



ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

# Development of New CTE Programs

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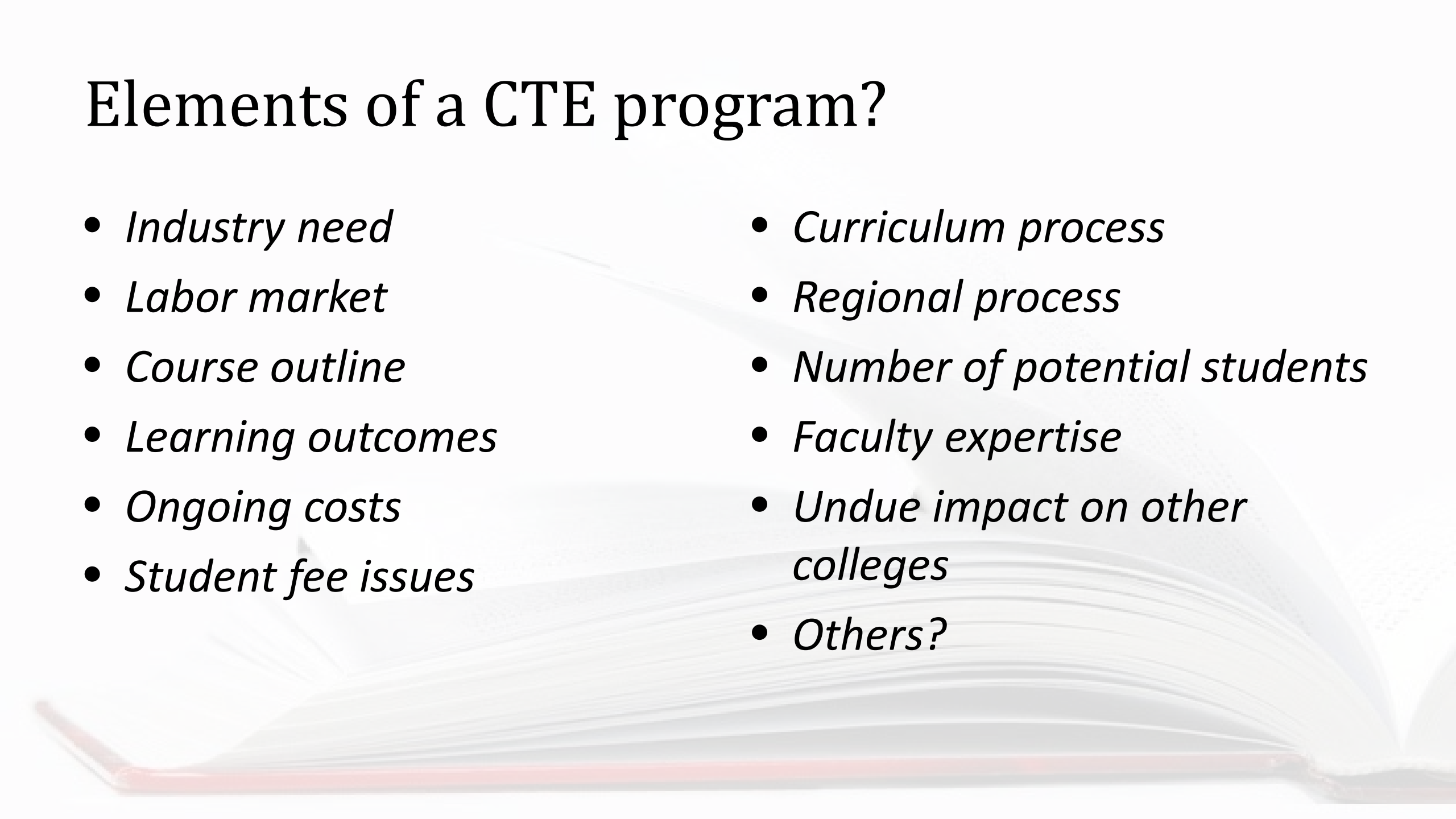
Brandi Asmus, Woodland Community College

**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

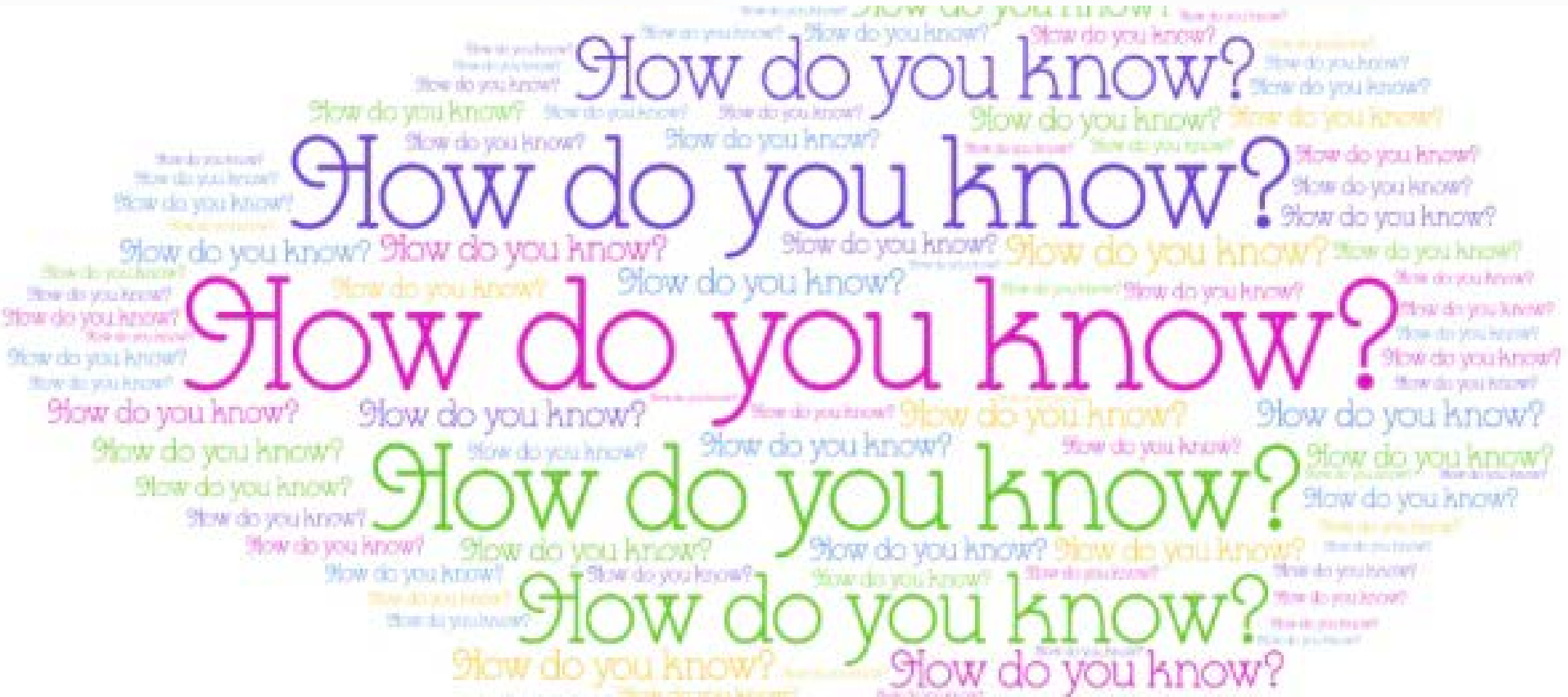




# Important to remember, CTE

- 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?

