Career Technical Education

New Program Application

Planning Guide and Application Worksheet

Informal and abbreviated guidance to address the State Board Standards for A New Career Technical Education (CTE) Program in Oregon Community Colleges

Replace versions dated earlier than 1/15/12
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PART 1: GENERAL OVERVIEW OF PROGRAM APPROVAL

PURPOSE

The purpose of the Planning Guide is to provide an informal and abbreviated tool for use by community college staff. This document identifies the essential processes and information required to meet the State Board of Education program approval standards for a new Career Technical Education Associate of Applied Science degree, option or certificate of completion program, OAR 589-006-0050 (37) (38).

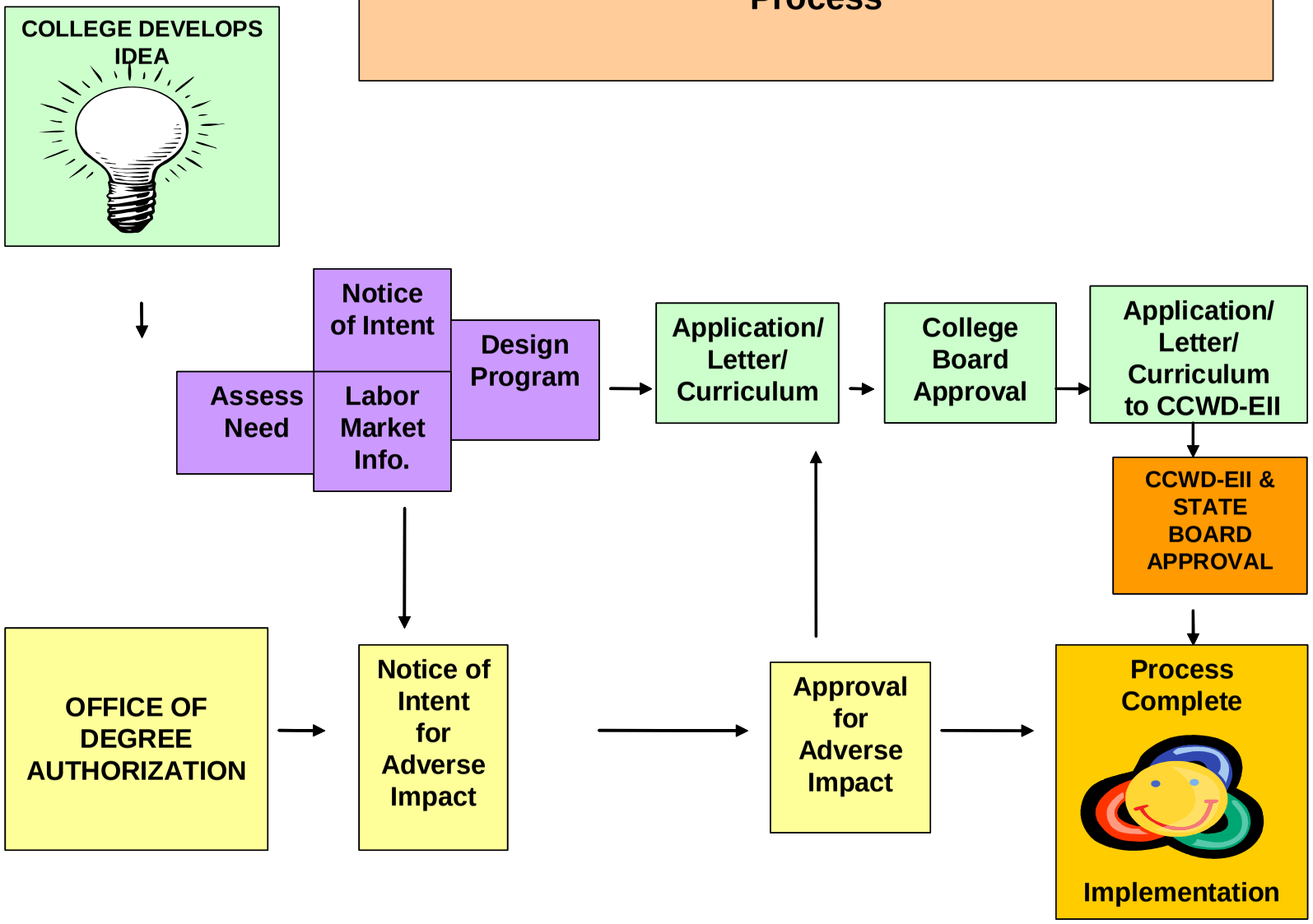
The Attached Application Worksheet (blank), beginning on page 27, is provided to record program highlights and identify the related documentation (and its location), prior to finalizing the Application for a New Program in the online Oregon Community College Program Submission System known as "Webforms" (www.ccwdwebforms.net).

Community college program approval is facilitated by the staff of the Oregon Department of Community Colleges and Workforce Development in collaboration with the Oregon Department of Education, Office of Educational Improvement and Innovation (EII) and the Oregon State Board of Education.

The college is encouraged to include the Department of Community Colleges and Workforce Development Education Specialist (hereinafter referred to respectively, as CCWD and the Education Specialist) in the early developmental stages of the planning. Additionally, providing information outlined in this guide will help to facilitate and expedite program approval. It is not necessary to submit this Planning Guide and Application Worksheet with the Application for a New Program (hereinafter referred to as the "Application").

The Education Specialist may request evidence of the planning work; they may also request a phone or on-site interview. College staff may also request technical support by phone or at the campus.

