 2004
6th Edition*

Revised: June 2012, September 2009, July and March 2007
Corrected: July 2013, November 2004



Academic Affairs Division
Curriculum and Instructional Unit
California Community Colleges Chancellor's Office



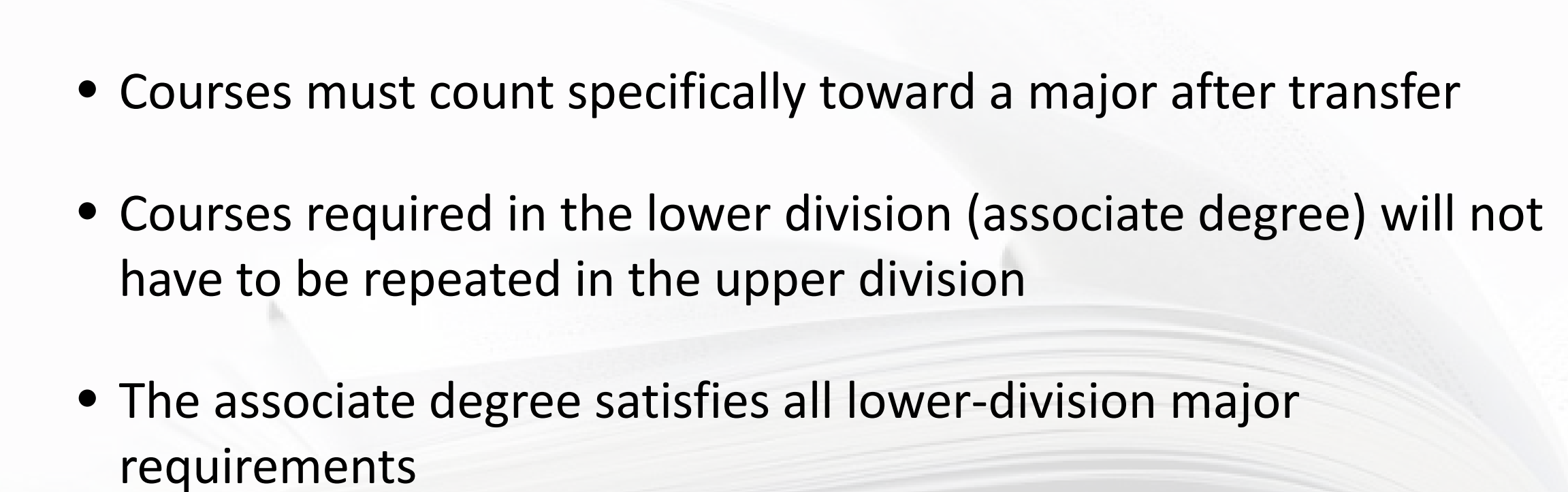
SAM Code

A	Apprenticeship
B	Advanced Occupational
C	Clearly Occupational
D	Possibly Occupational
E	Non-Occupational

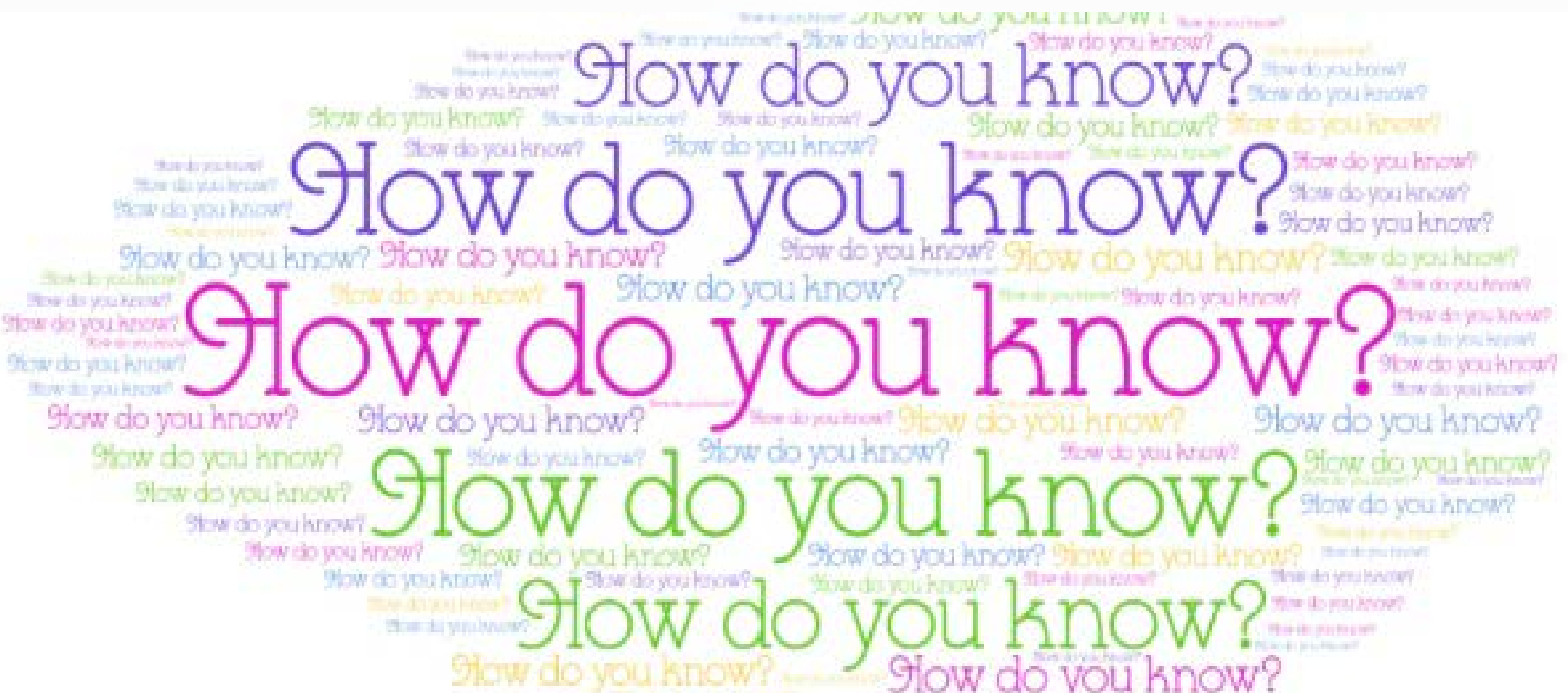




Important to remember, CTE

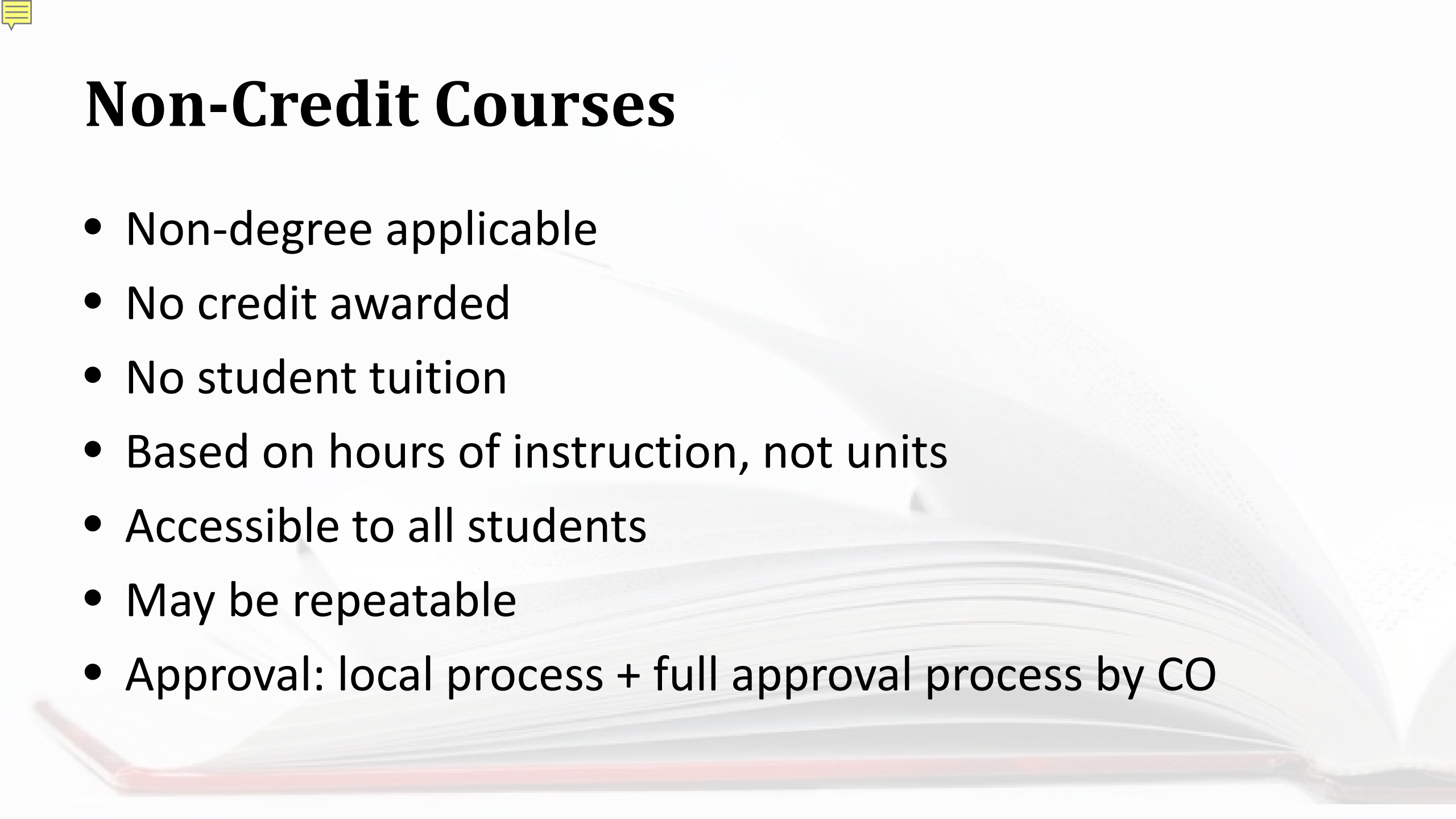
- May include **transfer** preparation
 - Courses must count specifically toward a major after transfer
 - Courses required in the lower division (associate degree) will not have to be repeated in the upper division
 - The associate degree satisfies all lower-division major requirements
- 

Credit or Non-Credit ?