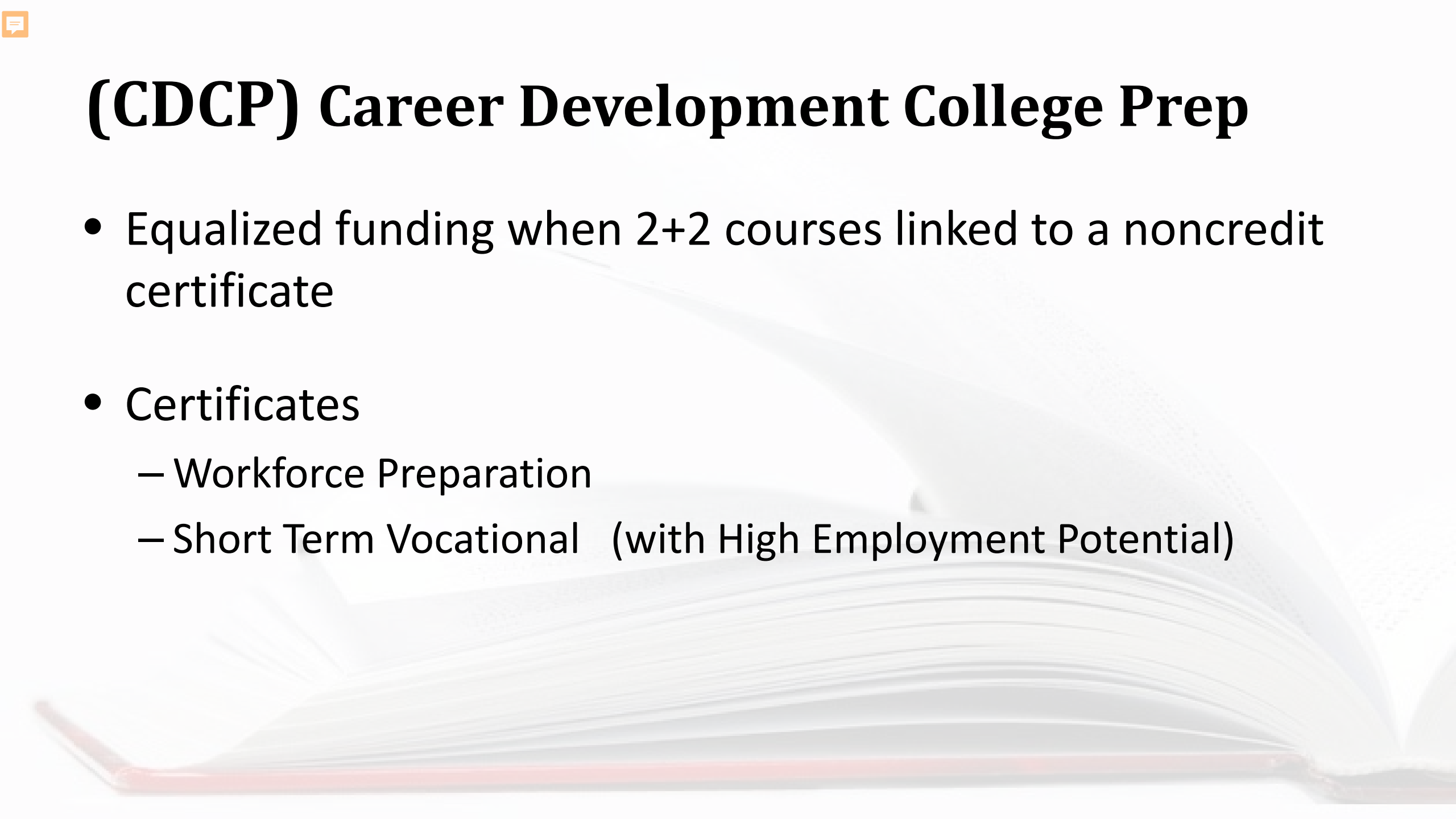


# Consider these Elements of Non Credit

- 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



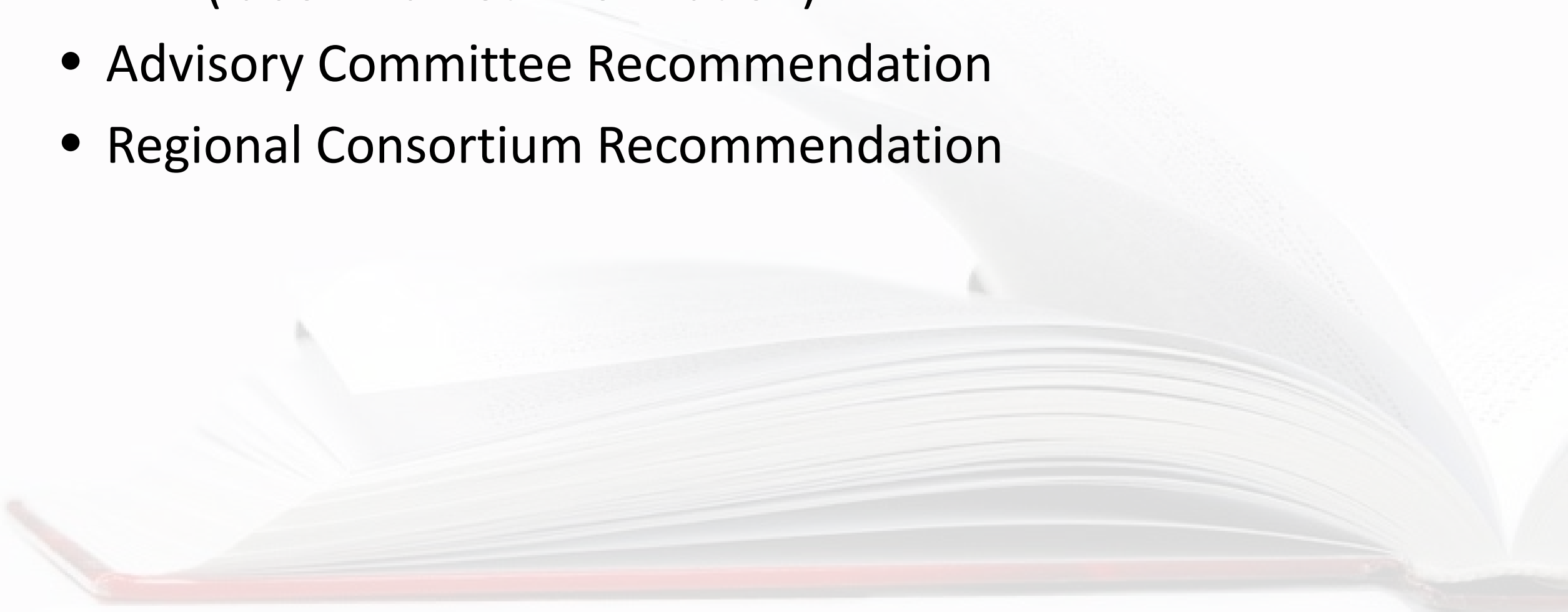
# (CDCP) Career Development College Prep

