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Guidelines for Instructional Programs in Workforce Education 2001

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Chapter One
Introduction

A. Purpose of the Guidelines
The Guidelines for Instructional Programs in Workforce Education is the Coordinating Board’s official policy manual for workforce education programs offered at public higher education institutions and degree-granting proprietary institutions in Texas. Part I of the manual provides guidelines for the effective design, development, operation, and evaluation of workforce education programs, including the:

1. application process for new program approval;
2. revision processes for currently approved workforce education programs, including the sunset review, deactivation/reactivation, and closure of workforce education programs;
3. elements of applied associate degree programs in proprietary institutions; and
4. application of the state Institutional Effectiveness process.

Part II of the manual provides a comprehensive guide to Tech-Prep program processes, including relevant sections of federal law, state law, and Coordinating Board rules.

B. Programs and Awards
The programs and awards covered in the Guidelines include:

1. Associate of Applied Science (AAS)/Associate of Applied Arts (AAA) degrees;
2. Certificates approved by the Coordinating Board and offered for continuing education units (CEU) or semester credit hours (SCH)
3. Institutional certificates and marketable skills achievement awards.

These Guidelines do not apply to Academic degrees and certificate programs.

C. Major Changes in the Guidelines
Since Spring 2000 when a proposed draft was first released, the Coordinating Board staff has received requests and comments from personnel representing both colleges and statewide organizations. To the degree possible, these requests have
been incorporated into the manual. Other changes made to the draft were made in an effort to clarify sections of the manual that appeared to be contradictory or confusing.

Based on the results of a field survey initiated by Commissioner Don Brown in 1997, the Coordinating Board and the staff have worked hard in recent years to streamline approval and revision processes for workforce education programs. The 1999 edition of the Guidelines greatly simplified the documentation required for these processes and ushered in a new electronic process for program revisions. The 2001 edition builds on the basic themes of streamlining paperwork and processes for institutions while adding new options and flexibility. Among the significant changes in this edition are the following:

- Two new types of awards: The Advanced Technical Certificate to provide advanced training for students who already hold a degree and the Marketable Skills Achievement Award for students who achieve marketable job skills that fall below the threshold of contact or credit hours for a traditional certificate (see Chapter Three).

- Expanded options for external learning experience classes, and new possibilities for continuing education external learning experiences in selected disciplines (see Chapters Three and Four).

- Full integration of guidelines for workforce continuing education programs with credit programs in Chapters Three through Six.

- Full implementation of the Workforce Education Course Manual (WECM; see Chapter Four).

- Revised guidelines for submission of new program applications (see Chapter Five).

- New flexibility for public institutions to make minor changes in technical awards without submitting a formal program revision (see Chapter Six).

- New guidelines for degree-granting proprietary institutions reflecting recent changes in Coordinating Board rules (see Chapter Seven).

- A new and expanded reference section for Tech-Prep program implementation (see Part II of the Guidelines).

In addition, by Fall 2001 the staff plans to make electronic submission available for all program revisions and to pilot an electronic submission process for new programs.

One significant component has been omitted from this edition of the Guidelines: Chapter Eight, Institutional Effectiveness, has been temporarily removed from the manual. In meetings with the Texas Association of Community Colleges (TACC) and the Coordinating Board’s Advisory Committee on Program Quality and Standards, the Commissioner and the staff have agreed to move away
from the Institutional Effectiveness comprehensive site visit. The staff and the advisory committee are currently working on a desk audit and a more limited site visit process. Chapter Eight will be developed and added to the electronic version of these Guidelines.

D. Effective Dates for the 2001 Guidelines

Applications for new workforce education programs are subject to the requirements of these Guidelines beginning January 1, 2002. However, institutions may choose to use the new guidelines and forms provided in this edition immediately upon publication.

Current certificate and degree programs must be revised to meet these Guidelines as follows:

1. To respond to findings in college institutional effectiveness site visit reports; or
2. To implement WECM courses as required in WECM guidelines/timelines.

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General Institutional and Personnel Requirements for Workforce Education Programs

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A. Role, Mission, and Institutional Accreditation

Each workforce education program offered by a public community or technical college must be within the institution’s role and mission as established by the Texas Legislature and approved by the institution’s governing board.

To receive Coordinating Board approval for a workforce education program, a public technical or community college must comply with the criteria for accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

B. Program Coordination/Faculty

Each workforce education program must be directed by an administrator who has appropriate authority to ensure that the quality of the program is maintained and complies with all applicable laws, rules, and guidelines.

