Development of New CTE Programs

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So you want to start a new program...
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)
## SAM Code

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Apprenticeship</td>
</tr>
<tr>
<td>B</td>
<td>Advanced Occupational</td>
</tr>
<tr>
<td>C</td>
<td>Clearly Occupational</td>
</tr>
<tr>
<td>D</td>
<td>Possibly Occupational</td>
</tr>
<tr>
<td>E</td>
<td>Non-Occupational</td>
</tr>
</tbody>
</table>
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
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

<table>
<thead>
<tr>
<th>CDCP (Career Development &amp; College Preparation)</th>
<th>Other Categories Allowed</th>
</tr>
</thead>
</table>
| • Elementary & secondary basic skills and remedial education  
• ESL  
• Short-term vocational programs  
• Workforce preparation | • Parenting education  
• Citizenship  
• Education programs for persons with disabilities  
• Education programs for older adults  
• Home economics  
• Health and safety education |

- Apportionment equal 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,............

What now?
Poor Planning Can Cause Major Delay

CLOSE TO HOME

BY JOHN McPHERSON

“WELL, YOU KNOW WHAT THIS MEANS? NO CHRISTMAS BONUS THIS YEAR.”
Credit Program

• Credit Program
New & Substantive Revisions Require . . .

- Advisory Committee Recommendation

- Regional Consortium Recommendation
  - Requires Labor Market Information (LMI)
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
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
2. Wherever appropriate, use the program narrative, LMI data, and other documentation to guide the program-approval process at the local level.
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