Non-Credit Courses

- Non-degree applicable
 - No credit awarded
 - No student tuition
 - Based on hours of instruction, not units
 - Accessible to all students
 - May be repeatable
 - Approval: local process + full approval process by CO
- 

Non-Credit – Course Categories

CDCP

(Career Development & College Preparation)

- Elementary & secondary basic skills and remedial education
- ESL
- Short-term vocational programs
- Workforce preparation

Other Categories Allowed

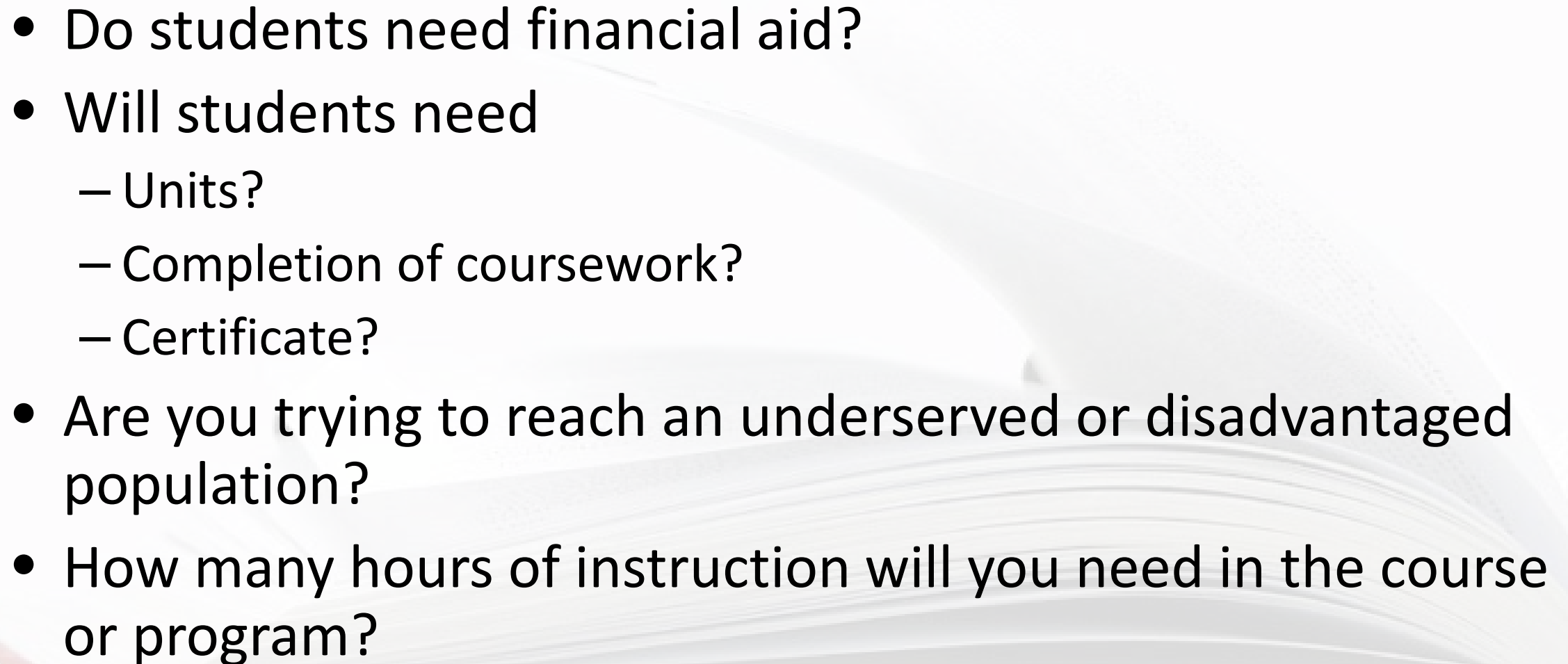
- Parenting education
- Citizenship
- Education programs for persons with disabilities
- Education programs for older adults
- Home economics
- Health and safety education

to credit courses if
part of a Certificate
Program

Apportionment
less than credit
courses



Some Non Credit Considerations

- Do students need financial aid?
 - Will students need
 - Units?
 - Completion of coursework?
 - Certificate?
 - Are you trying to reach an underserved or disadvantaged population?
 - How many hours of instruction will you need in the course or program?
- 

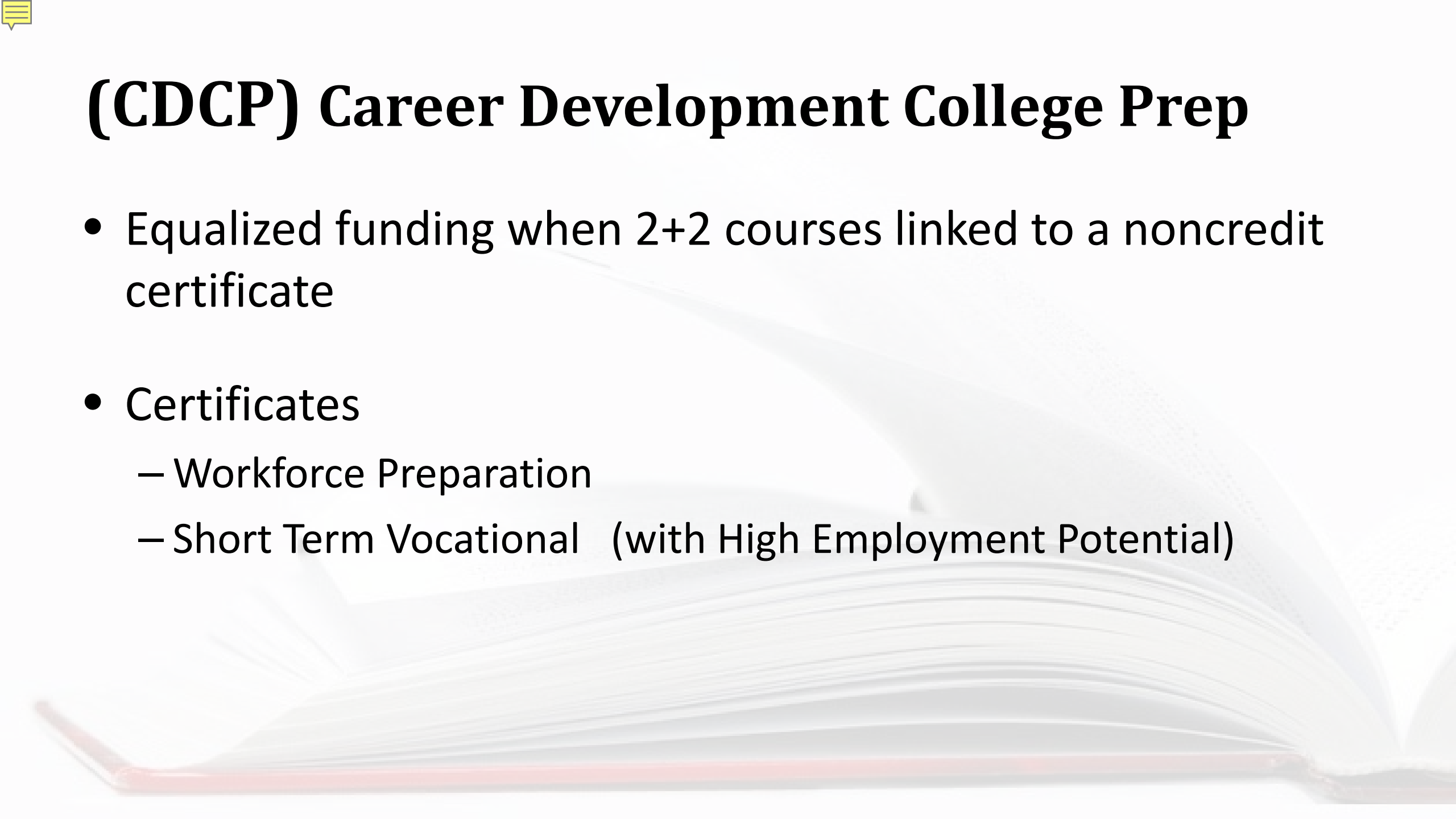


Consider these Elements of Non Credit

- Free! (No registration fees)
- Positive Attendance
- Managed Enrollment OR Open Entry/Open Exit
- Rigor!
- Assessment and Grading
 - P/SP/NP
 - Could be graded A-F (local decision)
- Open courses (like credit)
- No lecture or lab designation
- Minimum Qualifications



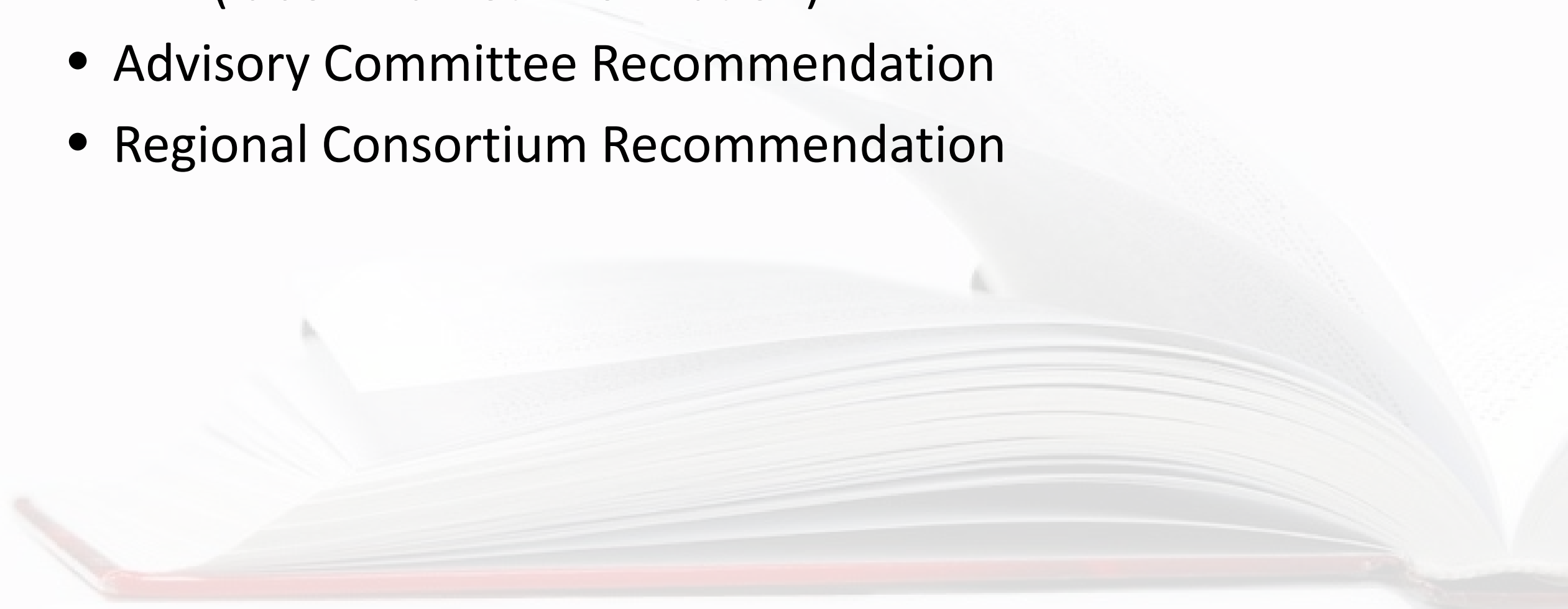
(CDCP) Career Development College Prep

- Equalized funding when 2+2 courses linked to a noncredit certificate
 - Certificates
 - Workforce Preparation
 - Short Term Vocational (with High Employment Potential)
- 