General Overview of the Program Design/Approval Process



Refer to Attachment 2 (Page 33) for specific steps and forms

PARTNER ROLES AND ACTIVITIES

Partners in the program development and approval process are: Community Colleges, the Community College and Workforce Development (CCWD) and the Oregon Department of Education/Office of Educational Improvement and Innovation (EII).

CCWD facilitates the program approval process based on state and federal guidelines and the State Board of Education standards and administrative rules. Staff identified as **Points of Contact** (POC) have been designated to assist with process issues.

CCWD-EII Point of Contact (POC) Roles and Responsibilities

1. Assist in answering questions from the College Point of Contact regarding process, issues, and forms;
2. Problem-solve regarding unique process issues, and
3. Facilitate communication between the college staff, CCWD, and EII.

CCWD-EII POC Contacts			
Title	**Name**	**Telephone Number**	**E-mail address**
CCWD Education and Workforce Systems Director	David P. Moore	(503) 947-2454	*david.p.moore@state.or.us*
CCWD Education Specialist	Larry Cheyne	(503) 947-2430	*larry.cheyne@state.or.us*
EII Administrative Specialist	Ilene Spencer	(503) 947-5636	*ilene.spencer@state.or.us*

CCWD Education Specialist Roles and Responsibilities (for content technical assistance):

1. Facilitate the program approval process based on state laws and rules and the State Board of Education requirements;
2. Help clarify program purpose and outcomes and provide program content/design expertise as requested;
3. Advise college program staff of new initiatives, opportunities, potential resources, partners, etc.;
4. Review the application and respond to the college program contact and the College POC with recommendations or changes to meet the State Board Standards;
5. Finalize a one-page Program Abstract once it is determined that the program design meets all standards; present the Program Abstract for review by the CCWD Education and Workforce Systems Director, CCWD Commissioner and action by the State Board of Education; and
6. Advocate for approval, as appropriate, with the CCWD Commissioner and State Board of Education.

CCWD Education Specialist by Career Learning Area			
Career Learning Area	**CCWD Education Specialist**	**Telephone Number**	**E-mail address**
Agriculture, Food and Natural Resource Systems	Wayne Fanno	(503) 947-2447	*wayne.fanno@state.or.us*
Arts, Information & Communications	Larry Cheyne	(503) 947-2430	*larry.cheyne@state.or.us*
Business & Management	Larry Cheyne	(503) 947-2430	*larry.cheyne@state.or.us*
Health Services	Larry Cheyne	(503) 947-2430	*larry.cheyne@state.or.us*
Human Resources	Shalee Hodgson	(503) 947-2409	*shalee.l.hodgson@state.or.us*
Industrial & Engineering Systems	Shalee Hodgson	(503) 947-2409	*shalee.l.hodgson@state.or.us*

Community College POC Roles and Responsibilities

1. A college CTE Program Approval POC is identified by each community college; their roles are:
    a. Help college staff locate and understand information related to the processes and forms needed to complete the new program approval process;
    b. Help staff identify who at the college may need to know that a new program is being developed, and who may be able to assist you; and
    c. Investigate solutions to unique problems with the CCWD-EII POC.
2. The College POC is identified on the CCWD web site at: http://www.odccwd.state.or.us/prgapproval/pointofcontact.aspx.

Community College Program Staff Roles and Responsibilities

1. Request information on college and state procedures, forms and timelines (through the College POC).
2. Identify the need for the program using a variety of labor market information, professional organization information, and advisory committee input, before starting any processes.
3. Ask the CCWD Education Specialist about any statewide projects or activities that relate to or support the program and the development processes, e.g., Pathways to Advancement, Oregon Skill Sets.
4. Research, review and evaluate existing program information:
    a. Oregon approved programs, community colleges and private career colleges;
    b. Similar programs from other states;
    c. Similar or different Oregon programs; and
    d. Statewide program options.
5. Design the program.
6. Establish a proposed implementation date; review deadlines for the application.
7. Document the development of the program as it evolves.
8. Ensure the program:
    a. Remains learner outcome focused,
    b. Meets Northwest Commission on Colleges and Universities accreditation standards,
    c. Meets state and federal laws, and
    d. Meets the State Board of Education approval standards for CTE programs.
9. Submit the completed application to the college chief academic officer or college president for approval and signature.
10. Submit the signed application materials in both electronic and hard copy format to Ilene Spencer at Ilene.spencer@state.or.us.

Local Community College Responsibilities for Program Approval
Oregon Administrative Rules (OAR) 589-006- 0150

1. Assure processes and program design meets state program approval standards; criteria are implemented and maintained.
2. Approval of certificate of completion, associate degree and associate degree options; proper use of awards language and criteria utilized as outlined in the OARs.
3. Achievement of state-approval standards for all programs offered.
4. Completion of Adverse Intersegmental Impact Detrimental Duplication Procedures.
5. Ensure state approved program submission procedures and catalogue advertising guidelines are followed
6. Issue certificates of completion and associate degrees.
7. Assignment of clear and appropriate titles and codes to degrees or certificate of completions.
8. Ensure that only approved programs are advertised in the community college catalogue.
9. Ensure that suggested prerequisites for degrees and certificates are clearly stated in the community college catalogue.

Office of Degree Authorization (ORS 348.594, 348.596, 348.992 as related to ORS 348.603)

1. Prevent new publicly funded postsecondary programs or locations from causing detrimental duplication or significant adverse intersegmental impact.
2. Review the new program proposal and take action as appropriate.
3. Resolve all issues through recommendations or mediation.
4. Approve or disapprove approval or disapproval the program or location that is proposed.