Each workforce education Associate of Applied Science (AAS)/Associate of Applied Arts (AAA) degree program must have at least one full-time faculty member whose primary teaching assignment is in that program. All certificate programs must have an assigned program coordinator who is a full-time employee of the college qualified in an occupational/technical area (but not necessarily assigned full-time to the certificate program). Certificate programs must have at least a part-time faculty member with the appropriate credentials teaching in the subject area.

C. State or National Licensing, Certification, or Registration

Programs for which there are mandatory state, federal, or national licensure, certification, or registration requirements for program graduates must meet the standards of the credentialing agency or association and prepare students to take the corresponding examination(s).

The Coordinating Board will require an institution to seek state or national program accreditation if considered necessary to properly prepare students for employment.

D. Equipment, Facilities, Classrooms, and Laboratories

Facilities, classrooms, and laboratory space must be adequate and appropriate for the program to serve the anticipated number of students. Equipment should represent the current technology found in business and industry. Opportunities for students to gain additional hands-on experience using state-of-the-art equipment should be provided via external learning experiences. This applies to all out-of-district and off-campus as well as on-campus locations.

E. Career Development Services

Each institution must provide comprehensive career development services to students, including career information and planning; job placement; career counseling, assessment; and follow-up services.
F. Qualifications of Workforce Education Program Personnel

The minimum qualifications for all workforce education program personnel must be in compliance with the latest SACS criteria. The following personnel qualifications are provided to help colleges and schools ensure excellence in instruction and career development services for students as well as effective program and course administration.

1. Faculty

   Faculty must be recruited and appointed by the local higher education institution prior to the start of instruction. Institutional records must document academic preparation, work experience, other appropriate qualifications (i.e., certificates, licensure, etc.), and justification for any exceptions to the Guidelines for faculty listed below.

   The Guidelines apply to all faculty teaching in state-funded workforce education programs and workforce continuing education courses regardless of the teaching circumstances (i.e., full-time, part-time, off-campus, out-of-district, and contractual).

   a. Faculty who teach workforce education degree or certificate courses should have a combination of academic preparation and work experience, including three years of direct or related work experience other than teaching.

   b. Each faculty member teaching courses in workforce education programs that are components of associate degree programs designed for college transfer, or from which a substantial number of students transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree, or hold the minimum of the master’s degree with a major in the teaching discipline.

   c. Each faculty member teaching credit courses in workforce education associate degree programs not usually resulting in college transfer, or in the continuation of study at senior institutions, must possess appropriate academic preparation coupled with work experience. The minimum academic degree for faculty must be at the same level at which the faculty member is teaching. Faculty who teach in applied associate degree programs should hold a baccalaureate degree or higher; they must hold at least an associate degree.

   d. Faculty who teach in certificate programs should hold an associate degree or higher; they must hold at least a higher education certificate or have specialized training in their teaching field.

   e. Faculty who teach workforce continuing education courses should have a combination of higher education academic preparation or specialized higher education training and work experience, with an emphasis on competence gained through work experience. In all cases, faculty members must have special competence in the fields in which they teach.
f. Faculty who teach in workforce education programs that are subject to accreditation by external agencies and/or that prepare students for licensure or certification must comply with the educational and experiential qualifications required by the licensing, certifying, or accrediting agencies.

g. Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a baccalaureate degree and, ideally, should have work or other experience, which helps them relate these skills to the occupational field.

h. Faculty members who teach in developmental programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in developmental education.

i. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation for faculty members. These exceptions must be justified by the institution on an individual basis and kept on file.

2. Career Development Personnel

   Career development personnel should have a combination of academic preparation and work experience.

   a. Guidance, counseling, and career development activities should be provided by professionally trained counselors. A master's degree in guidance and/or counseling or a closely related field is required; a master's degree with significant course work and experience in career development is acceptable. Related academic graduate degree programs include, but are not limited to, student development counseling in higher education and mental health counseling. Professional credentials, such as state professional counseling licensure (LPC) or certification by the National Board for Certified Counselors (NBCC), are preferred.

   b. Career development personnel must meet the requirements of SACS and/or Federal Perkins regulations in accordance with their specific assignments.

   c. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for the academic preparation mentioned above. This should include a combination of both significant course work and experience in career development. Institutions must verify these exceptions on an individual basis.

   d. Paraprofessionals employed in specific areas, such as job placement, must have academic preparation and experience consistent with their assignments.
3. Administrators

The specification of qualifications for administrators of workforce education programs is the responsibility of the higher education institution in keeping with its defined mission, administrative organization, and accreditation standards. Workforce education administrators should possess credentials, experience, and demonstrated competence appropriate to their areas of responsibility.