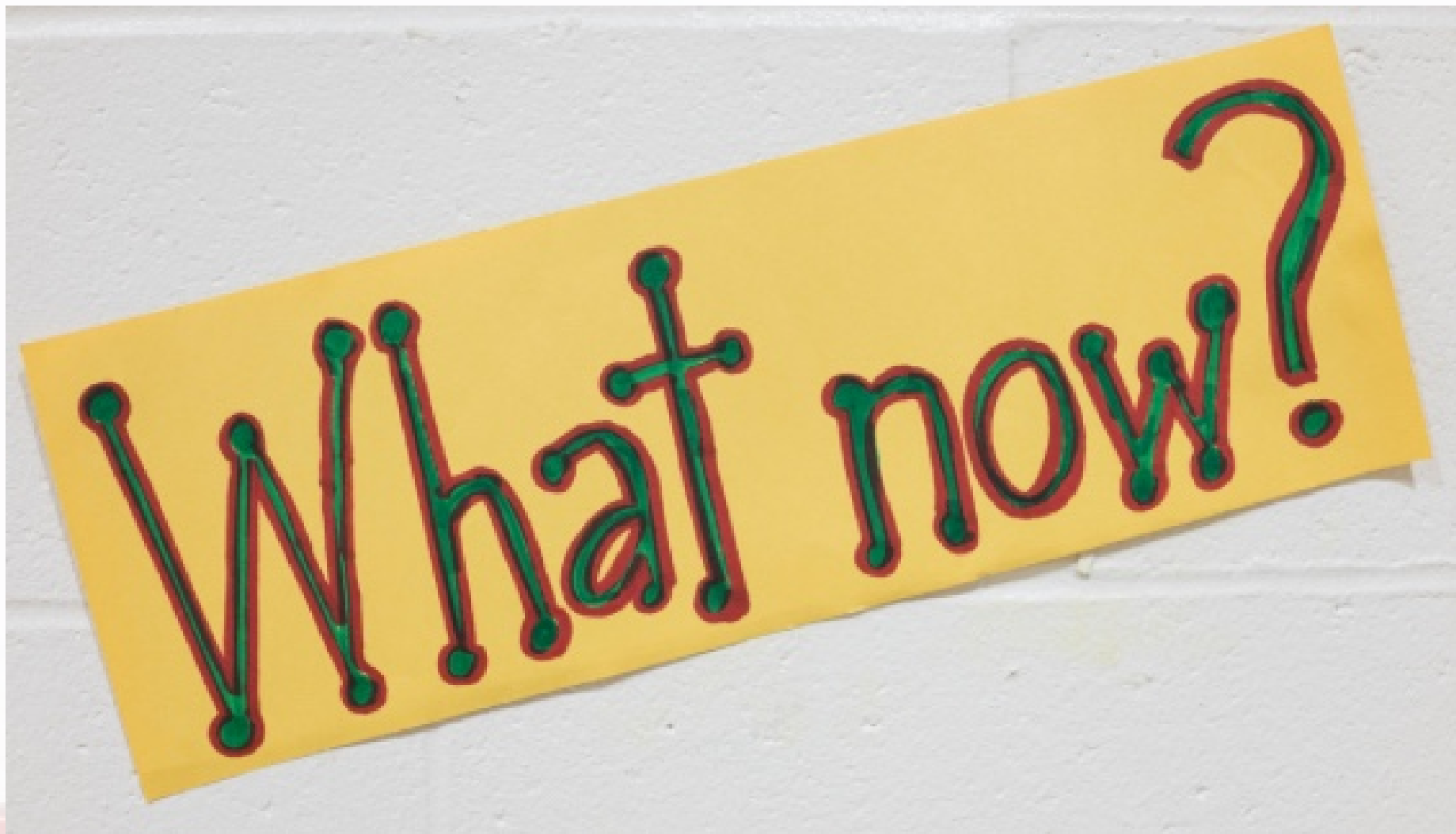


And, Non-Credit Doesn't Require

- LMI (labor market information)
- Advisory Committee Recommendation
- Regional Consortium Recommendation



Ready, Set,.....



Poor Planning Can Cause Major Delay

CLOSE TO HOME

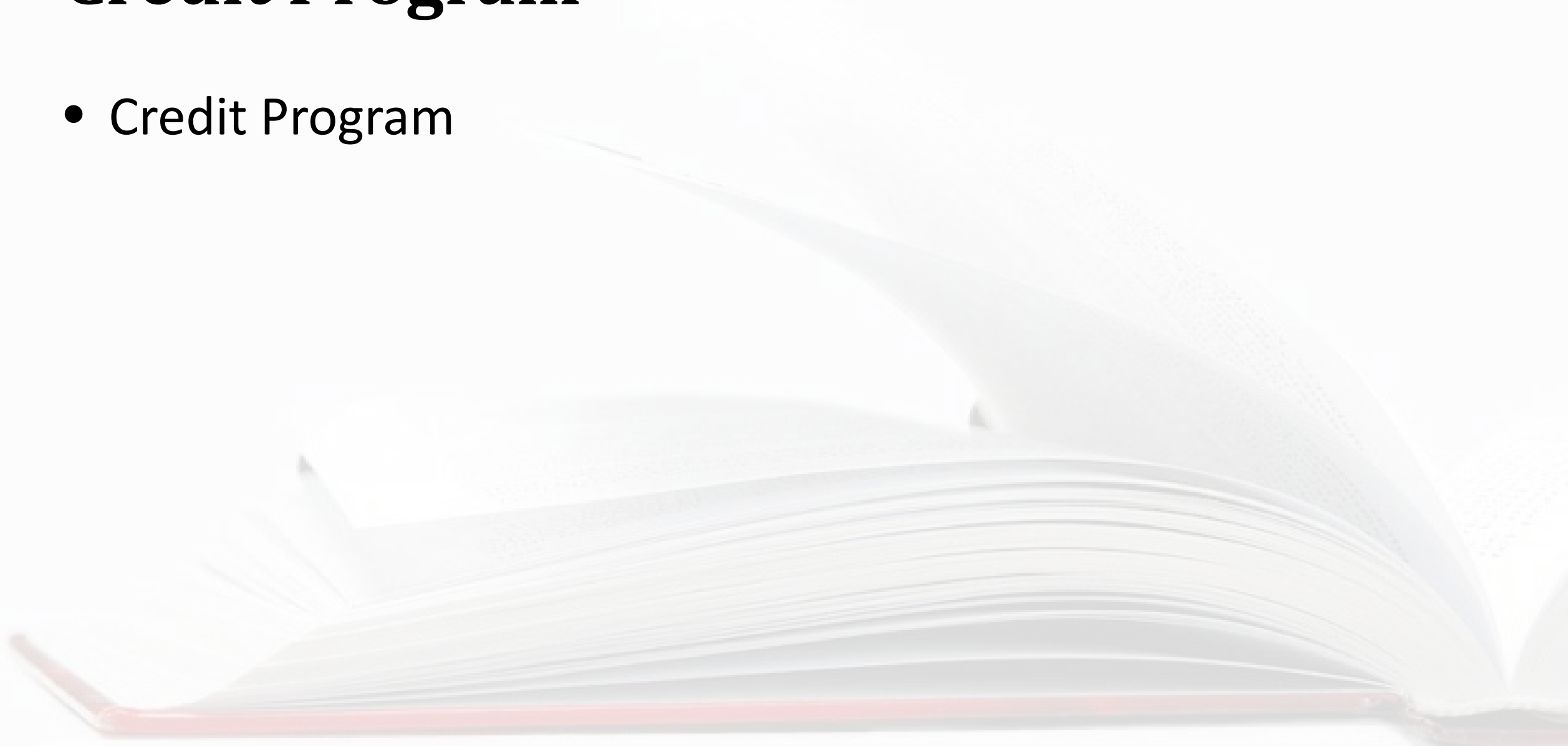
BY JOHN McPHERSON





Credit Program

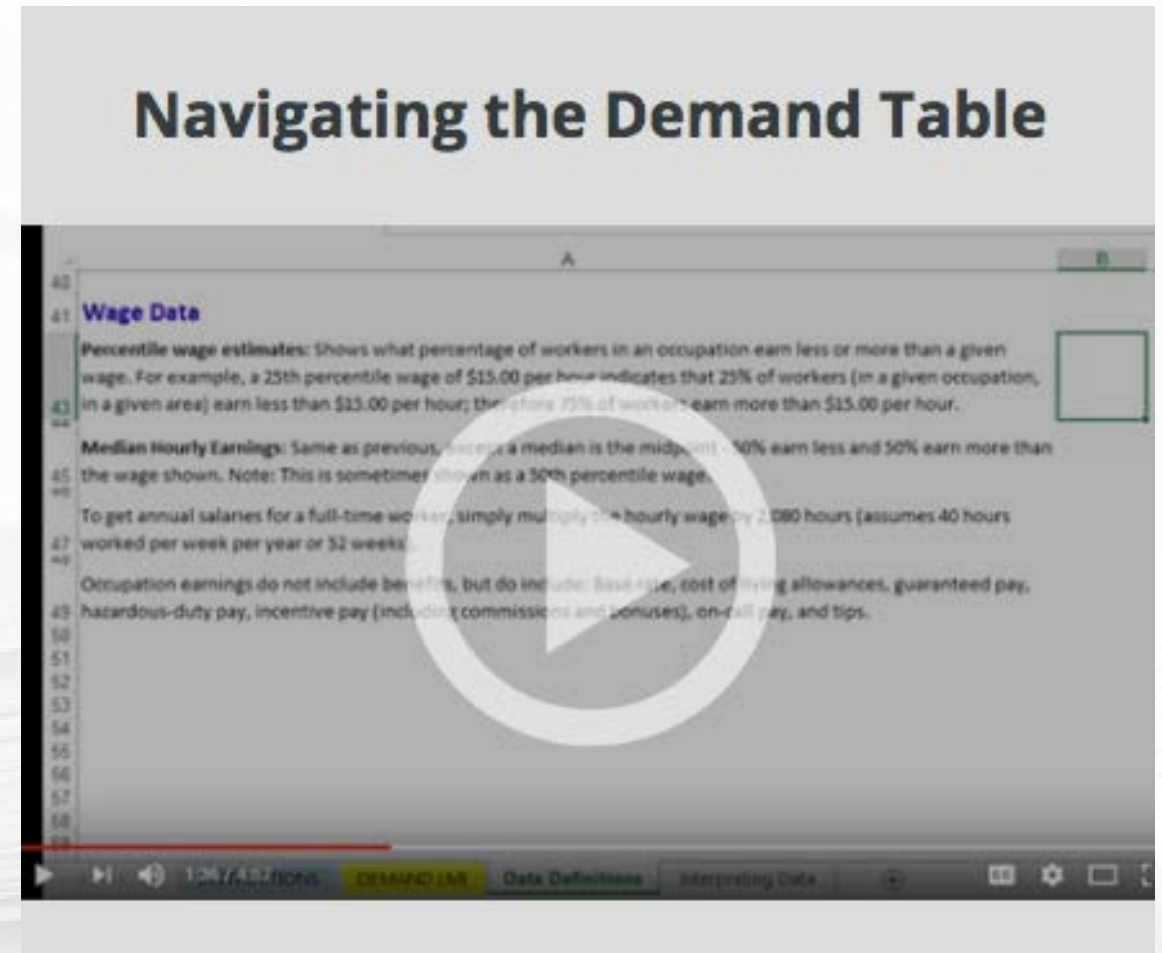
- Credit Program



New & Substantive Revisions Require . .