QUICK REFERENCE OF KEY STEPS TO PROGRAM APPROVAL & RELATED TIMELINES

KEY STEPS ***These steps are the responsibility of college staff unless noted it is a CCWD-EII staff function.***	**TIMELINE NOTES & SUGGESTIONS**
1. Contact your College POC for guidance on campus and state program approval information.	1. As soon as the idea arises and discussion begins
2. Complete a thorough need analysis concerning the proposed program; assemble the appropriate information and documents, including Labor Market Information (LMI).	2. When there is a clear indication that the program idea is viable and early in the discussions and planning, stage, before designing the program. This worksheet is a planning tool as information is gathered for submission in the Webforms online system.
3. Contact the Education Specialist (see names and contact information above) to advise them of an upcoming application.	3. Early in the program planning and before designing the program
4. Complete campus procedures and secure necessary local approvals to apply for the program; notify the College POC.	4. As soon as all necessary information is ready
5. Research the CIP code and title for appropriateness.	5. Before submission of the Notice of Intent
6. Submission (by POC), the Notice of Intent in the Webforms online submission system.	6. Submission by the first Friday of the month for distribution on the second Friday of the month; must be clear, succinct and complete to move forward
7. Distribution of the Notice of Intent by CCWD, on behalf of the college, for Adverse Impact Notification.	7. Distribution by the second Friday of the month

KEY STEPS ***These steps are the responsibility of college staff unless noted it is a CCWD-EII staff function.***	**TIMELINE NOTES & SUGGESTIONS**
8. Resolution of any adverse impact issues claimed by the private career schools or other colleges, through the established resolution procedures.	8. Ideally, within 15 day reply period; otherwise as long as necessary to complete the established resolution procedures
9. Office of Degree Authorization verifies with CCWD-EII that the adverse intersegmental impact process (between colleges and private schools) is appropriately completed; CCWD-EII contacts College POC if there are questions, if there are no issues, sends Application to the college.	9. After the 15 day reply period or upon resolution of adverse impact issues
10. Submission of the Application including the propose curriculum form through the Webforms program submission system.	10. Submission must be no later than the first Friday of the month for consideration by the State Board the next month.* * ***The State Board Calendar*** ***(does not meet in July or November and does not review programs in August)***
11. Reviews of the application in consultation with college staff by CCWD-EII.	11. & 12. Review and finalization of the Program Abstract by CCWD-EII staff may take from one week to one month depending on the availability of the Education Specialist and the extent of review necessary.
12. Finalization of the Program Abstract for the State Board by the Education Specialist. Review conducted by the CCWD Education and Workforce Systems Director and the CCWD Commissioner before the Program Abstract is added to the State Board docket.	
13. Addition of Program Abstract to the State Board docket.	13. Three weeks before the State Board of Education meeting
14. Action taken by the State Board of Education; college staff are not required to attend.	14. Generally, the third Friday of the month, subject to change
15. Issuance of approval letter by CCWD to the community college president providing official approval to offer the proposed program.	15. Usually sent within 10 business days

EXPLANATION OF THE PROGRAM AWARD INFORMATION AND APPLICATION COMPONENTS

The following information is presented in the same sequence as the information in the Application, which begins on page 35 of this document.

Program Awards

There are two basic college awards:

- Associate of Applied Science degree
- Certificate of Completion

The Application requires a designation of program award. Below are some factors related to Associate of Applied Science (AAS) degrees and certificate of completion awards.

Program Award Information Considerations

Associate of Applied Science (AAS) Degree Considerations OAR 589-006-0100 (7)

1. The number of credits must range from 90-108.
2. Only one Associate of Applied Science (AAS) degree may be included in each application.
3. More than one award (AAS degree plus option or certificate of completion) may be included, if a Notice of Intent has been submitted and disseminated for each award.
4. The program is designed to prepare students for direct entry into the workforce.

AAS Option Considerations OAR 589-006-0100(7)

1. An option is an area of specialization related to the base AAS degree program.
2. The option(s) within a curriculum constitute a part of the total curriculum.
3. The option may be added to an AAS only (not a certificate of completion) or approved as part of a new program.
4. Multiple options may be added to one AAS degree.
5. The AAS credits (including the option) range from 90-108.
6. All options must share a common core of courses *comprising 70% of total program credits* contained in the base AAS degree program, and must complete the program approval process.
7. The total credits of the unique or specialty courses *may not exceed 30% of the total credits of the base* AAS degree program, e.g., children's portraiture is a unique or specialty course within photography.
8. When the unique or specialty courses of the option exceed 30% of its base AAS, it is considered a new program.
9. The option must meet all required criteria of the OARs and State Board.
10. The Notice of Intent is not required if the option is a part of an existing AAS degree. **http://www.odccwd.state.or.us/prgapproval/**

ASSOCIATE APPLIED SCIENCE DEGREE & OPTION(S)				**AAS 90-108 credits**
General Education and Career Technical Common Core with AAS degree			70%	63-75 credits
Unique or Specialty CTE Courses			30%	27-33 credits
Option A	**Option B**	**Option C**		

Explanation of the Program Award Information and Application Components (cont.)

Certificate of Completion Considerations OAR 589-0600-0100 (7)

1. Number of credits ranges from 12-108
2. Number of credits may indicate program length:
    a. 12- 30 credits
    b. 12-44 credits = '*Less than one year'* certificate of completion
    c. 45-60 credits = '*One year'* certificate of completion
    d. 61-108 credits = '*Two year'* certificate of completion
3. Evidence of need is required for each certificate of completion
4. Multiple certificates may be added to an AAS degree or to larger certificate of completion

Business and Industry-based Program Considerations OAR 589-0600-0100 (9)

1. Privately-contracted training is developed for a company, organization or small group of like companies and organizations.
2. Enrollment is closed; available only to the employees of the company or clients of the organizations.
3. Advertisement to the general public is not allowed.
4. The Notice of Intent is required and distributed for information purposes only (privately-contracted training is exempt from adverse impact considerations as noted in Attachment 2).