G. Professional Development

An institution must provide workforce education program faculty, career development personnel, and administrators in workforce education programs the opportunity to continue their professional development throughout their careers, and the institution must be able to demonstrate that this development takes place. All institutions shall promote teaching excellence by making professional development activities available to all part-time and full-time faculty.

Activities could include, but are not limited to, topics in current academic or technical subject developments, new technologies and curricular applications, labor market and career information, the integration of academic and technical curricula, use of effective teaching strategies, appreciation of diverse student backgrounds and needs, effective use of research in instruction, and use of technology/multimedia/telecommunications in instruction.
## Chapter Three
### Workforce Education Program Elements

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A. Workforce Education Programs: Defining Characteristics

A workforce education program consists of a coherent sequence of courses designed to prepare students for employment in a career field. A workforce education program is developed by a college working in close cooperation with business and industry to satisfy a need for timely and effective workforce education. Additionally, many workforce education programs today are articulated with four-year college programs to provide students the opportunity for transfer and further education.

A workforce education program has a competency-based curriculum organized to teach industry-driven educational outcomes in terms of appropriate skills, knowledge, and perspectives needed by students to enter and succeed within a designated occupational field or fields. Additionally, all workforce education programs must provide students with opportunities to attain competence in oral and written communication as well as math and computer skills. These skills may be demonstrated by the inclusion of either applications or assignments in multiple courses within the award or by courses in these basic competencies.

A workforce education program may lead to a single award (degree or certificate) or contain a "career cluster" of multiple awards/exit options (degrees and/or certificates). The career cluster is usually identified by a four-digit Classification of Instructional Programs (CIP) code while an award is identified by a six-digit CIP code.

1. Explanation of CIP Codes

The Classification of Instructional Programs (CIP) is a federal taxonomy developed by the U.S. Department of Education's National Center for Education Statistics (http://www.nces.ed.gov). It is used throughout the United States by state agencies and national associations to establish standard terminology to improve communication and standardize record-keeping. The current 1990 edition will remain in effect until a new edition is published.

As more digits are added to a CIP code, it becomes more specific. A two-digit CIP Code refers to programs within a broad career field. A four-digit CIP code refers to programs within a career cluster. A six-digit CIP code refers to instructional awards (degrees and/or certificates) relating to a specific occupation or job title.

For example, CIP code:

52 is Business Management and Administrative Services.

52.04 is Administration and Secretarial Services.

52.0404 is Medical Administrative Assistant/Secretary.
2. Types and Characteristics of Awards

Each program may have several awards. Generally, the number and type of awards should not exceed the following:

- One AAS or AAA and several certificates, including:
  - Two level one certificates, each between 15-42 semester credit hours (SCH);
  - One level two certificate between 43-59 SCH;
  - One enhanced skills certificate (if applicable) between 6-15 SCH.; and
  - Several continuing education certificates

Under exceptional circumstances a program may also have an advanced technical certificate of 16-50 SCH.

This configuration of awards provides building blocks for students leading from basic to more advanced workplace competencies. Ideally, each program will enable students to build toward the associate degree. In cases where career clusters exist at the six-digit CIP code level, the program may contain separate certificates of similar length for the six-digit awards. For example, a program with an AAS in Automotive Technology may have parallel certificates of similar length in each of the three six-digit CIP codes that make up the cluster, i.e. Auto Body Repair, Auto Mechanics, and Diesel Mechanics.

In August 1998 the American Association of Community Colleges (AACC) published a policy statement concerning the associate degree. The text of the statement may be accessed on the Internet on the AACC web site at www.aacc.nche.edu. The existence of several different degree titles for the same or highly similar programs inevitably results in confusion when potential employers consider the qualifications of workforce education program graduates. The AACC policy statement therefore urges institutions to avoid degree title proliferation:

In recent years there has been a problem of titles for associate degrees. In certain states and in certain institutions, different degree titles are used due to tradition or local circumstances. But institutions should avoid degree title proliferation, especially since students move from institution to institution and, upon graduation, to different areas of the nation. The use of multiple degree titles has been especially prevalent in occupational areas where some institutions offer many different degrees in specific technologies.

In an attempt to reduce the number of these degrees and to avoid confusion about the level of academic achievement, it is highly recommended that the applied associate degree have a limited number of designations to denote special fields of study such as nursing, computer technology, or law enforcement. Institutions are encouraged to use nationally standardized nomenclature to ensure transferability and a common understanding of the associate degree. Further, in contrast to narrowly specialized programs, programs should be designed to educate students broadly within an occupational cluster, preparing
them for career advancement and lifelong learning opportunities. Where applicable, certificates should follow the same guidelines using standard nomenclature and types of awards.