- Advisory Committee Recommendation
- Regional Consortium Recommendation
 - Requires Labor Market Information (LMI)

Navigating the Demand Table



The screenshot shows a video player interface. The video content is a slide titled "Wage Data" with the following text:

Wage Data

Percentile wage estimates: Shows what percentage of workers in an occupation earn less or more than a given wage. For example, a 25th percentile wage of \$15.00 per hour indicates that 25% of workers (in a given occupation, in a given area) earn less than \$15.00 per hour; therefore, 75% of workers earn more than \$15.00 per hour.

Median Hourly Earnings: Same as previous, except a median is the midpoint - 50% earn less and 50% earn more than the wage shown. Note: This is sometimes shown as a 50th percentile wage.

To get annual salaries for a full-time worker, simply multiply the hourly wage by 2,080 hours (assumes 40 hours worked per week per year or 52 weeks).



Occupation earnings do not include benefits, but do include: base rate, cost of living allowances, guaranteed pay, hazardous-duty pay, incentive pay (including commissions and bonuses), on-call pay, and tips.


The video player interface includes a play button in the center, a progress bar at the bottom, and a timestamp of 1:06 / 4:52 hours. The video title "Navigating the Demand Table" is displayed at the top of the player.

Other LMI

https://coeccc.co1.qualtrics.com/jfe/form/SV_cMWNEHrgXEjy8E5

idbook_5thEd_BO 4 RubiStar Home New Tab Games - Roblox ohyeahsquirrels - Rob ACUE

  **COE**
Centers of Excellence

 **C.O.E.**
CENTERS OF EXCELLENCE
Inform Connect Advance

Regional Program Recommendation: Request for Labor Market Report

In what region is your college located?

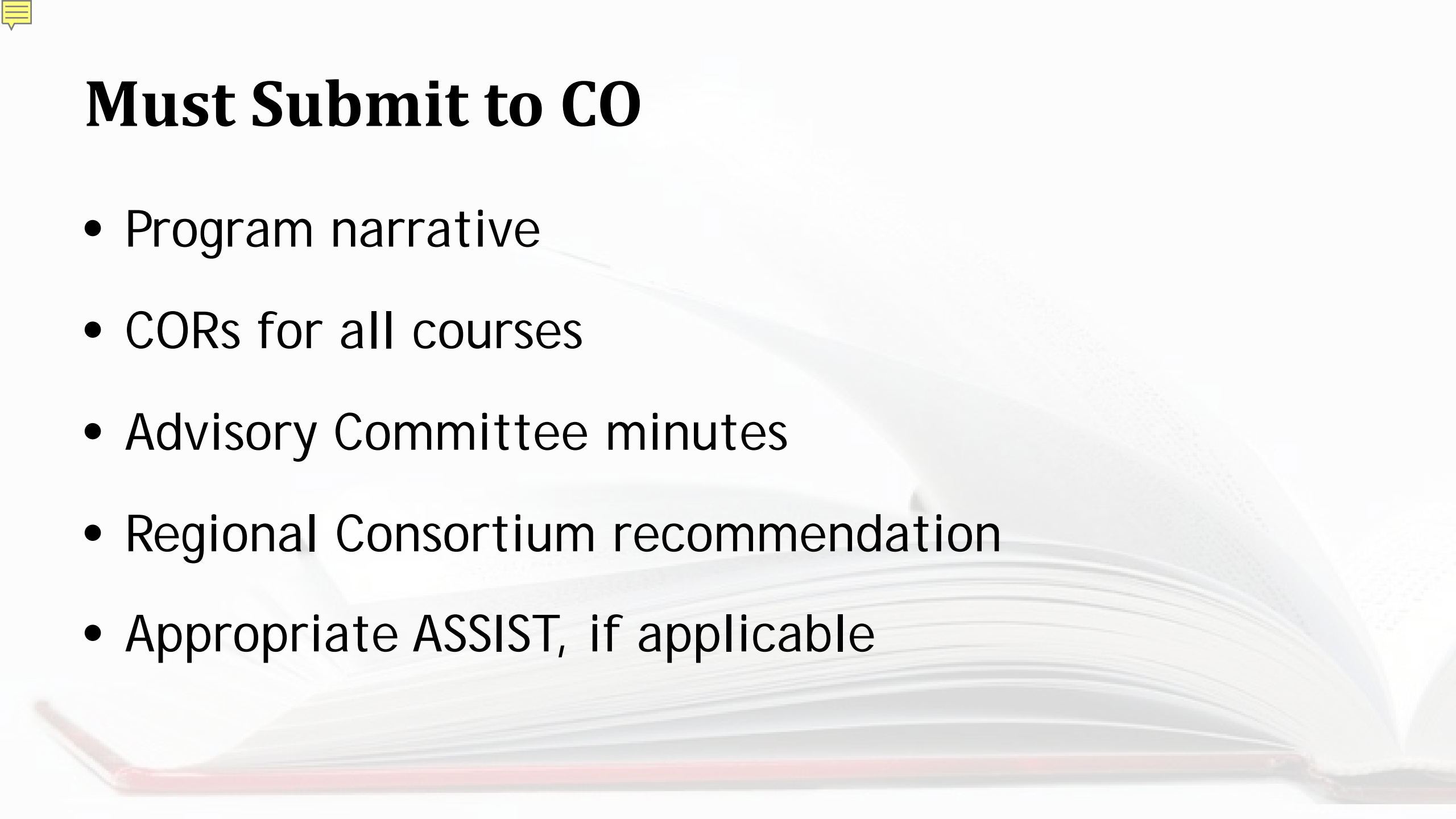
- Bay
- Central/Mother Lode
- Inland Empire/Desert
- Los Angeles-Orange County
- North Far North
- San Diego-Imperial
- South Central Coast

Next

Survey Powered By [Qualtrics](#)



Must Submit to CO

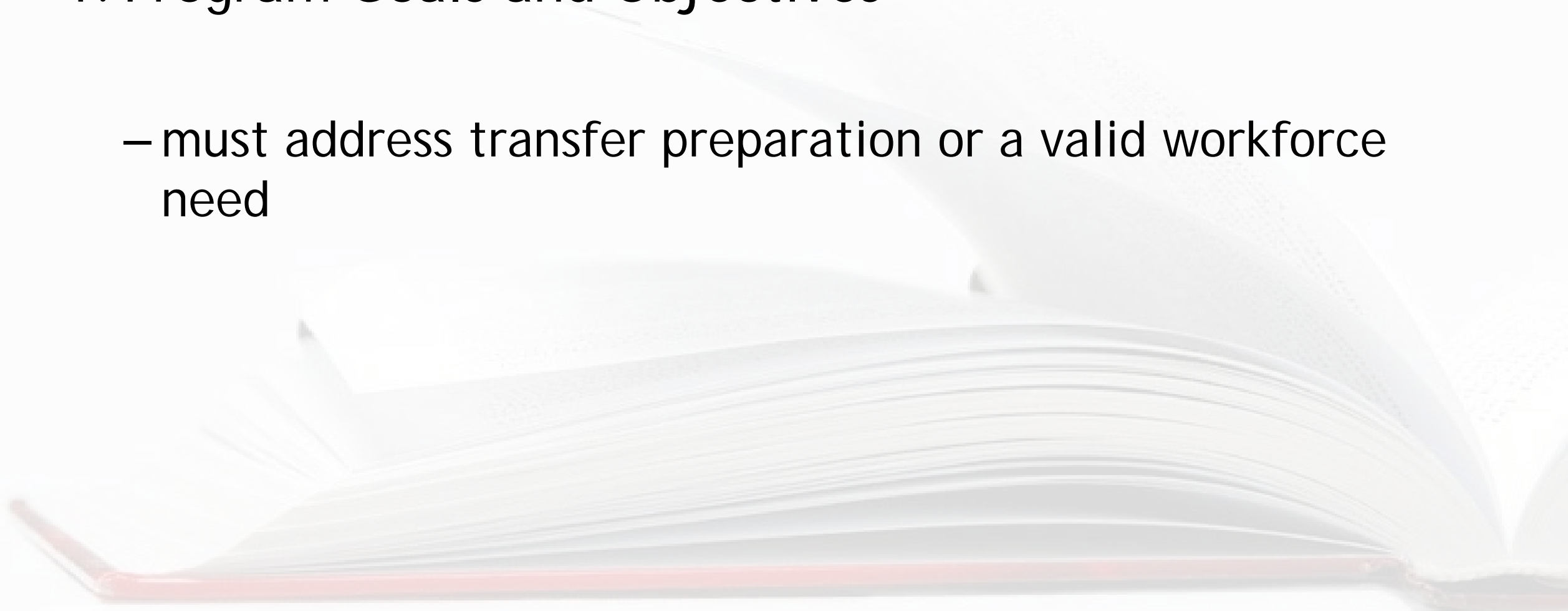
- Program narrative
 - CORs for all courses
 - Advisory Committee minutes
 - Regional Consortium recommendation
 - Appropriate ASSIST, if applicable
- 



Program Narrative, includes . . .