NOTE:
The following descriptions apply to two new emerging program designs that many colleges are incorporating into their planning:

Career Pathways

Once the workforce need, learner outcomes and outputs are determined, college staff should consider the scope of the program. With the current trends in community college enrollment, many colleges are attempting to remain nimble and flexible as they design their program. Because many students are only able to attend college part time, designs are now including instruction which is divided into smaller groupings of courses. Students can complete these smaller groupings as they have the time and financial resources; in many cases they can receive a certificate for completing these groupings of courses as they move along their career pathway. For more information on career pathways and the Pathways to Advance initiative, check the web links listed under the Resources page in this packet.

"Pathways to Advancement are coherent, articulated sequences of rigorous academic and career courses, commencing with the ninth grade and leading to an associate's degree, an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. They also are connected education building blocks, with integrated work experiences and support services, which enable students and adults to combine work and learning and advance over time to better jobs and higher levels of education. Pathways to Advancement is a national and statewide initiative with goals to increase access, awareness, affordability, resources and alignment for high school students and adults to pursue educational opportunities around a career focus.

Statewide Programs OAR 589-0600-0050 (47)

Colleges are working together to develop programs that share common courses and comparable learner outcomes and transferable credits, in order to provide greater opportunities for students. Please review the following notes:

1. The statewide programs require the same application form as the standard new programs.
2. The Adverse Impact processes differ from the new program application process.
3. The latest guidance for statewide program approval procedures is located online at the CCWD website. http://www.odccwd.state.or.us/prgapproval/appsandwkshts.aspx#StatewideBookmark

Explanation of the Program Award Information and Application Components (cont.)

CCWD Education Specialist

CCWD Education Specialists are listed on page 5 of this document. If communication has not been previously established, the Education Specialist may make a courtesy call to the community college program staff.

Proposed Program Implementation Date

Identify the target date to begin the program. This helps the college staff and the Education Specialist to plan adequate time for program development and local and state approval. Also, knowing the target dates helps to determine if there is sufficient time to acquire State Board of Education approval before advertising or listing in the college catalogue, posting on line and beginning instruction.

If the program requires State Board approval, colleges **may not** advertise the program or include it in the catalogue or on line, until the program approval process is complete. However, if the program application is already under state review, and there is a catalogue publishing deadline, the college may list the program in the catalogue with the phrase stating that the program is "pending State Board of Education approval."

Classification of Instructional Programs (CIP)

1. CIP codes are part of a national coding system that facilitates the sharing of program information with other agencies, e.g., Employment Department; the codes are not CCDW or EII defined.
2. CIP taxonomy is used to support the accurate tracking, assessment, and reporting of fields of study and student program completion.
3. College staff identifies the CIP code that best describes the program.
4. The CIP code is determined in consultation with CCWD-EII and/or Employment Dept. before the Notice of Intent is submitted.
5. The application form the college receives from CCWD-EII will have the CIP information pre-completed.
6. CIP codes may not be changed without approval of CCWD-EII staff.
7. CIP code changes are requested through the Community College Program Amendment Form.
8. The 2000 CIP Code Manual can be accessed on the web at http://nces.ed.gov/pubs2002/2002165.pdf.

Program Summary

The program summary is a brief overview of the program, e.g., the size, scope and quality, a succinct introduction to the needs of the workforce and the supporting labor market information. Always describe the program in language that an average reader will clearly understand. A brief check list includes:

1. Program's purpose and intended outcomes
2. Primary student audience
3. Occupational/career preparation objectives and workforce need
4. Opportunities for continued or related training
5. Other key or unique features of the program

Financial Assistance Options

Financial support may be available to students who enroll in a qualified program:

1. Students who meet federal and state financial aid may apply for financial assistance.
2. Veterans and persons participating in Workforce Investment Act (WIA) program may be able to quality for tuition support if the student and the program meet the criteria.

PART 2: BUILDING A NEW PROGRAM APPLICATION AND PROGRAM ABSTRACT

KEY ELEMENTS

The New Program Application and Program Abstract

The New Program Application provides the content for a one page Program Abstract. This Program Abstract is finalized and submitted, by the Education Specialist, for review and approval to the Department of Community Colleges and Workforce Development Education and Workforce Systems Director, the Commissioner of the Department of Community Colleges and Workforce Development and the State Board of Education. The Program Abstract provides a concise and comprehensive overview of how the program meets the approval standards and elements and responds to the Guiding Questions provided in this Planning Guide. The Program Abstract is public record.

Program Summary

The program summary is a brief overview of the program, e.g., the size, scope and quality; a succinct introduction to the needs of the workforce and the supporting labor market information.

Program Approval Standards

The program approval standards were developed in collaboration with community college representatives and adopted by the State Board of Education to help guide the development of a quality program. The standards provide broad expectations for program design, implementation, management and continuous improvement. The Program Elements and Guiding Questions require a response in the Program Highlights as appropriate.

Program Elements

These elements, recommended by college and CCWD-EII staff, are essential to the program design. When considered in combination with accreditation and college program requirements, they demonstrate that the proposed program is designed to target workforce needs and correlating learner outcomes. The program design and college's resources define the number of elements addressed. The program elements are dynamic and may change as external factors influence student needs or industry requirements. For example, as colleges move forward in articulation agreements and/or career pathways for students, the elements of the program design may be refined.