The limitation on multiple awards within defined subject areas is intended to guard against undue award proliferation and to promote the successful movement of students toward program completion. The limitation is intended to trigger further staff review of new program applications and does not prevent exceptions from being requested by an institution or from being granted by the Commissioner.

Approved applied associate degree and certificate programs shall appear on the workforce education program inventory as maintained by the Coordinating Board staff and will be subject to established statewide institutional effectiveness program evaluation procedures. Awards must be listed in an institution’s catalog, appear on a student’s transcript, and be subject to an institution’s Graduate Guarantee policy. Graduates must be reported on the appropriate forms.

a. Associate of Applied Science/Associate of Applied Arts Degrees

The degree options for a workforce education program are the Associate of Applied Science (AAS) degree and the Associate of Applied Arts (AAA) degree. Degrees must be limited to a total of 60-72 semester credit hours. Each workforce education program should have a significant proportion of its courses drawn from a common technical specialty identified by the four- or six-digit CIP code. This ensures that each degree or certificate program has a clearly-defined subject focus and will provide students with valid opportunities for employment and career advancement. These guidelines are not intended to establish an arbitrary number or percentage of specific courses that must be contained in a program; logical exceptions to the guidelines will be permitted.

An applied associate degree results in a formal award, which indicates mastery of a prescribed series of competencies with defined employment outcomes. AAS and AAA degrees are technical or professional in nature and are identified with a broad designation (e.g., AAS in Electronics and AAA in Music Performance).

The technical specialty component of an AAS or AAA degree should constitute 50 percent to 75 percent of the course credits. In certain cases, there are parallel courses listed in the Workforce Education Course Manual (WECM) and the Lower Division Academic Course Guide Manual (ACGM). In these instances, the ACGM courses with WECM equivalent may count as part of the technical specialty component. The remaining 25 percent to 50 percent of an AAS or AAA degree should consist of related or support courses and general education courses. To meet Southern Association of Colleges and Schools (SACS) guidelines, each degree must have an overall minimum of 15 semester hours in general education.
The 15 hours of general education must include at least one course in each of the following three areas: humanities/fine arts, social/behavioral sciences, and mathematics/natural sciences. Each college should work with its SACS representative concerning specific courses that will be acceptable to SACS. General education courses must be transferable courses found in the *Lower Division Academic Course Guide Manual (ACGM)* or on the college’s approved academic course inventory. Examples of acceptable general education disciplines are listed in Table 3-1, below.

Table 3-1. Examples Of General Education Courses By Area

<table>
<thead>
<tr>
<th>Humanities/ Fine Arts*</th>
<th>Social/ Behavioral Science</th>
<th>Natural Science and Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Government</td>
<td>Biology</td>
</tr>
<tr>
<td>Literature</td>
<td>History</td>
<td>Chemistry</td>
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<tr>
<td>Journalism</td>
<td>Psychology</td>
<td>Physics</td>
</tr>
<tr>
<td>Drama/Art/Music</td>
<td>Sociology</td>
<td>College-level Math (must be academic, not applied)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Anthropology</td>
<td>Computer Science (must be academic, not applied)</td>
</tr>
<tr>
<td>Cultural studies</td>
<td>Economics</td>
<td>Geology</td>
</tr>
<tr>
<td>Classical languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
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</tr>
</tbody>
</table>

*Note: Use of Speech or English Composition courses to satisfy the Humanities/Fine Arts requirement is not recommended. SACS has disapproved this practice at a number of colleges.

Each degree program must also contain math, computer, and communication competencies. These should be built into every course and program to the extent that they are applicable and relevant. If a college elects math, computer science, or communication courses as general education requirements, the courses must be academic transfer courses of collegiate level and of a general nature, not geared to a specific occupation—e.g., welders, electricians, or secretaries.

In contrast, applied competencies should be built into the program. In other words, math for electricians might be an acceptable program course, but it is not a general education course.

Further, if a college chooses math as a general education requirement, it need not be college algebra. An acceptable course is College Mathematics, a course which may include algebra and geometry, with topics in sets, logic, number systems, number theory, functions, equivalence, congruence, measurement, other geometric concepts, and the introduction to probability and statistics.

b. AAS/AAA Program Options and Specialties

A program **option** is a different AAS or AAA degree within the same four- or six-digit CIP code listed on the program inventory. A degree and one or more
options (additional degrees) will only be approved in exceptional circumstances and must be justified by the requesting institution. Each option is listed on the CB inventory of awards.