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



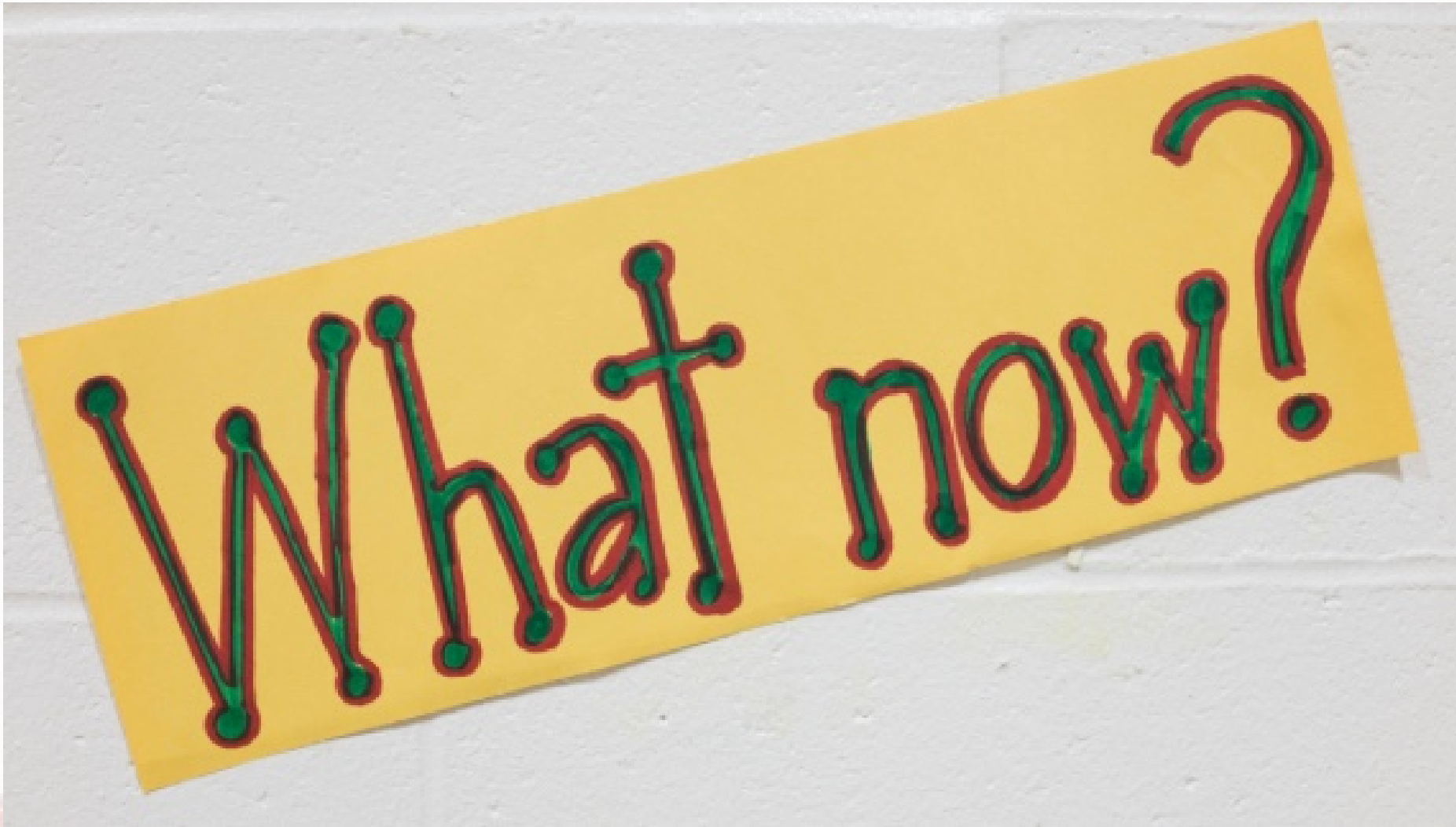
# And, Non-Credit Doesn't Require

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





**Ready, Set,.....**



# Poor Planning Can Cause Major Delay

CLOSE TO HOME

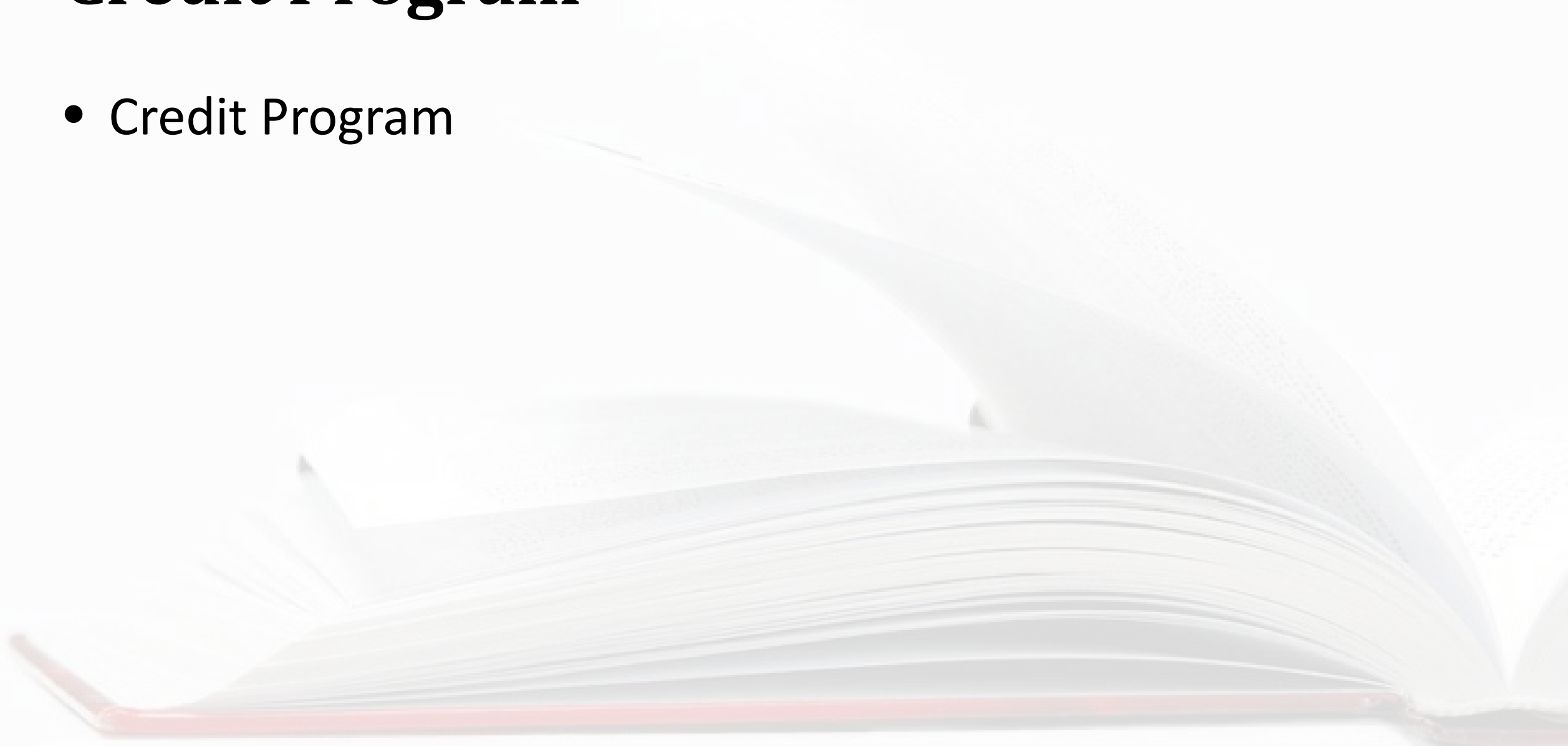
BY JOHN McPHERSON





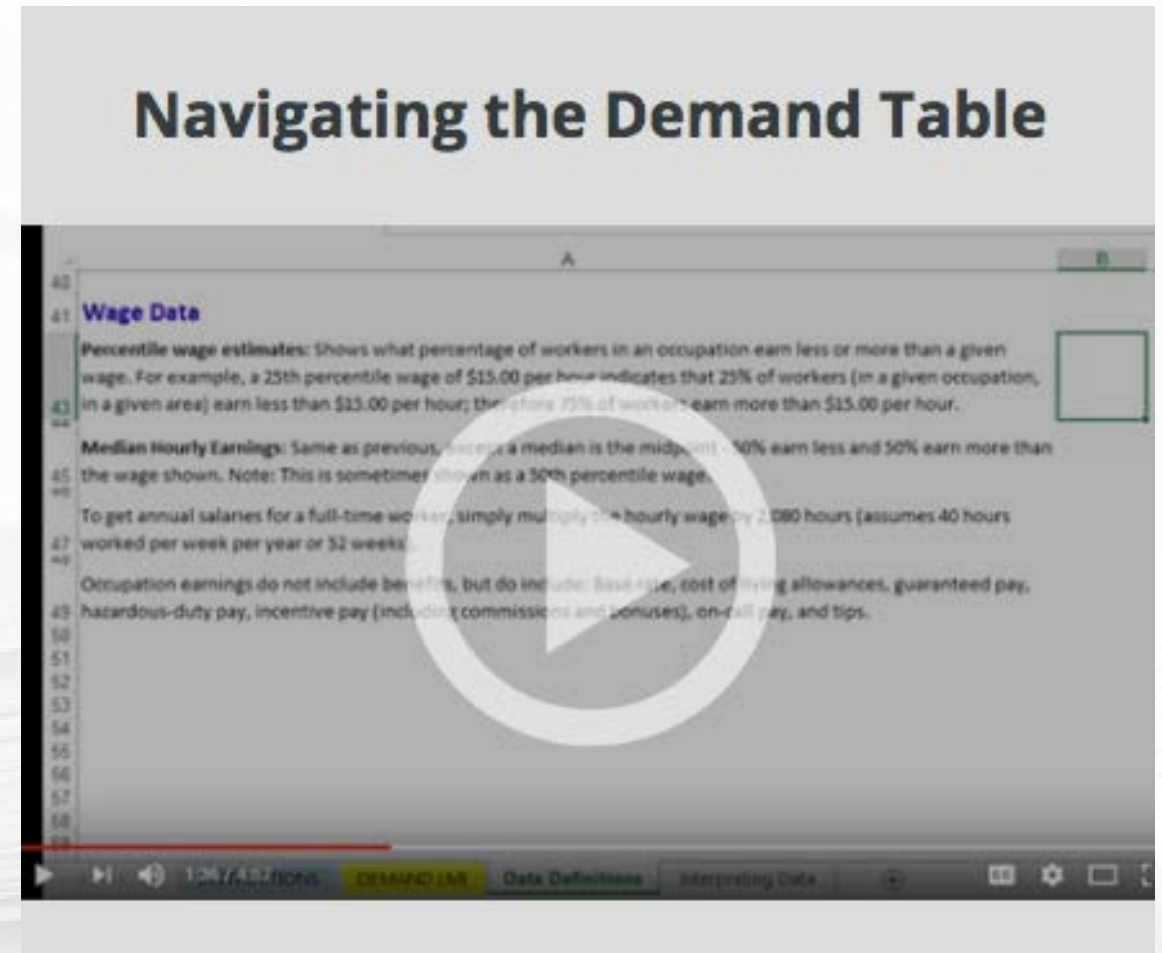
# Credit Program

- Credit Program



# New & Substantive Revisions Require . .

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



**Navigating the Demand Table**

**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.

1:06 / 4:52 hours

DEMAND LMI