Guiding Questions

Questions have been provided to assist in interpreting the meaning and implications of the standards and elements. These are the kinds of inquires that may be made by college administrators and State Board staff during a program approval review.

Program Highlights

Program Highlights are concise, bulleted statements which describe the new program in relation to the standards, elements and questions. The CWWD-EII staff can provide guidance in determining the information best describes the program. These statements will become the essential descriptive content of the Program Abstract which is finalized by the Education Specialist.

Supporting Documentation/Evidence

The Education Specialist may request this information to clarify and affirm that the planning activities described have taken place. The combination of Documentation/Evidence and Program Highlights provide information to create an overview of the proposed program. Items highlighted as "Essential" are considered necessary by the Education Specialists who affirm that the State Board standards have been met.

Assurances and Signatures

The chief academic officer assures that all state and federal requirements have been met and that the program meets the State Board of Education Approval standards for quality.

EXAMPLE OF A PROGRAM ABSTRACT PREPARED FOR THE STATE BOARD OF EDUCATION

To provide the information that the State Board of Education requires for the review and approval of programs, the Program Abstract is organized as follows:

- Program Summary
- Standard A Highlights
- Standard B Highlights
- Standard C Highlights
- Standard D Highlights
- Standard E Highlights
- Assurances

Also provided with the standards are **Program Elements** and **Guiding Questions.** The Program Elements were approved by the State Board in conjunction with the Program Approval Standards. The Guiding Questions are provided as an additional resource to consider for planning and providing documentation.

Sample Program Summary
The Landscape Associate of Applied Science (AAS) degree is designed to meet the educational and training needs of new students and incumbent workers who design and maintain landscapes for residential, commercial and park properties, provide tree care, apply chemicals and manage related businesses. Courses are aligned with the national standards of the Associated Landscape Contractors of America. Certification is available for students who complete the program as a Certified Landscape Technician, a Certified Arborist and a Landscape Contractor. This AAS covers a full range of content and skill preparation that has immediate application. XXX Community College also offers a landscape certificate within the Horticulture AAS degree that is specifically targeted to the needs of horticulture students. This program is the culmination of extensive collaboration between a cadre of workforce and industry partners and leverages existing resources.

STANDARD A

***Need*: The community college provides clear evidence of the need for the program.**

A need analysis is necessary before a Notice of Intent or Application for a New Program is submitted. Programs must be based on clearly identified need(s), in order to serve the students effectively and remain viable.

Program Elements

1. The program need is clearly indicated by labor market research based on current, valid and reliable information, statistics and forecasts.
2. The program need is based on current and projected employment demand that is not being met by training provided by existing programs.
3. The program will lead to jobs demonstrating opportunities for competitive wages and wage progression for program completers.

Guiding Questions

1. Why is this program necessary?
2. Does the workforce data show that the proposed program is needed?
3. Can training be provided without creating a new program?
4. What other data resources have been utilized in addition to the Employment Department, e.g., professional organizations, national census, and regional workforce specialists?
5. What career pathways, employment opportunities and further educational opportunities exist for students who complete the program?

EXAMPLE OF PROGRAM HIGHLIGHTS STATEMENTS:

STANDARD A

***Need:* The community college provides clear evidence of the need for the program.**

Landscape and related jobs continue to show growth in Oregon;
1. Business contractors 30% growth in 2009-2010
2. Individual contractors 23 % growth in 2009-2010

Projected landscape employment/Region 15 (XXX Co.) in 2012 1,751

Projected openings in XXX County 2008-2014
1. Supervisors and managers.....36
2. Landscaping and groundskeeping workers.....560

Pesticide handlers, sprayers and applicators, vegetation.....21
1. Tree trimmers and pruners.....110

Currently only two Oregon community colleges provide instruction specific to landscape design; they are located in the North and South sectors of the state and students are on waiting lists.

Salary ranges are from $23,300 (workers) to $42,000 (managers)

NOTE: These statements and data are examples only and are not intended to be replicated; more or less information may be required depending on the program.

<u>Standard A</u>: Need (cont.)

Supporting Documentation/Evidence

1. LMI Worksheet ESSENTIAL (As noted in Attach. 2)
2. Summaries of similar programs offered by other providers, how the proposed program compares and why it is needed, evidence of unmet training and workforce need
3. Explanation of why the training need cannot be met through existing courses, training, or programs offered by the college
4. Explanation of why the college is not a partner with a college or approved program and is not creating a statewide program.
5. Advisory committee minutes demonstrating the determination of need
6. Written support from relevant employers, workforce development agencies, and/or professional/trade associations
7. Employment needs surveys or similar documents
8. Documentation from professional literature, journals, and/or popular press sources
9. Other documentation/evidence that describes the program development

See the next page for an example of a completed Supporting Documentation/Evidence page

THE FOLLOWING IS AN EXAMPLE OF A COMPLETED SUPPORTING DOCUMENTATION/EVIDENCE WORKSHEET FOR STANDARD A ONLY

Please note that the right hand column represents how a college may designate where there official Documentation/Evidence is located; a college may chose not to document all items. The statement "On file in the Office of Educational Improvement and Innovation" indicates that that information must also be sent to the state office as noted in Attachment 2.

The term **Essential** means that the component must be a part of the program design and should be addressed in Program Highlights. Essential items are pre-marked with an X.