1. Program Goals and Objectives

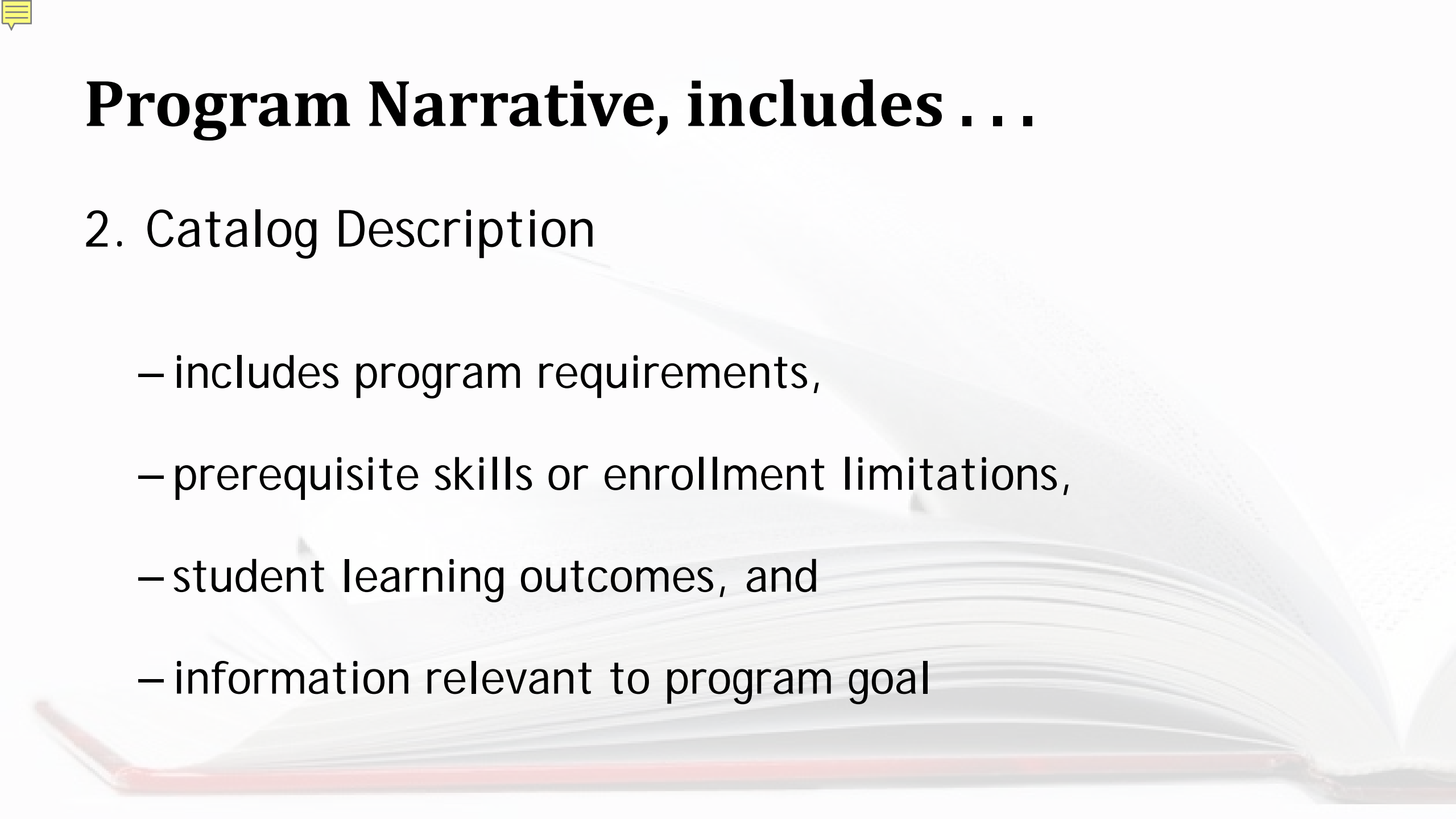
- must address transfer preparation or a valid workforce need





Program Narrative, includes . . .

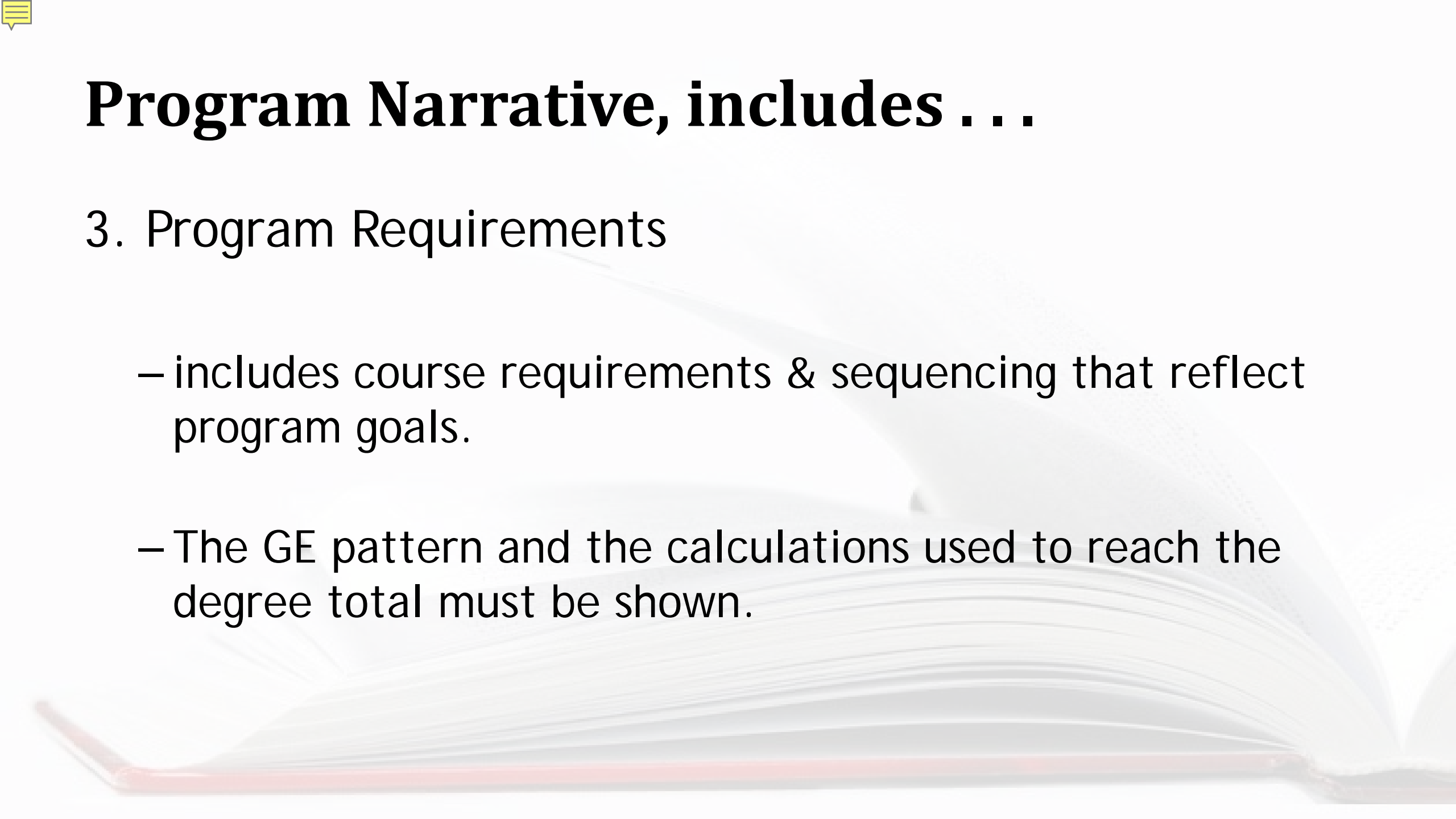
2. Catalog Description

- includes program requirements,
 - prerequisite skills or enrollment limitations,
 - student learning outcomes, and
 - information relevant to program goal
- 



Program Narrative, includes . . .

3. Program Requirements

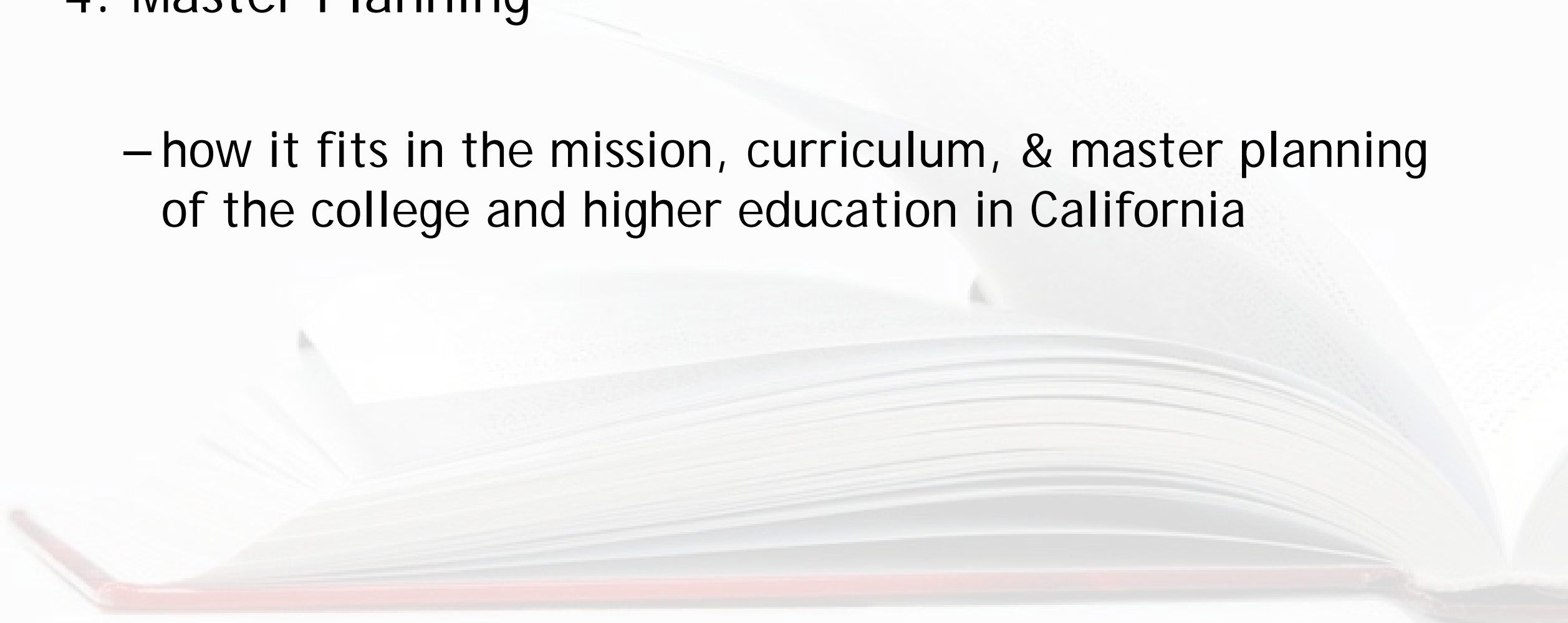
- includes course requirements & sequencing that reflect program goals.
 - The GE pattern and the calculations used to reach the degree total must be shown.
- 



Program Narrative, includes . . .

