

# Development of New CTE Programs

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**So you want to start a new program...**



# What are the 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*

# First . . .

- Will program completers need a certificate or degree?



# CTE Associate Degrees and Certificates

- A.A. or A.S.
- Certificate of Achievement
- Local Certificate

# 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

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

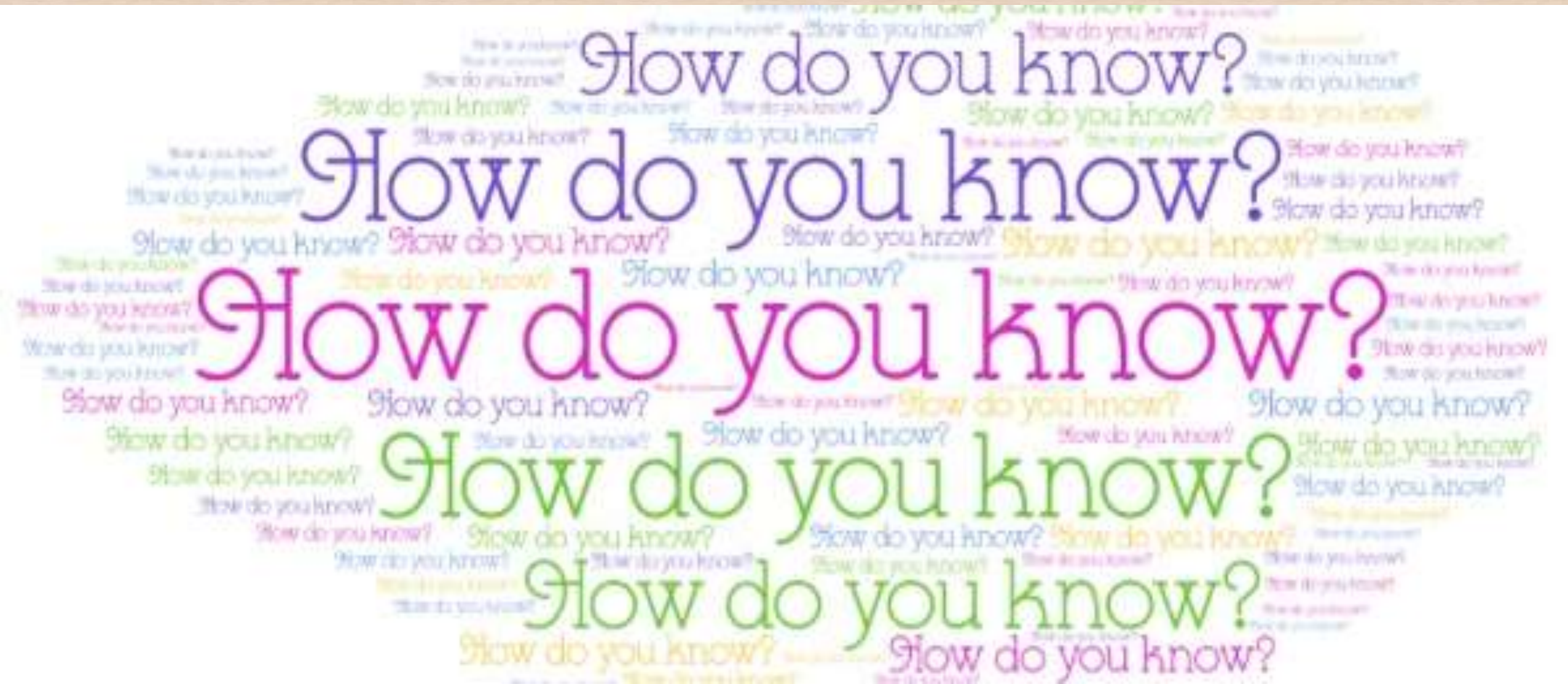
A	Apprenticeship
B	Advanced Occupational
C	Clearly Occupational
D	Possibly Occupational
E	Non-Occupational



# 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

Apportionment equal  
to credit courses if  
part of a Certificate  
Program

## Other Categories Allowed

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

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+ 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