Data Definitions


Interpreting Data

# 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

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## Regional Program Recommendation: Request for Labor Market Report

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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

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Next

Survey Powered By [Qualtrics](#)



# Must Submit to CO

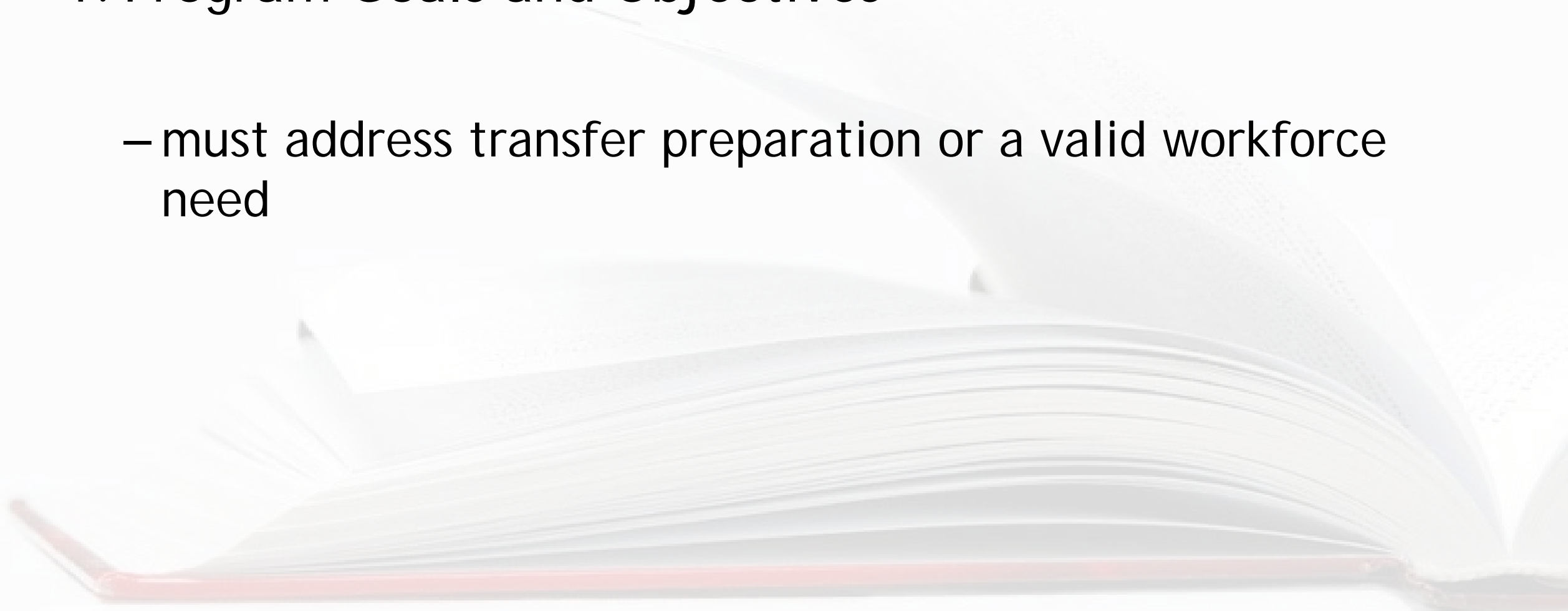
- Program narrative
- CORs for all courses
- Advisory Committee minutes
- Regional Consortium recommendation
- Appropriate ASSIST, if applicable