Supporting Documentation/Evidence:	**Location (Dean's Office, Curriculum Office, Web, etc.)**
☒ **1) Labor Market Information Worksheet** **ESSENTIAL** (As noted in Attach. 2) ***[Submitted with the Notice of Intent through Webforms. Resubmission is required with Application only if additional information or updates are needed]***	☒ **1)** On file in the Office of Educational Improvement & Innovation (as noted in Attach. 2)
☒ 2) Summaries of similar programs offered by other providers, how the proposed program compares, and why it is needed. Evidence of unmet training and workforce need	☒ 2) Dean's office Summary of other landscape programs Oregon Landscape Association Labor Market Information Report
☒ 3) Explanation of why the training need cannot be met through existing courses, training, or programs offered by the college	☒ 3) Program Director's file
☒ 4) Explanation of why the college is not a partner with a college or approved program and why the college is not creating a statewide program	☒ 4) Program Director's file
☒ 5) Advisory committee minutes demonstrating the determination of need	☒ 5) Program Director's file
☒ 6) Documented support from relevant employers, workforce development agencies, and/or professional/trade associations	☒ 6) Program Director's file Letters of support from Oregon landscaping organizations
☐ 7) Employment needs surveys or similar documents	☐ 7) Program Director's file
☐ 8) Documentation from professional literature, journals, and/or popular press sources	☐ 8) This resource was not necessary; adequate information from OLMIS reflected in the LMI Worksheet (As noted in Attach. 2)
☒ 9) Other documentation/evidence that describes the program development	☒ 9) Program Director's files: Strategic Plan for college Regional Workforce Investment Board recommendations and plan

STANDARD B
***Collaboration*: The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.**
Collaboration is a process which is integral to designing and developing systemic elements of programs that address workforce and student needs. Collaboration should be a systemic element of program development and continue throughout the ongoing operations of the program. Collaboration is described by showing how constituents are *systemically* involved with the college and the proposed program.

Program Elements

1. The program has been developed through joint ventures and significant *systemic* working relationships with business, industry, labor communities, and/or workforce development partners, such as:
    a. Advisory committees
    b. Apprenticeship committees/trusts
    c. Business/industry associations or alliances
    d. Cooperative Work Experience (CWE) and work-based learning experience sponsors/supervisors
    e. Part-time faculty from industry
    f. Customized training and development departments
    g. Partners/co-applicants in college-led grant activities

2. The program has been developed through joint ventures and significant *systemic* working relationships with educational partners:

    External Partners
    a. Secondary, postsecondary schools or consortia
    b. Public and private colleges and universities
    c. Private/proprietary career schools
    d. Armed Services
    e. Service learning foundations, organizations, and/or sponsors

    Internal Partners:
    a. Student Services and counselors
    b. Financial Aid
    c. Work based learning coordinators

3. The program leads to occupations that have been identified as "nontraditional by gender" on the LMI Worksheet; the program is collaborating with appropriate professional organizations and groups to identify and implement strategies to recruit and retain members of the disproportionately represented gender in the program.

4. The program is proactive in creating a supportive environment for minority students, students with disabilities, and ELL/LEP students.

Guiding Questions

1. Who are your key constituents and how have they helped you design your program?
2. What resources are your constituents contributing or sharing?
3. What programs within your college are helping you shape and implement your program, e.g., student services, developmental education, second language programs?
4. Who in the college community has been involved in planning?
5. Are there any national constituents involved in the design and resource sharing?
6. How will this program help meet your partners' needs?

EXAMPLE OF PROGRAM HIGHLIGHTS STATEMENTS

STANDARD B

Collaboration: ***The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies***.

1. The Landscape Advisory Committee representatives include business, government and education entities, including J Frank Schmidt & Sons Nursery, Drakes 7 Dees and the XXX County Parks Department.

2. Advisory partners are involved in program design and development, implementation, operation and evaluation; quarterly meetings are conducted.

3. The Oregon Landscape Contractors Association built a 1.5 acre landscape practice and test site on college property; students' utilization includes surveying, grading, irrigation, equipment operation and fertilizer application.

4. The college provides career visitation days for elementary, middle school and high school students; college facilities are used by high school students to research and conduct landscape projects that help students meet the Oregon diploma requirements.

5. Students are guided to connections for next steps and opportunities for employment and education.

NOTE: These statements and data are examples only and are not intended to be replicated; more or less information may be required depending on the program.

Standard B: Collaboration

Supporting Documentation/Evidence

1. Descriptions of established connections with various appropriate constituencies and/or statements of support/testimony from business, industry, labor communities, and/or workforce development partners; evidence of on-going connections, plans, schedules, etc. (ESSENTIAL)
2. Descriptions of established connections with various appropriate constituencies and/or statements of support/testimony from educational partners; evidence of on-going connections, plans, schedules, etc. (ESSENTIAL)
3. Descriptions of how the proposed program supports PK-20 system integration/student transitions (ESSENTIAL)
4. Minutes, rosters, and schedules of relevant meetings and associations
5. Copies of relevant contracts/agreements
6. Summary of contributions and in-kind donations from partners
7. Apprenticeship related training and services agreements
8. Professional/trade association agreements
9. Descriptions of collaborations with professional organizations and groups such as the Oregon Tradeswomen, Inc. and Oregon Center for Nursing, etc.
10. Descriptions of professional development materials and strategies for program staff leading to the successful recruitment and retention of students in a program leading to an occupation which is nontraditional by gender
11. Other documentation/evidence that describes the program development.

STANDARD C ***Alignment*: The program is aligned with appropriate education, workforce development, and economic development activities.**
Alignment is the demonstrable outcome or product of collaboration. Programs that are aligned share common outcomes and proficiencies for students and workforce providers. Students can transfer credit or get credit for proficiency. In PK-20 systems, student can move not only vertically but laterally between and among programs, building skills and credit as they go and transitioning to their next step.