4. Master Planning

- how it fits in the mission, curriculum, & master planning of the college and higher education in California

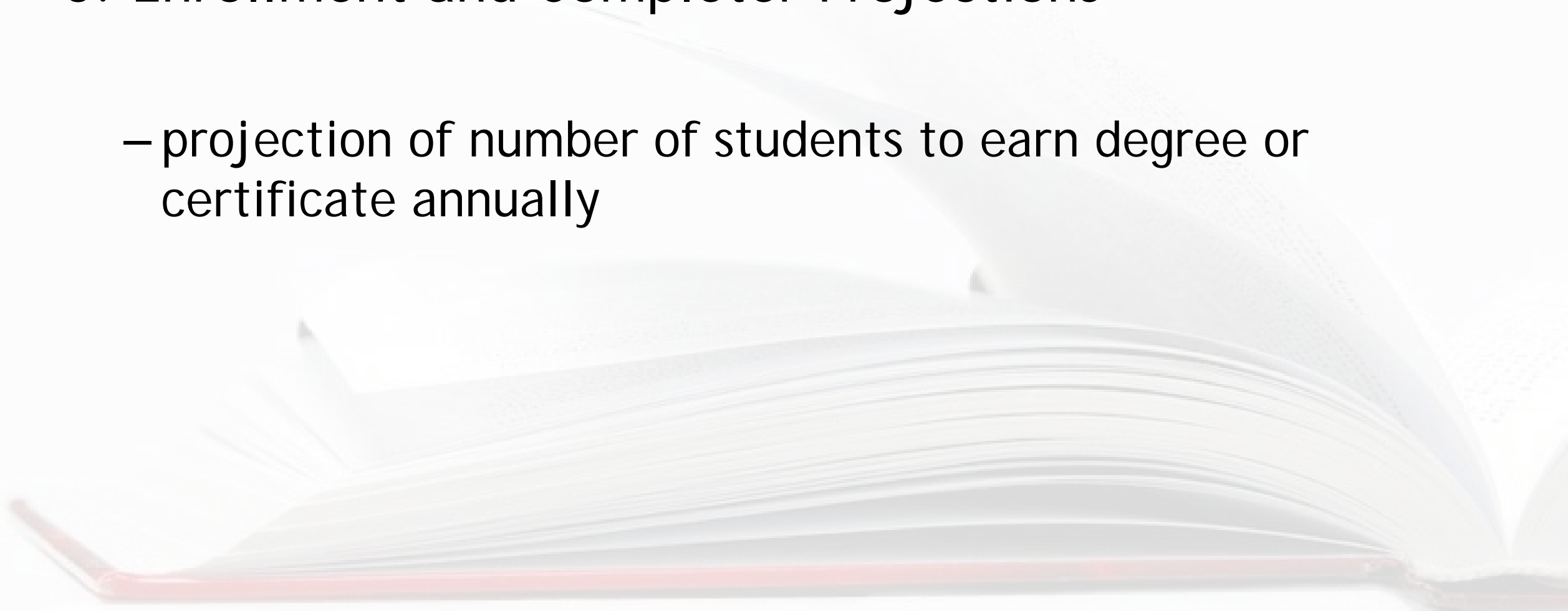




Program Narrative, includes . . .

5. Enrollment and Completer Projections

- projection of number of students to earn degree or certificate annually

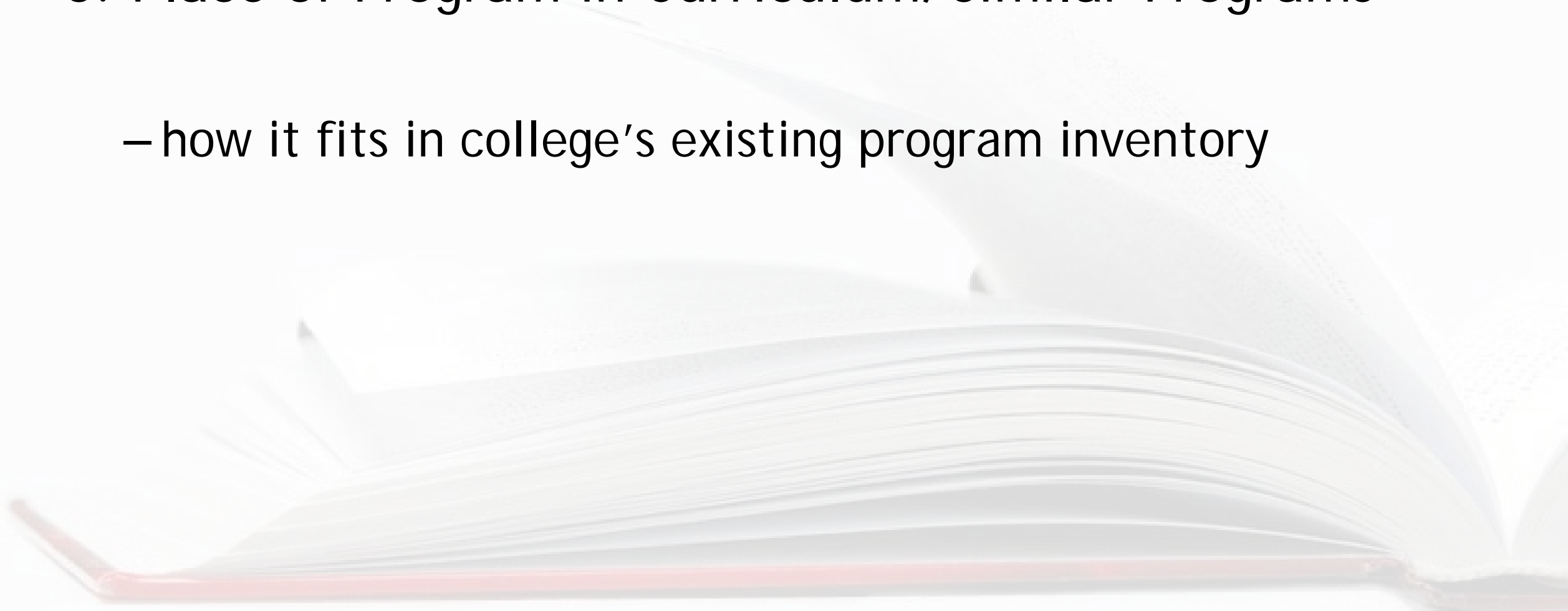




Program Narrative, includes . . .

6. Place of Program in Curriculum/Similar Programs

- how it fits in college's existing program inventory



Program Narrative, includes . . .

7. Similar Programs at Other Colleges in Service Area

- justification of need for program in the region

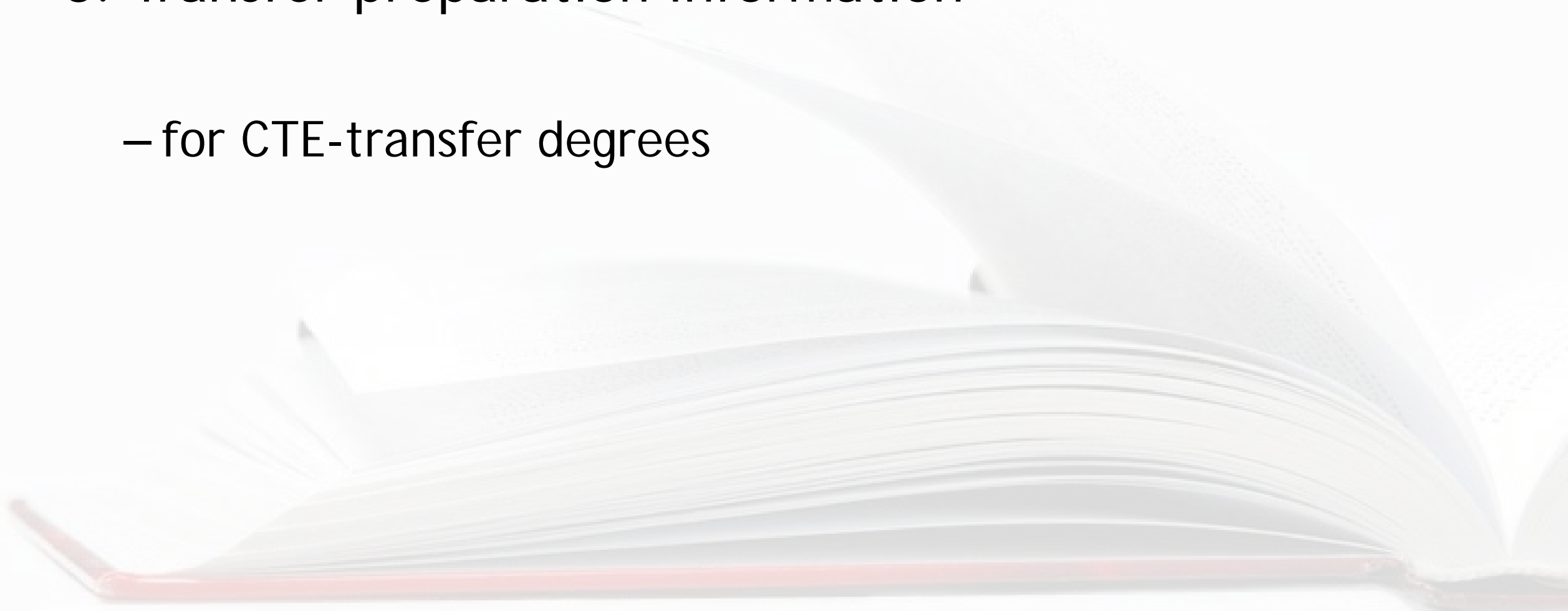




Program Narrative, includes . . .