# 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

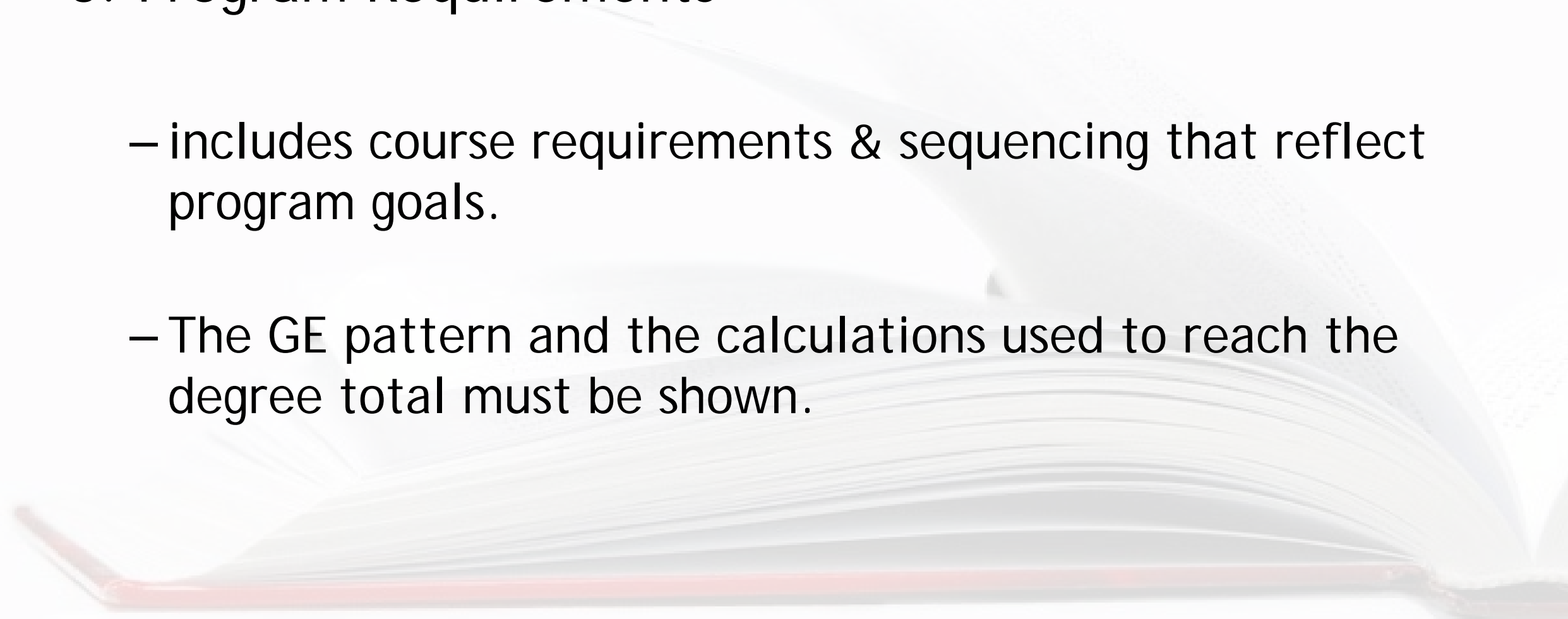




# Program Narrative, includes . . .

## 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.

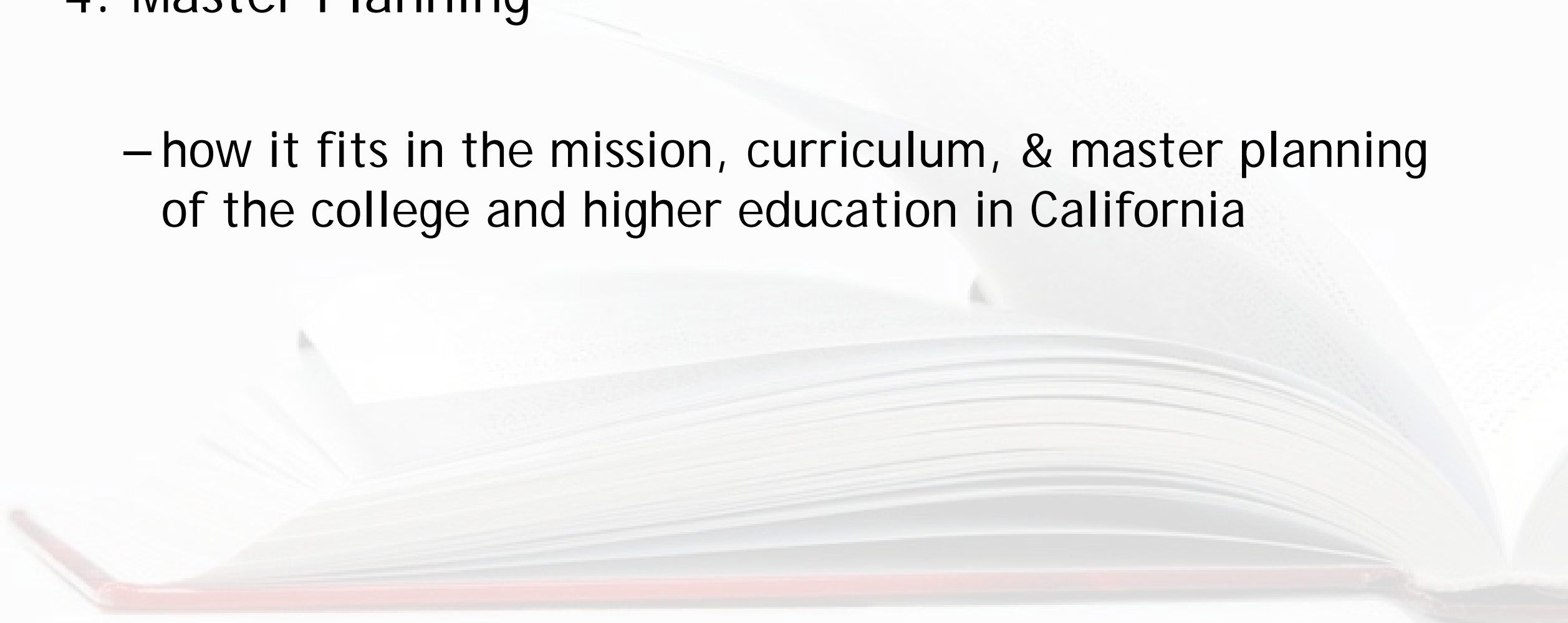




# Program Narrative, includes . . .

## 4. Master Planning

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