Program Elements

1. The program is aligned with appropriate PK-20 educational programs and related activities.
2. The program supports workforce and economic development initiatives as identified by the local economic and workforce development boards or agencies, state-appointed task forces, the Workforce Investment Board, business and industry associations, and State Board of Education priorities.
3. The program is part of a clear career ladder or career pathway with education and training options leading to the program identified and continuing training and career advancement opportunities are identified.
4. The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area.

Guiding Questions

1. How have key constituents been meaningfully and systemically involved in the development of the proposed program?
2. What other programs could benefit your students if the instruction and outcomes were aligned with this new program?
3. Is your program meeting important education, workforce development, and economic development activities and priorities?
4. How does this program support Oregon's educational initiatives?
5. How does this program support the larger context of workforce educational needs and state and national initiatives?
6. Are there articulation agreements in place for students in high school to receive college credit?
7. Are there articulation agreements in place for program credits to be transferred to other colleges and other post secondary education and training opportunities.
8. What professional certifications or licensure will the students be qualified to receive as a result of the instruction?
9. Is the program designed to facilitate career pathway employment opportunities through student attainment of incremental proficiencies and certifications?

EXAMPLE OF PROGRAM HIGHLIGHTS STATEMENTS

STANDARD C

Alignment: ***The program is Aligned with appropriate education, workforce development and economic development activities.***

1. Student learning outcomes/proficiencies are aligned with industry based standards through the Associated Landscape Contractors of America, the Certified Landscape Technician, Certified Arborist, Landscape Contractor certifications and the Oregon Pesticide Application license.

2. Students can transfer credit from other colleges; high school articulation is an option.

3. High school students participate on site; college staff support student leadership activities and career development events which are designed around common proficiencies.

4. Career Pathways are provided in the following areas: landscaping design and maintenance, environmental horticulture, tree care/urban forestry and parks maintenance, chemical application, education, business and management.

5. Most courses are also offered at nights to enable working students to pursue this degree on a part time basis.

6. Each student is required to complete an internship or work based learning with an employer.

NOTE: These statements and data are examples only and are not intended to be replicated; more or less information may be required depending on the program.

Standard C: Alignment

Supporting Documentation/Evidence:

1. Agreements with partner educational institutions. Examples include:
   a. High school, community college and university articulation plans or agreements based upon learner outcomes/skill sets/proficiencies (ESSENTIAL)
   b. Credit transfer and dual enrollment with universities
   c. Middle college opportunities with high schools
   d. Private career schools
   e. Apprenticeship programs and employers
   f. Government agencies

2. The program has applied to be or is included on the Workforce Investment Act (WIA) Eligible Training Provider list.

3. Letters of support, memoranda of agreement, or other documentation indicating how the program supports and/or is aligned with relevant economic and workforce development efforts regionally, statewide or nationally.

4. Documentation indicating alignment with industry, economic, or occupational clusters.

5. Other documentation/evidence that describes the program development.

STANDARD D
Design: ***The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.***
Design involves program admission procedures, instructional methodologies, student assessment, learning outcomes, student follow-up processes, performance indicators, program evaluation, and all other aspects of the program of study.

Program Elements

1. The program has the curriculum, instruction and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
2. The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic and professional technical exit proficiencies and clearly documented learner outcomes needed for success in the field of study and occupational area.
3. CTE academic and technical skill performance indicators are used as measurements of program effectiveness.
4. The instructional design for the program is planned for optimal learning and accessible scheduling with identifiable components of professional technical instruction and applicable related instruction or general education.
5. The program is designed or may be delivered in distinct segments that contribute to increase student completion and success.
6. The instructional methods used reflect current research in education and training practices e.g., authentic instruction and assessment, problem and project-based learning, mentoring, the development of student's critical thinking skills, varied teaching and learning styles.
7. The program has the capacity to gather data regarding successful student transitions into work, four year programs, and/or other next steps. The college uses this data to determine areas of strength and areas for improvement within the program.
8. The college and program affirmatively provides access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students, including students with disabilities, ELL/LEP students, and minority students.

Guiding Questions

1. Is the program designed to meet the need stated in Standard A?
2. Are the learner outcomes clearly identified and targeted to the identified needs of students?
3. Is the program designed so that the student can participate in a learning community?
4. Does the student have an opportunity to construct his own learning experiences?
5. What assessment will be used to place students in the appropriate courses?
6. Are the times and length of instruction appropriate for working adults?
7. How do all aspects of the program lead to student achievement and successful transition?
8. How will data be collected and used to determine student success and improve the program?
9. Are there related internships, work study and part time employment opportunities provided for students?
10. How are career and employment information and counseling incorporated?
11. Are tutoring and mentoring incorporated?
12. How is academic and technical rigor addressed?

EXAMPLE OF PROGRAM HIGHLIGHTS STATEMENTS

STANDARD D

Design: ***The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.***

1. All students must pass the Math 20, Reading 115 and Writing 101 placement tests; challenge examinations are an option. Students must complete Math 50, Writing 101 and other general courses for graduation; equal access is ensured for all students through course scheduling and wrap-around services.

2. Additional academic skills required include informational research, computer skills, oral Spanish and public speaking. Student proficiencies are assessed based on industry standards for academic attainment.

3. The broad range of technical training includes transporting plants, safe handling and application of chemicals, pruning techniques, irrigation and drainage designs, business development and designing landscapes, including the installation of patios, decks, walls and waterways. Student proficiencies are assessed and students are advised of their skill level as correlated to industry standards for employment.