8. Transfer preparation information

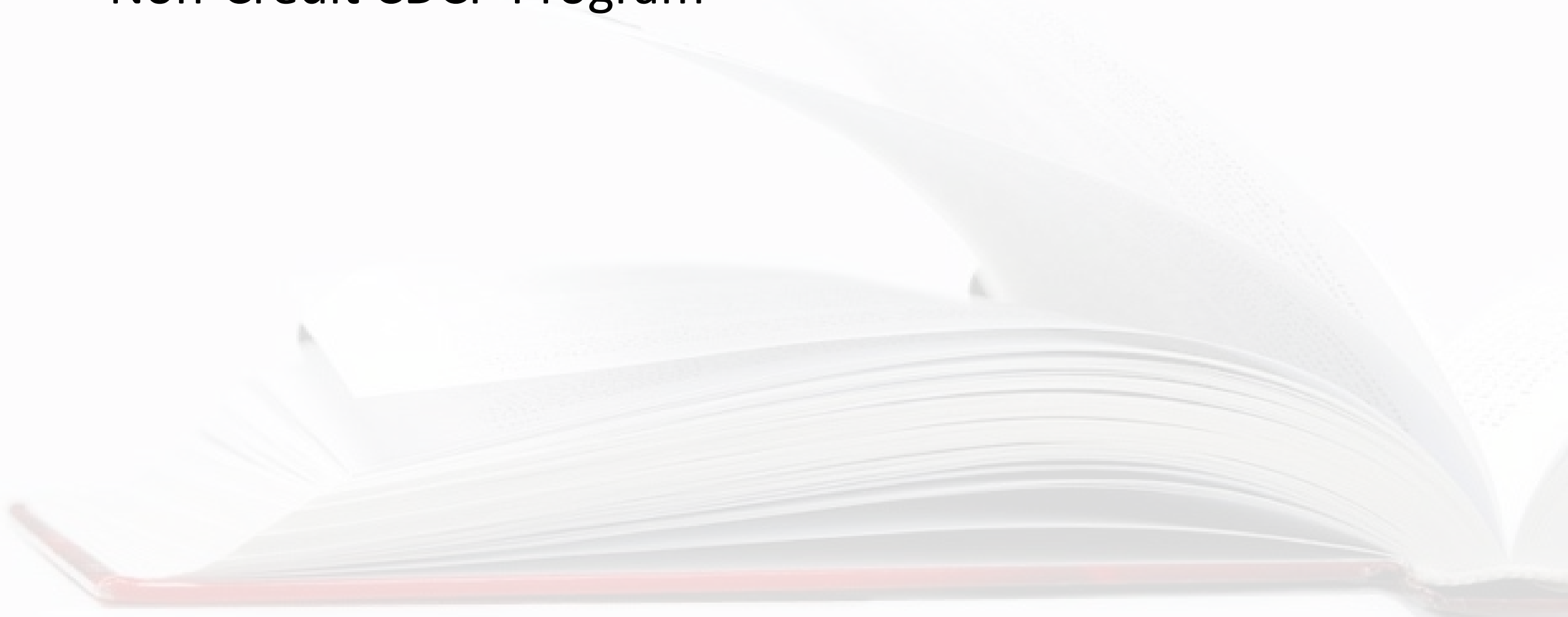
– for CTE-transfer degrees





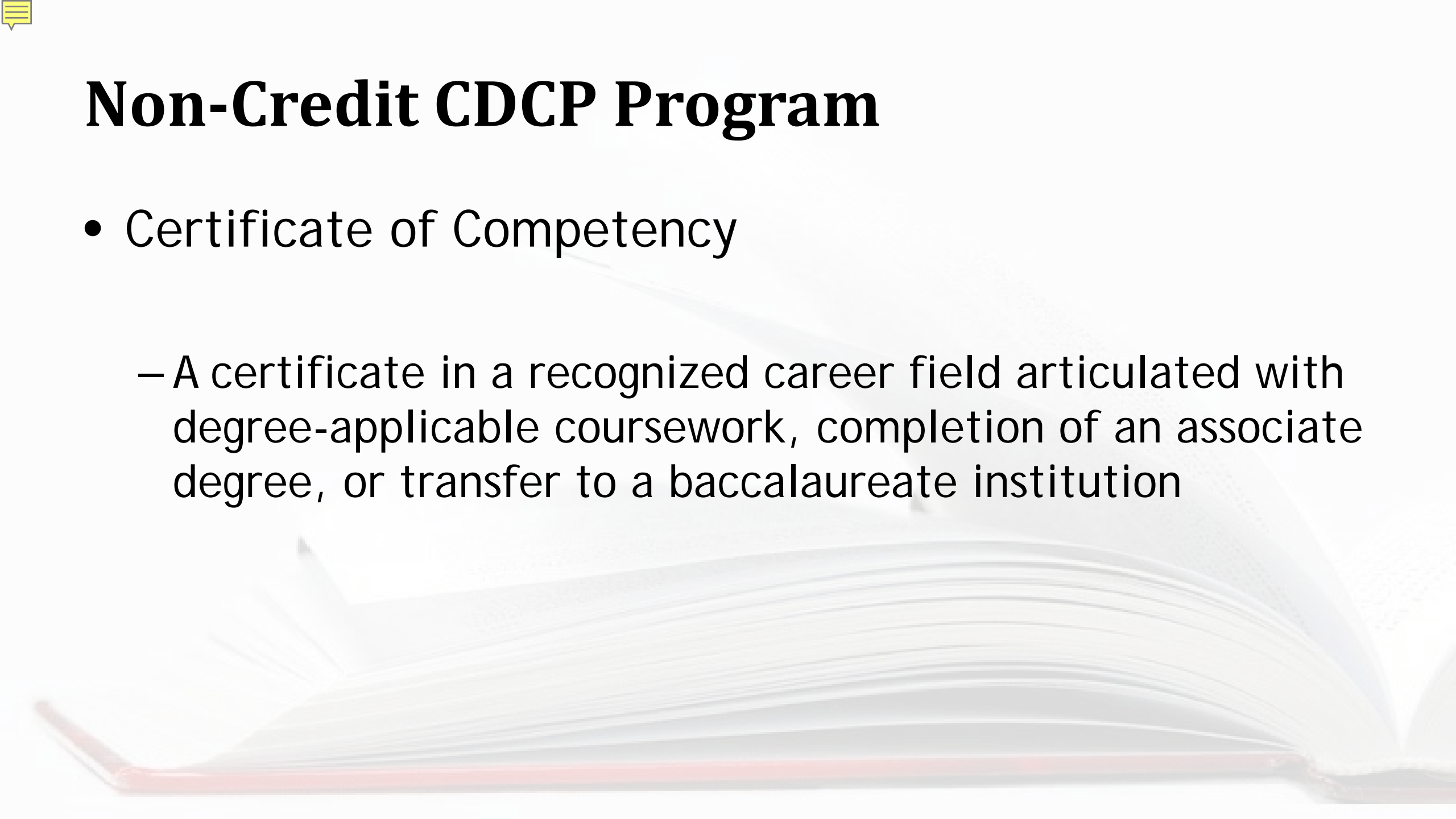
Non-Credit CDCP Program

- Non-Credit CDCP Program





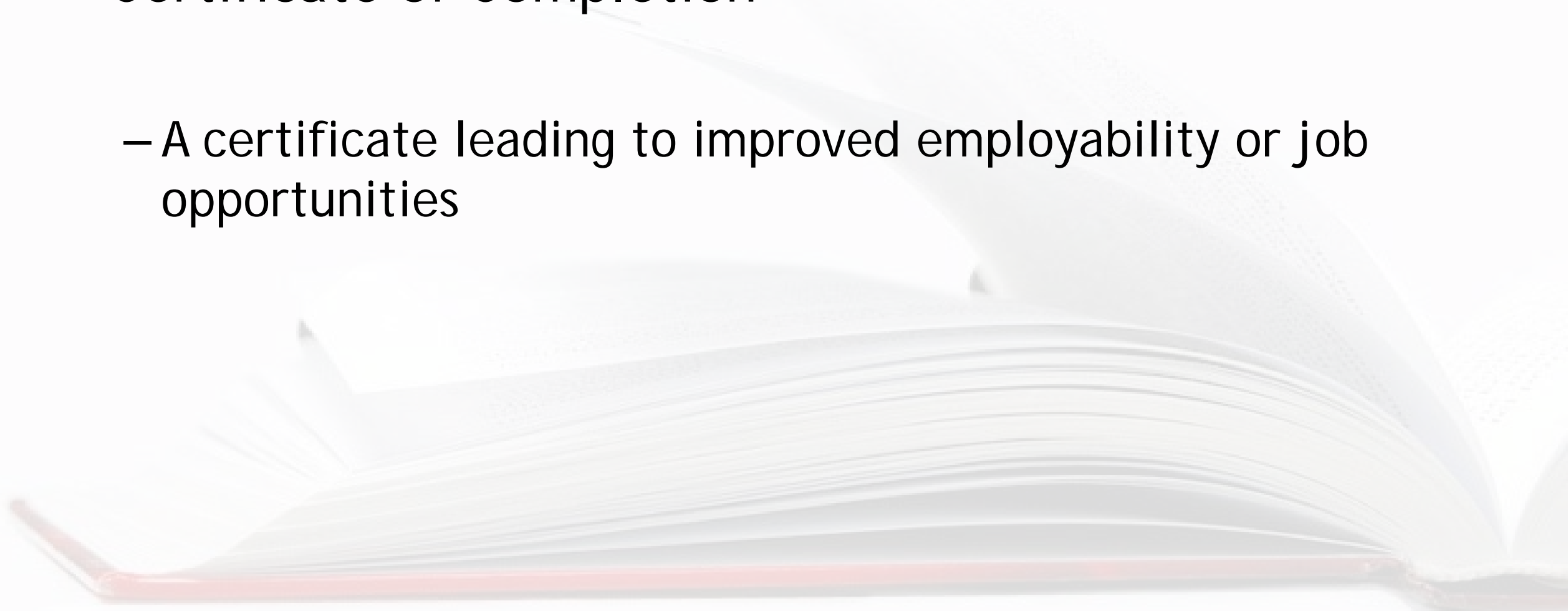
Non-Credit CDCP Program

- Certificate of Competency
 - A certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
- 



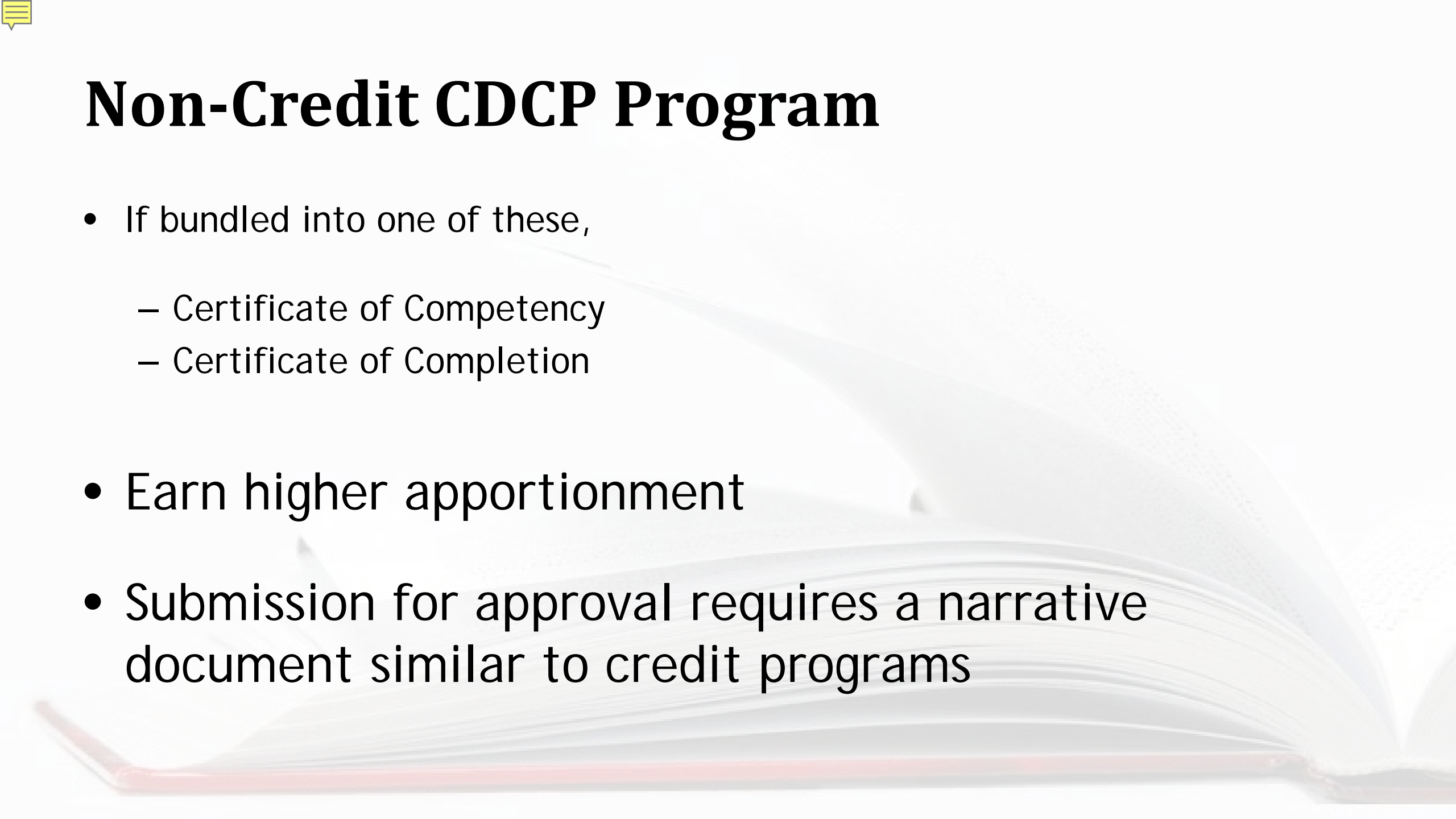
Non-Credit CDCP Program

- Certificate of Completion
 - A certificate leading to improved employability or job opportunities