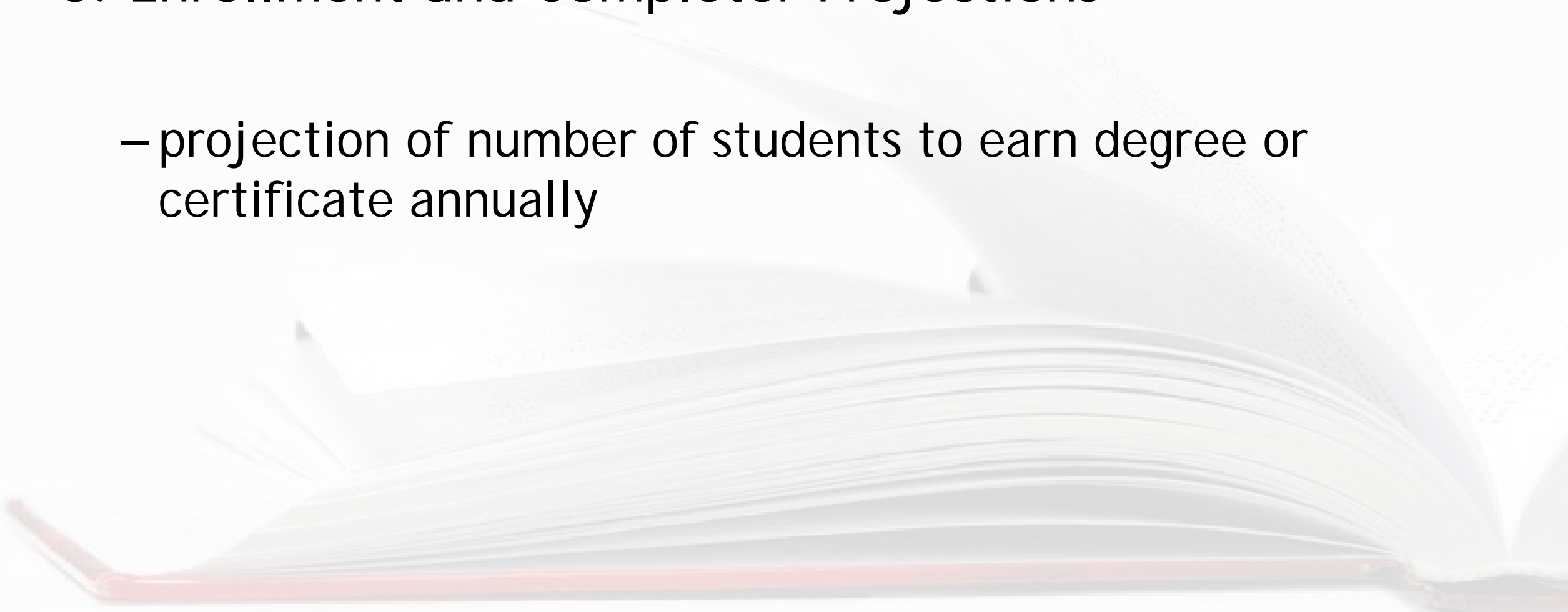




# Program Narrative, includes . . .

## 5. Enrollment and Completer Projections

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

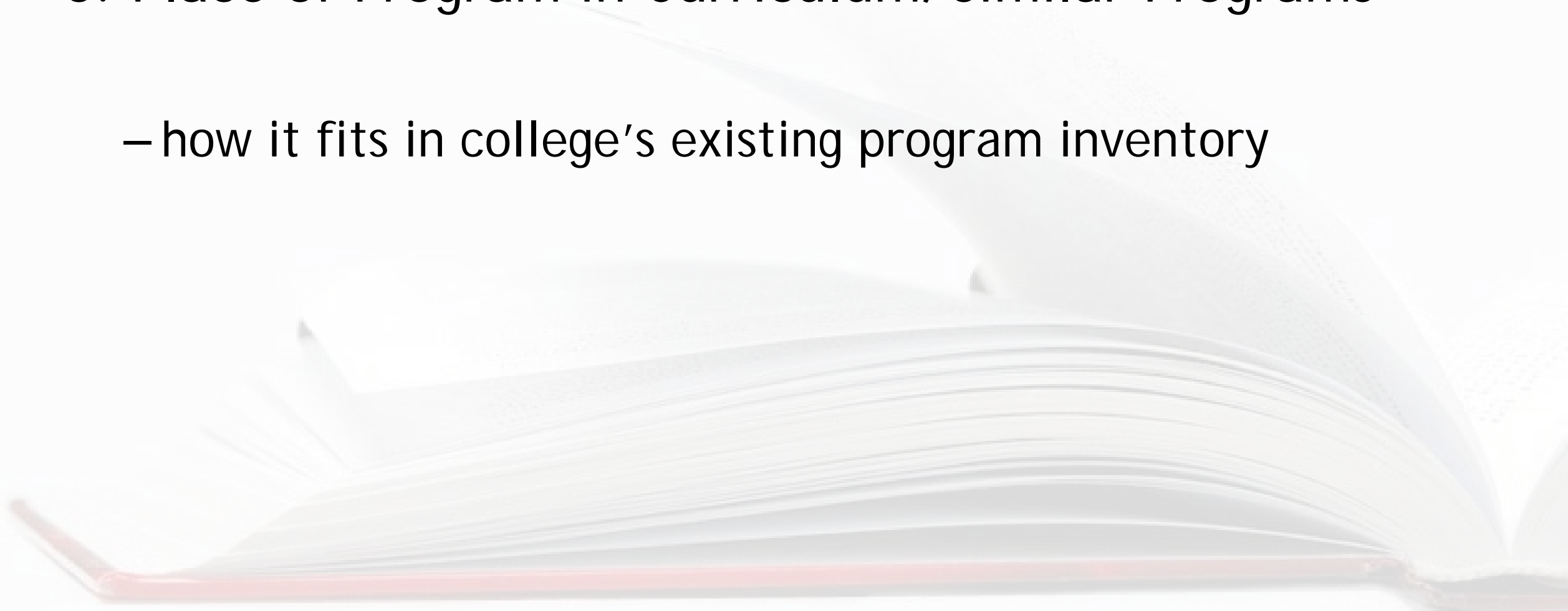




# Program Narrative, includes . . .

## 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

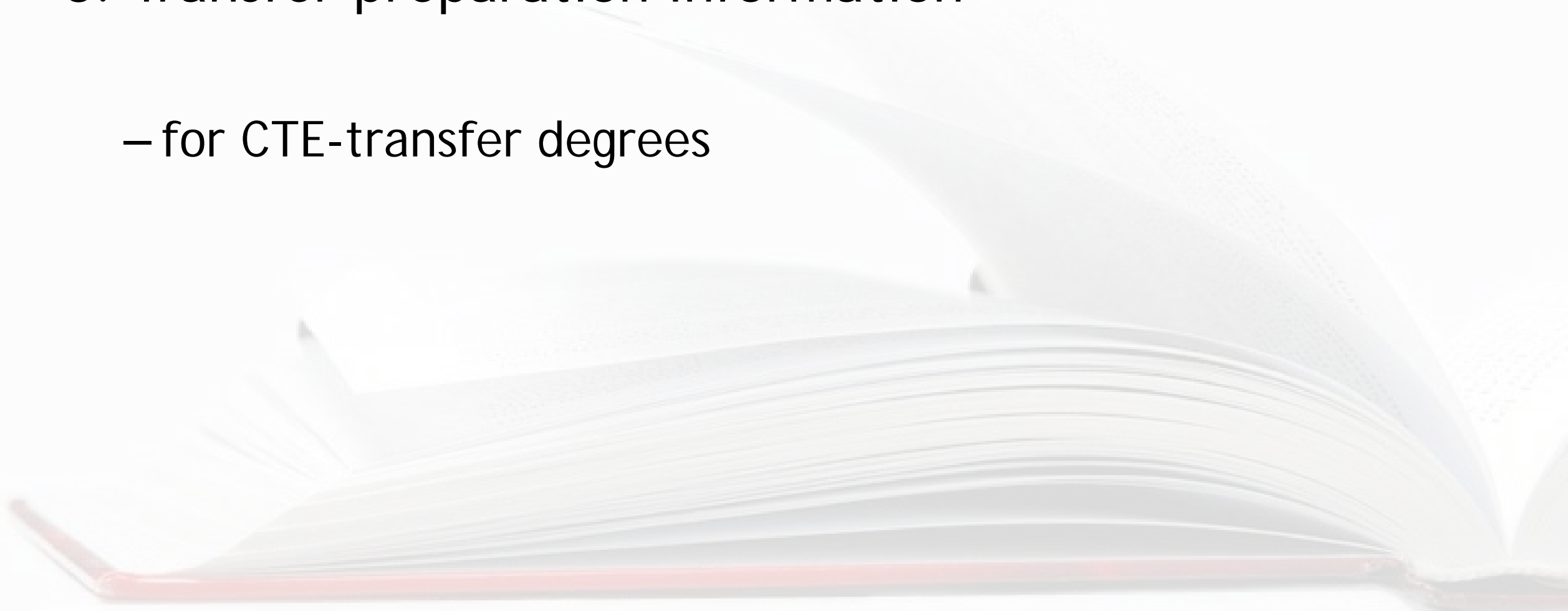




