

Authority Roles in CTE Program Approval

Compiled 12-13-16 for the North Far North Regional Consortium

Three key sources delineate and describe the authority roles for CTE Program approval: Education Code, title 5 and the Program and Course Approval Handbook (PCAH).

Education Code

Education Code section 78015 places the responsibility of conducting and reviewing a job market study of the labor market area for new CTE programs with the local governing board of the community college. The authority to establish these programs also lies with the local governing board:

(a)(1) The governing board of a community college district, prior to establishing a vocational or occupational training program, shall conduct a job market study of the labor market area, as those terms are defined in Section 52301.5, in which it proposes to establish the program. The study shall use the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information. The study shall include a California Occupational Information System supply analysis of existing vocational and occupational education or training programs for adults maintained by high schools, community colleges, and private postsecondary schools in the area to ensure that the anticipated employment demand for students in the proposed programs justifies the establishment of the proposed courses of instruction.

(2) The governing board of the community college district shall make copies of each job market study available to the public.

(b) Subsequent to completing the study required by this section and prior to establishing the program, the governing board of the community college district shall determine whether or not the study justifies the proposed vocational education program.

(c) If the governing board of the community college district determines that the job market study justifies the initiation of the proposed program, it shall determine, by resolution, whether the program shall be offered through the district's own facilities or through a contract with an approved private postsecondary school pursuant to Section 8092.

Title 5 § 55130 Approval of Credit Programs

As this section of title 5 indicates, currently, after a governing board approves an educational program, it must obtain approval from the Chancellor's Office. The role of the regional consortium is described in section (8)(e). The regional consortium recommends, where applicable:

(a) Before offering any credit course as part of an educational program at a college, the governing board of a district shall obtain approval of the educational program from the Chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the Chancellor.

(b) The application for approval shall contain at least the following:

(1) The name of the proposed program.

(2) The description of the proposed program.

(3) a list of required courses to be included in the program.

(4) course outlines of records for all courses in the program.

(5) The purposes and specific objectives of the proposed program.

(6) The place of the proposed program in the district master plan.

(7) An explanation of how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.

(8) The need for the proposed program ascertained with regard to at least the following factors:

(A) Other community colleges in the area currently offering the program;

(B) Other programs closely related to the proposed program offered by the college;

(C) Relation of the proposed program to job market analysis, where applicable;

(D) Enrollment projection for the proposed program;

(E) Recommendations of career technical education regional consortia, when applicable; and

(F) The classification of the courses in the program in accordance with section 55001.

(9) The need for and present adequacy of the following resources shall be determined in relation to the proposed program:

(A) Library and media center resources;

(B) Facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.

(C) Availability of adequate or proposed financial support; and

(D) Availability of faculty.

(c) The development, establishment and evaluation of an education program shall include representative faculty involvement.

(d) An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. The Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.

(e) In multicollge districts, program approval is granted for a specific college.

Program and Course Approval Handbook

The Program and Course Approval Handbook acknowledges the leadership role that regional consortium plays:

“Proposals for credit CTE programs must include a recommendation from the appropriate CTE Regional Consortium as per title5, section 55130(b)(8)(e). The community colleges in California are organized into ten economic regions, served by seven consortia of CTE faculty and administrators from community colleges in the region. The CTE Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services
- Develop and coordinate staff development
- Increase the knowledge of programs and services in the region and to disseminate best practices”

Nota Bene

It is important to note that the role of the regional consortia in the curriculum approval process is different from the role the regional consortia plays in aligning expenditures related to the Strong Workforce Program. If colleges want to use Strong Workforce Program monies, they must align their work with the regional goals, and the regional consortium’s role is to ensure that these funds are spent appropriately. Again, this is a separate process related to a funding mechanism, which is different from the curriculum approval process.