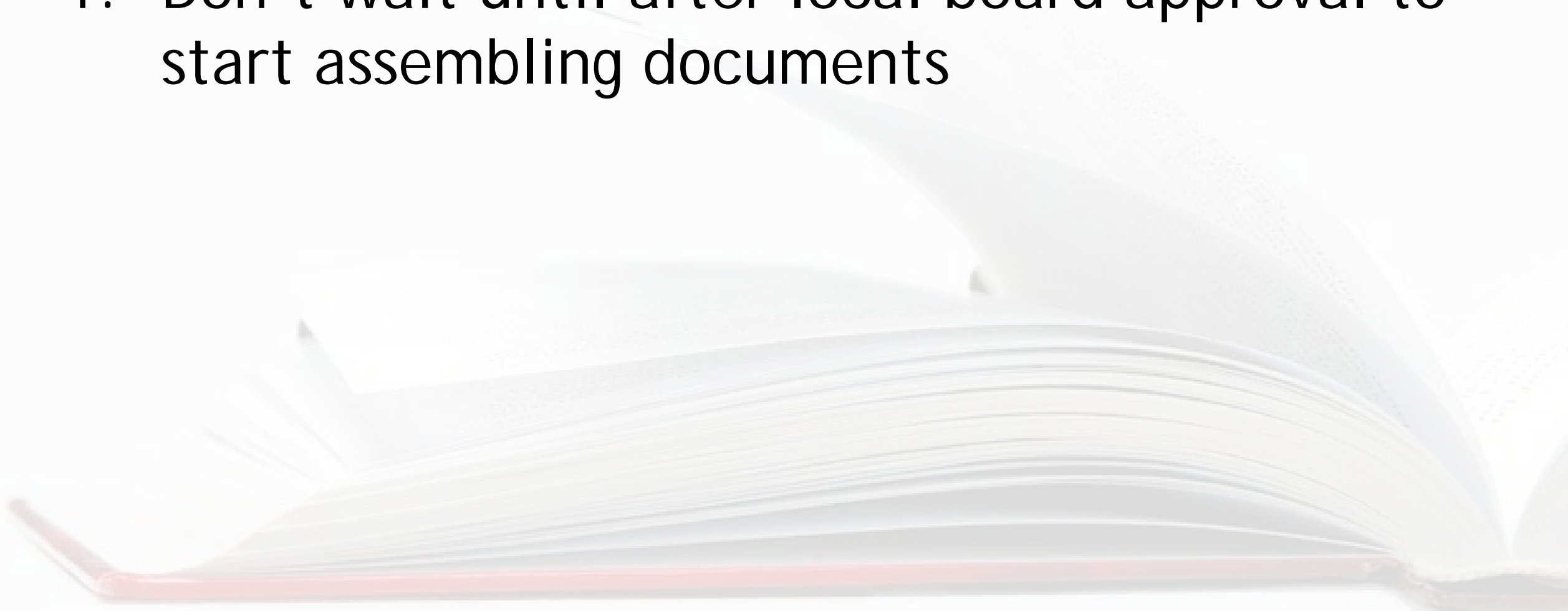
Non-Credit CDCP Program

- If bundled into one of these,
 - Certificate of Competency
 - Certificate of Completion
 - Earn higher apportionment
 - Submission for approval requires a narrative document similar to credit programs
- 




Program Approvals - Best Advice

1. Don't wait until after local board approval to start assembling documents





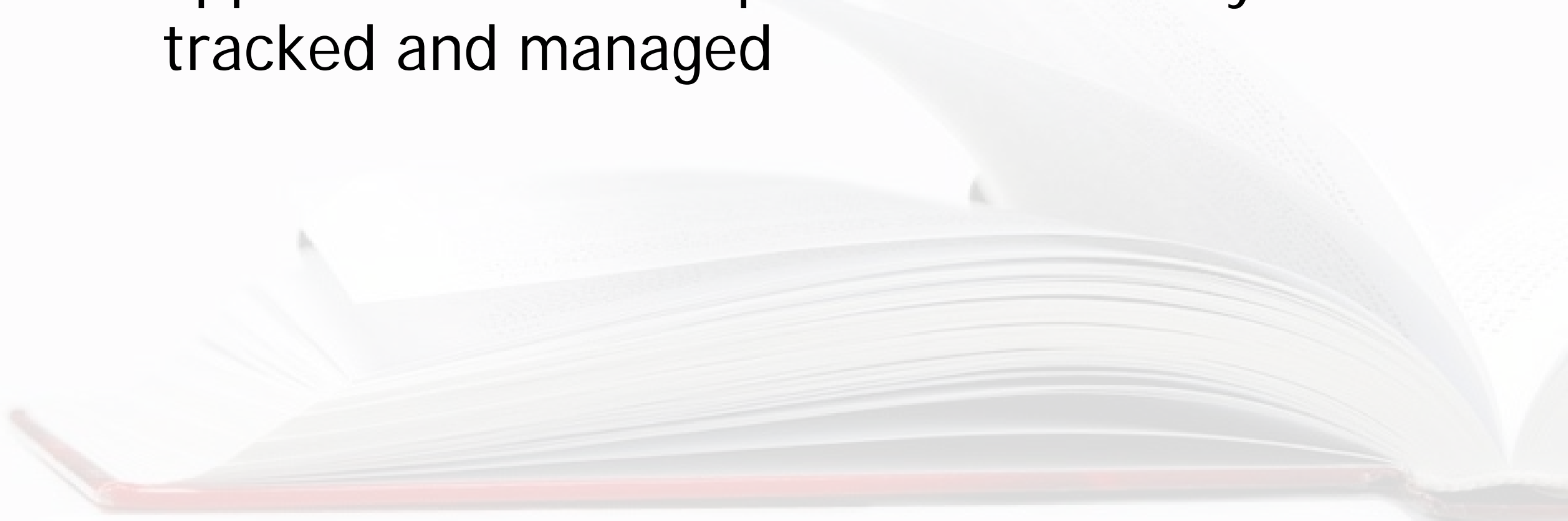
Program Approvals - Best Advice

2. Wherever appropriate, use the program narrative, LMI data, and other documentation to guide the program-approval process at the local level
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Program Approvals - Best Advice

3. Develop a checklist or process for program approvals so all components can easily be tracked and managed

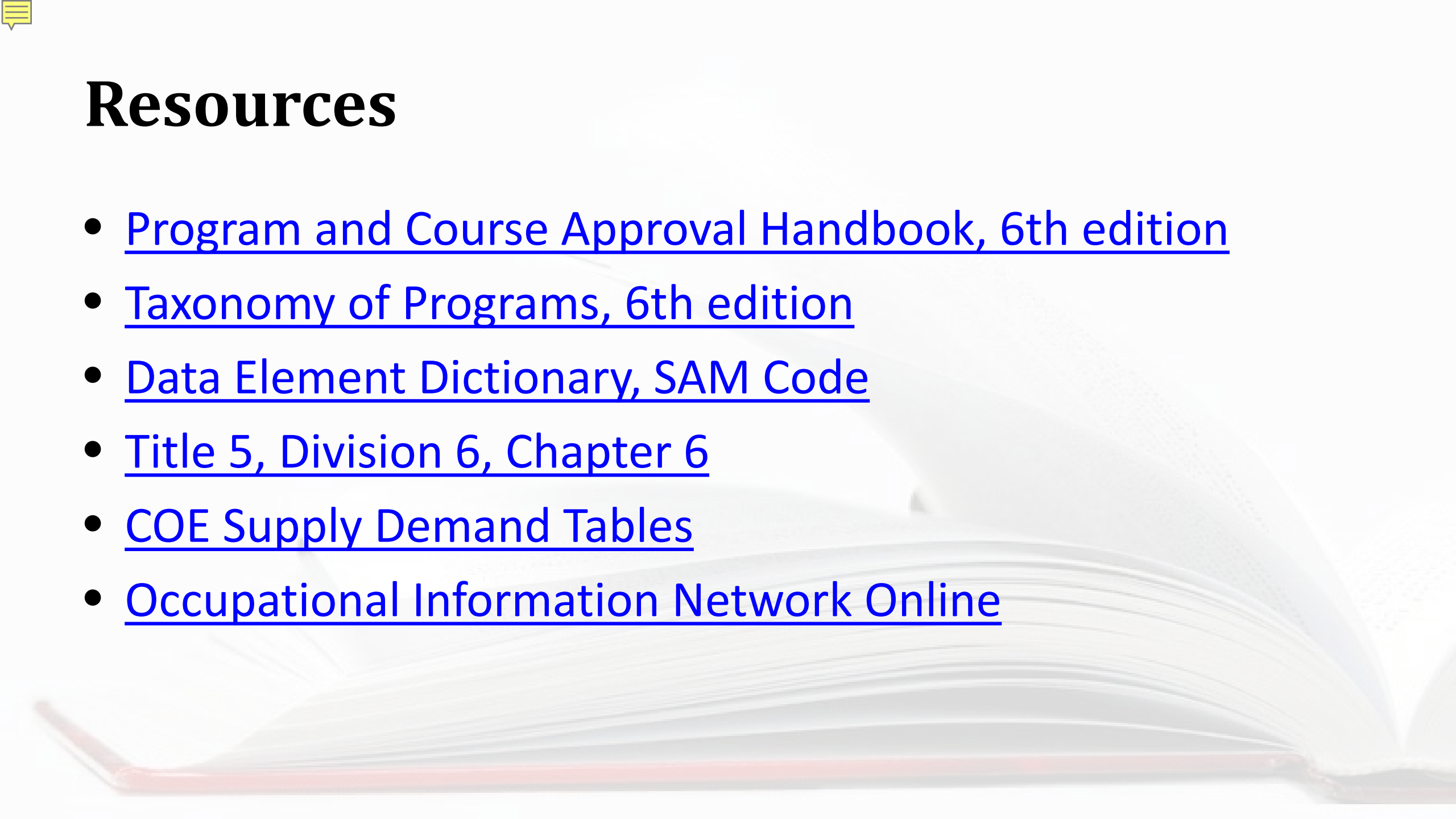


Questions?





Resources

- [Program and Course Approval Handbook, 6th edition](#)
 - [Taxonomy of Programs, 6th edition](#)
 - [Data Element Dictionary, SAM Code](#)
 - [Title 5, Division 6, Chapter 6](#)
 - [COE Supply Demand Tables](#)
 - [Occupational Information Network Online](#)
- 



Thank you