# Program Narrative, includes . . .

8. Transfer preparation information

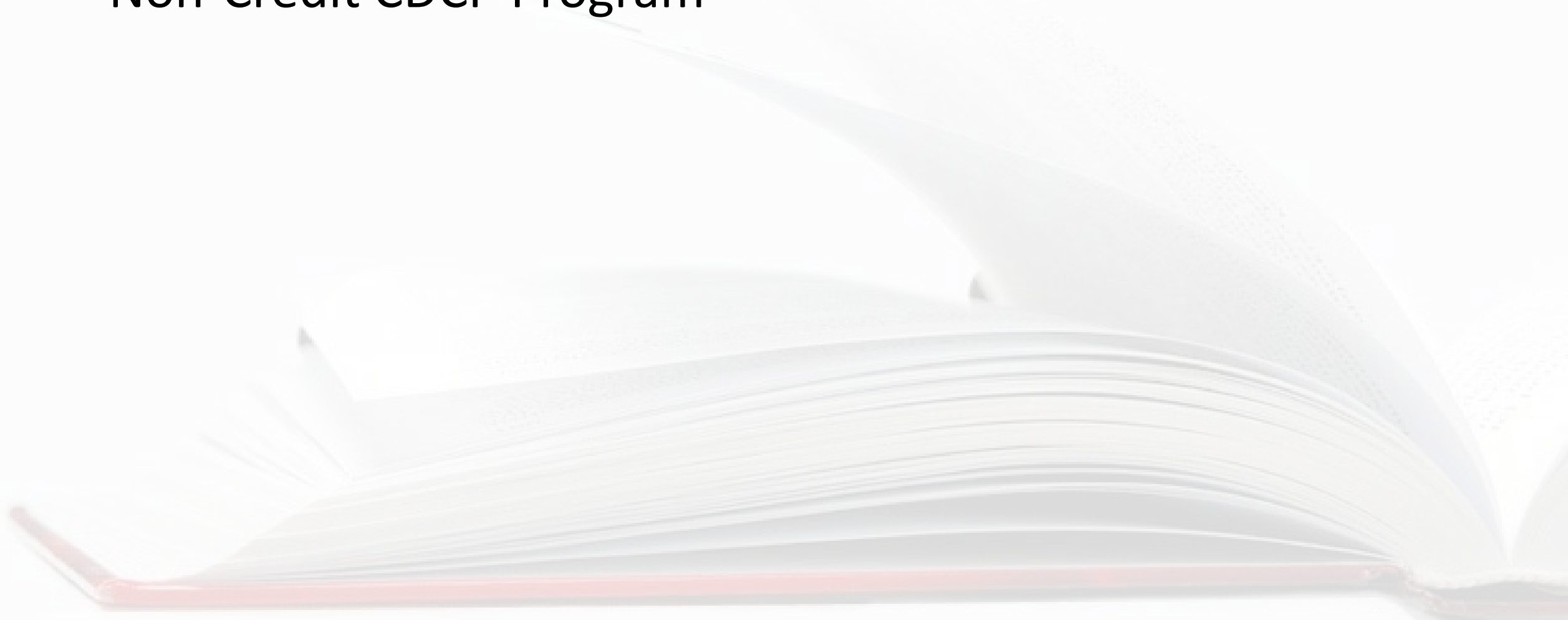
– for CTE-transfer degrees





# 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

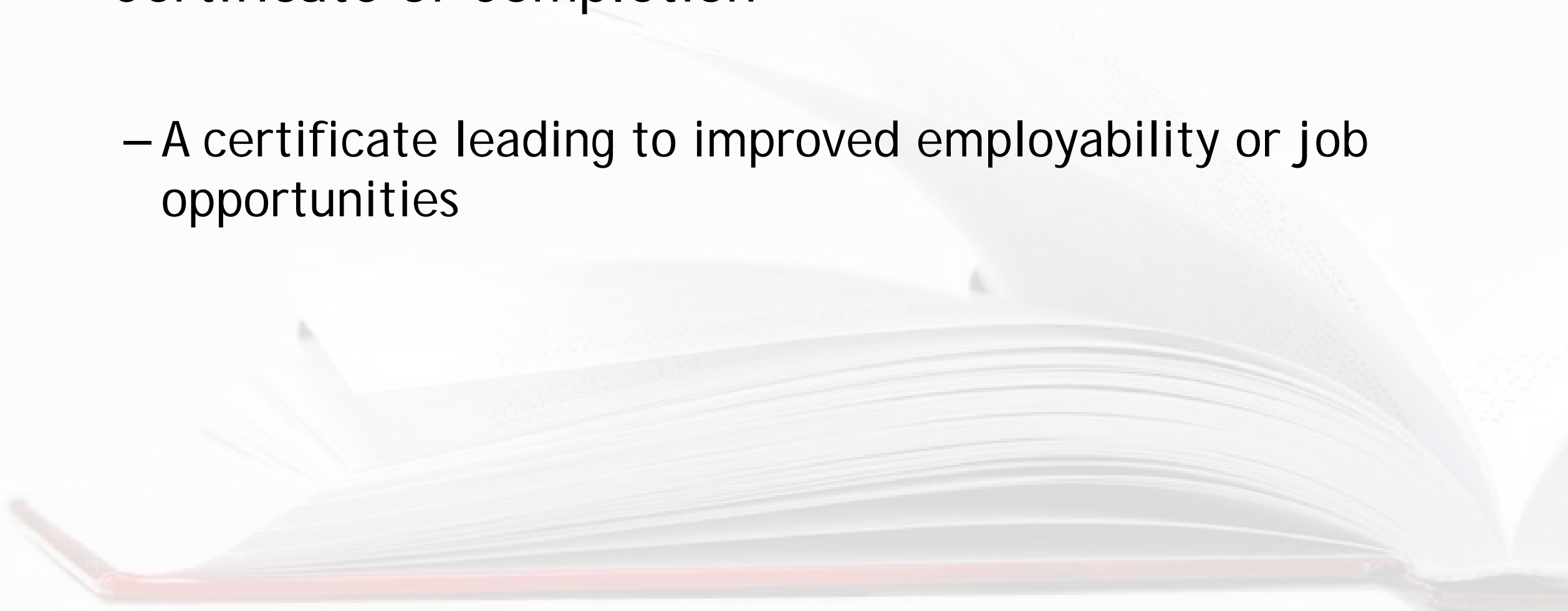






# Non-Credit CDCP Program

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