4. Workplace readiness skills include project management, teamwork and problem analysis and are further developed through cooperative work experiences with local employers and business organizations.

5. Technical and academic skills are consistent with the proposed ODE/Oregon Skill Sets.

6. Continuous improvement planning will be based on outcomes from both qualitative and quantative student performance data.

NOTE: These statements and data are examples only and are not intended to be replicated; more or less information may be required depending on the program.

Standard D: Design

Supporting Documentation/Evidence

1. Identification of learner outcomes (ESSENTIAL)
2. Curriculum outline, using Proposed Curriculum Form and Application (ESSENTIAL)
3. Evidence indicating that all students have an equal opportunity to participate (ESSENTIAL)
4. Individual course outlines
5. Individual course syllabi
6. Internal continuous improvement process, including how the proposed program will be evaluated
7. Documentation of how DACUM/Industry standards have been used in course and/or program design
8. Advisory committee minutes
9. Individual program accreditation, as appropriate
10. Documentation of how Oregon Skill Sets have been used in course and/or program design
11. Other documentation/evidence that describes the program development

STANDARD E

***Capacity*: The community college identifies and has the resources to develop, implement, and sustain the program.**

The capacity necessary will be largely determined by the need and design of the proposed program. The college must have the resources to offer the proposed program and not negatively impact existing approved programs. Capacity may also reflect financial and in-kind resources contributed by partners.

Program Elements

1. The college demonstrates the capacity to offer the program and will provide the necessary and accessible facilities and services to assure that all students can attain the skills and knowledge necessary to fulfill program objectives.
2. There are sufficient and accessible facilities, instructional materials and equipment for the program.
3. Financial resources are adequate for the implementation and continued operation of the proposed program.
4. Personnel resources are adequate for the number of students in the proposed program in fulfilling the stated objectives/outcomes in accordance with bargaining unit criteria for full-time to part-time faculty ratios and accreditation standards.
5. Adequate internship, work-based learning experience and/or Cooperative Work Experience sites are available.

Guiding Questions

1. What impact will this program have on current school programs and budgets?
2. What is the student to teacher ratio?
3. Will the course fees support the costs of instruction; if not, how will other revenue be generated?
4. What additional facilities or tools, supplies and equipment required?
5. What in-kind and financial resources are available from key partners?
6. Is team teaching being utilized to manage instructional personnel needs?
7. What opportunities have been identified to extend student learning beyond the classroom?

EXAMPLE OF PROGRAM HIGHLIGHTS STATEMENTS

STANDARD E

***Capacity*: The community college identifies and has the resources to develop, implement, and sustain the program**

1. A cost analysis by XXX Community College supports the financial viability of the project.
2. An on-going student base is maintained through new students and incumbent landscape/groundskeepers, managers, workers and arborists requiring training upgrades.
3. Program enrollment projection is 40 students by 2009-2010.
4. The landscape program and the horticulture program share core courses, thus leveraging existing instructional resources and facilities to provide students two broad pathways to employment.
5. Career technical faculty must have at least a B.S. degree, demonstrate substantial industry experience and meet community college and contract faculty qualifications.
6. Local employers provide equipment, supplies and training venues and work based opportunities.

NOTE: These statements and data are examples only and are not intended to be replicated; more or less information may be required depending on the program.

<u>Standard E</u>: Capacity (cont.)

Supporting Documentation/Evidence

1. Description of the ongoing support and resources needed and available to sustain the program (ESSENTIAL)
2. Institutionally approved budget statement
3. Foundation report of donations
4. Community sponsors' and other partners' statements of support/testimony
5. College Board minutes which include approval of the proposed program
6. Description of the ongoing support and resources needed and available to sustain the program
7. Statement(s) or agreements of ongoing support from relevant partners
8. Relevant advisory committee minutes
9. CWE, internship or work-based learning records and agreements
10. Applicable provisions of bargaining unit contracts
11. Individual college accreditation self studies
12. Other documentation or evidence that describes the program development

Assurances and Signature

The application provides for signature (electronic submission in Webforms) by the chief academic officer or the president. This person assures that the requirements of the following have been completed:

1. That the proposed program described in the application has been approved by the college,
2. That the college administrator affirms that the state and federal laws and the standards of the State Board of Education have been met, and
3. That the program application is ready to be reviewed by CCWD-EII staff.

College Authority Signature
(Applications must be signed by the chief academic officer or the president)

I have reviewed this application and supporting documents and attest to the accuracy, clarity, and completeness. The college will comply with the following assurances:

1. **Access**. The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. **Continuous improvement**. The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. **Adverse impact & detrimental duplication.** The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *inter*segmental and *intra*segmental impact and detrimental duplication problems with other relevant programs or institutions.
4. **Program records maintenance & congruence.** The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, and other identifying and descriptive information maintained by the Department are the official records and it is the college's responsibility to keep the college records aligned with those of the Department. The college will not make changes to the program without informing and/or receiving approval from the Department.

Our staff has worked closely with CCWD-EII staff in the development of the proposed program and completion of this application. The proposed program:

1. Has been designed to meet the State Board of Education approval standards for Need, Collaboration, Alignment, Design and Capacity, as well as the elements listed that are essential to a quality program;
2. The college board has approved the proposed program described in this application;
3. All local campus procedures have been completed; and
4. This program is ready to be reviewed by CCWD-EII staff on behalf of the State Board of Education.

It is understood that documentation or evidence may be requested by CCWD-EII staff if additional information is needed.