**Now, Let's Practice . . .**

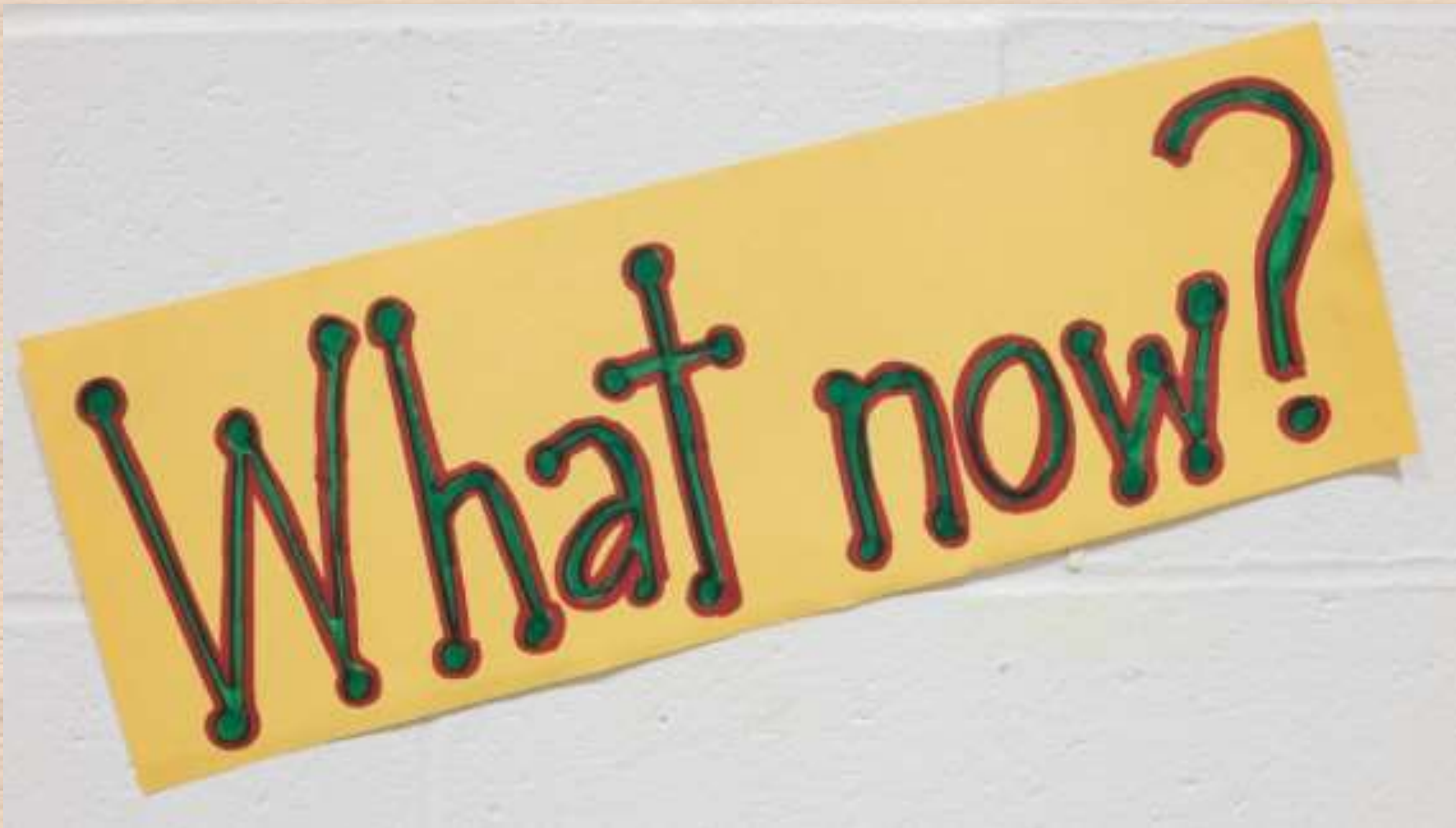
# Scenario 1

- A member of your Board of Trustees has a friend that runs a trucking business and it is in need of skilled drivers. This board member wants you to start a trucking program.
  - Do you?
    - Why or why not?
  - How do you make the decision?
    - What questions to you ask?

# Scenario 2

- The largest employer in your area is a local hospital. They are in desperate need of respiratory therapists. The employer wants you to begin a program?
  - Do you?
  - Why or why not?
  - How do you make the decision?
    - What questions do you ask?