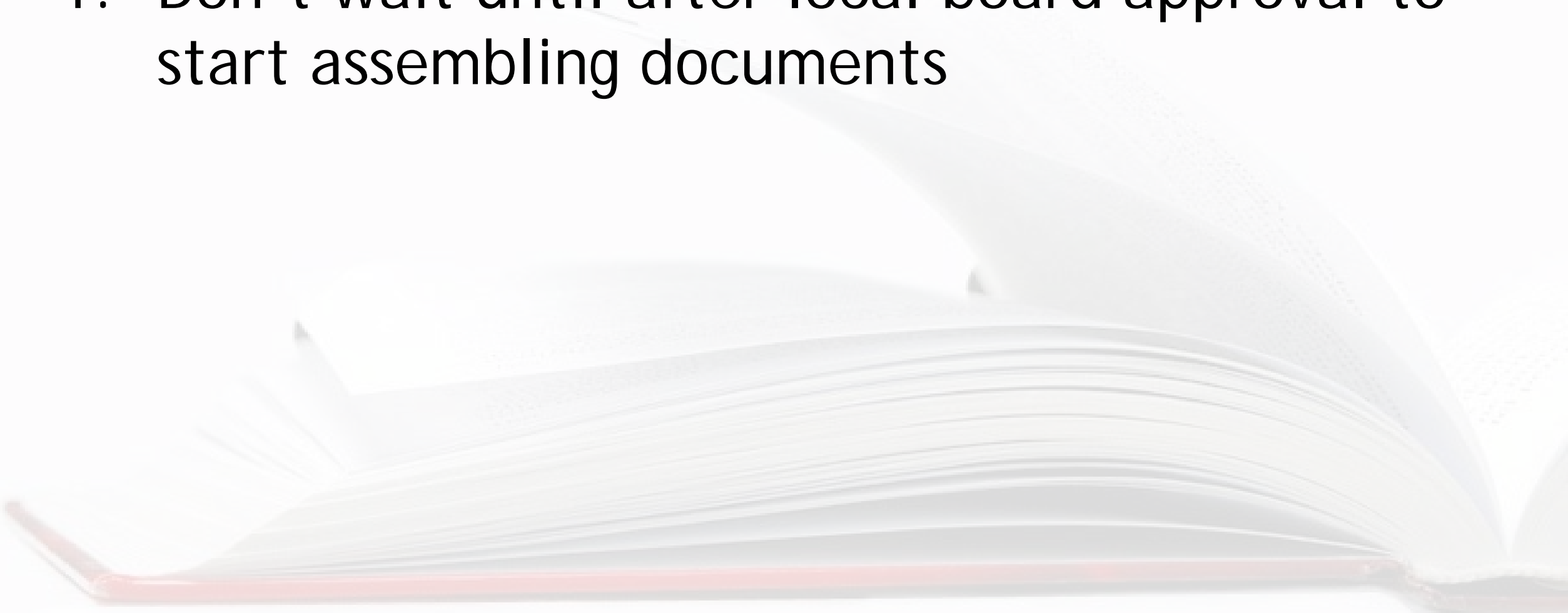
# Non-Credit CDCP Program

- 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

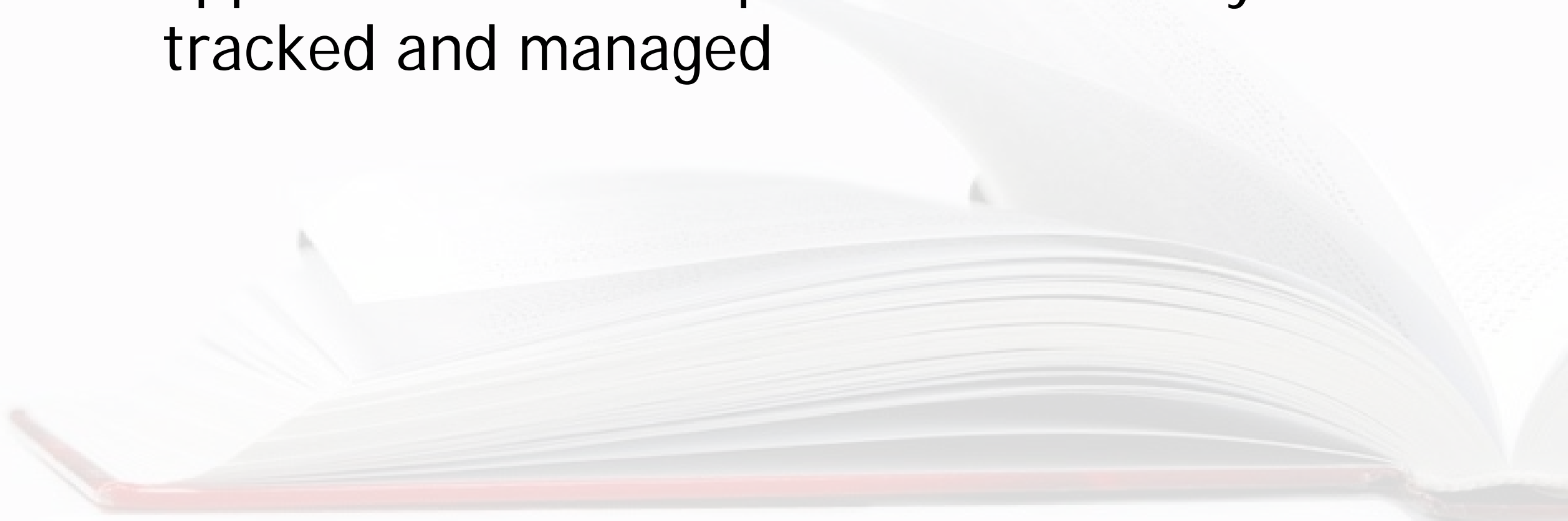
2. Wherever appropriate, use the program narrative, LMI data, and other documentation to guide the program-approval process at the local level





# 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