# You've Decided to Develop Your Program



# Poor Planning Can Cause Major Delay

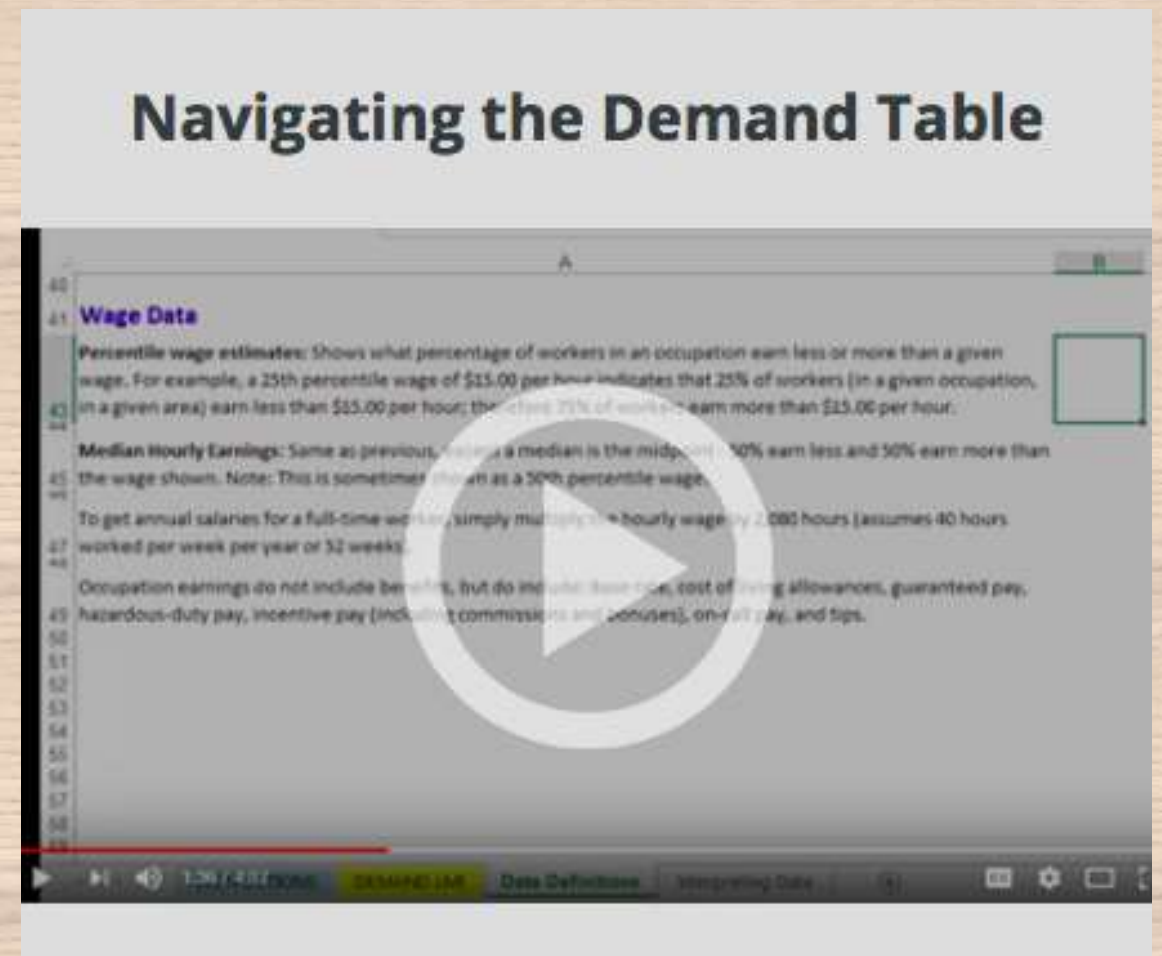


# **Credit Program**

# New & Substantive Revisions Require . .

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

## Navigating the Demand Table



The image shows a video player interface with a slide titled "Wage Data". The slide content includes:

- 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; the other 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 of 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 title bar at the top.

# Other LMI

**o-net** **O\*NET OnLine**  
A proud partner of the American Job Center network

Occupation Quick Search:

Help Find Occupations Advanced Search Crosswalks Share O\*NET Sites

## Build your future with O\*NET OnLine.

Welcome to your tool for career exploration and job analysis!

O\*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!

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### What's New?

Credentials feature added to O\*NET Online

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### I want to be a...

Start the career you've dreamed about, or find one you never imagined.

[Find It Now](#)

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### ATTN: VETERANS

Put your military skills and experience to work in civilian life. Learn how at:

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[Find Occupations](#) [Advanced Search](#) [Crosswalks](#)



# 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

- 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