A program specialty is a variation within one AAS or AAA degree allowing students to take different courses. A specialty does not result in a different AAS or AAA degree and is not listed on the CB inventory, but may result in a different certificate award. The specialty must match the four-digit CIP code of the approved award and should share a significant number of its technical courses. As a rule of thumb, specialties in the same program should have about 50 percent of the technical courses in common. Program specialties may be approved as revisions to the original degree. Colleges interested in program specialties should work closely with Coordinating Board staff advisers. Examples of specialties include: AAS in hospitality management with specialties in 1) hotel management and 2) tourism, or AAS in office administration with specialties in 1) medical, 2) legal and 3) general office administration.

If a college has both an AAS or AAA and an abbreviated track to the degree, only the final award is listed on the CB inventory. For example, if a college has both an AAS in nursing and an LVN-ADN transition track, the final award—the AAS—would appear on the inventory.

c. Credit Certificate Programs

A credit certificate should constitute a building block toward the AAS or AAA degree. At least 50 percent of the course credits should be drawn from a focused technical specialty. The remaining courses may be technical or academic courses.

Credit certificates will be approved in four different categories or levels:

(1) A level one certificate can be completed by a student in one calendar year or less. It must consist of at least 15 and no more that 42 semester credit hours. Students in level one certificate programs are TASP-waived, although all certificate programs should provide for local assessment and remediation of students.

Programs that require external accreditation and licensure examinations for students (e.g., Licensed Vocational Nursing, LVN); and which exceed the credit hour limit may be approved by the Coordinating Board staff as TASP-waived if the program can be completed in one year or less. These awards shall be identified on the CBM-009 (graduate/completer report) as CERT1. Approval for TASP waiver may only be obtained by written request to the Director of Instructional Programs, Community and Technical Colleges Division.
The request must identify the award and include the number of SCH in the award, the name of the applicable accrediting agency, and a statement of assurance that the award can reasonably be completed in 12 calendar months.

(2) A level two certificate must consist of at least 43 and no more than 59 semester credit hours. Students in all level two certificates shall be TASP-eligible. This award shall be identified on the CBM-009 as CERT2.

(3) An enhanced skills certificate is a certificate associated with an AAS or AAA degree program. The associated AAS or AAA must be a prerequisite for the enhanced skills certificate. The certificate must be well focused, clearly related to the program, and justifiable. It must consist of at least six and no more than 15 semester hours and may extend an AAS or AAA award to an overall total that shall not exceed 87 semester hours. This award shall be identified on the CBM-009 as CERT3. The award must not be used to circumvent the 72 SCH cap for degrees. It is intended to provide skills beyond career entry or where external mandates make it impossible for specified programs to meet the 72 SCH limit. Clear evidence of advisory committee or external agency input shall be a condition for approval of enhanced skills certificates.

(4) An advanced technical certificate is a certificate that has a defined associate or baccalaureate degree (or, in some circumstances, junior-level standing in a baccalaureate degree program) as prerequisite for admission into the certificate program. It must consist of at least 16 and no more than 50 SCH. It must be focused, clearly related to the prerequisite degree, and justifiable to meet industry or external agency requirements.

(5) An AAS or AAA degree program that provides a shortened track of 16-50 SCH for students who hold a related degree may offer an advanced technical certificate for the shortened track. For example, an AAS degree in Sonography may provide an advanced technical certificate in sonography for students who already hold an AAS in Echocardiography. In this case the program inventory would list both an AAS in Sonography and an advanced technical certificate in Sonography.

d. Institutional Awards

In addition to Coordinating Board-recognized awards, colleges may offer institutional awards reflecting a course or series of courses which:

(1) represent achievement of an identifiable skill proficiency, or

(2) meet a student's self-defined educational objective.

Institutional awards shall be based on existing WECM courses or courses that are part of the institution’s approved Local Need inventory. Institutional
awards shall not be part of the Coordinating Board-maintained Program Inventory.

e. Continuing Education Certificate Programs

A coherent sequence of continuing education courses which total 360 or more contact hours must be approved as a workforce education certificate program. Courses may be considered part of a coherent sequence if they:

(1) include required and/or recommended prerequisites or co-requisites

(2) lead to an external credential (license, certification, or registration)

(3) are taken by a majority of students in sequence to meet occupational qualifications

These certificate programs may award continuing education units (CEU) according to the Guidelines in this chapter and WECM (Workforce Education Course Manual—see Chapter Four). All Continuing Education certificate programs must be listed on the college's approved inventory of programs and must be transcripted. Workforce education programs of 780 contact hours or more must be offered for SCH only.

A college wishing to convert CEU previously awarded to students to SCH must follow SACS guidelines. If the college converts CEU to SCH, it must maintain documentation that the continuing education courses have met the same objectives, rigor, evaluation process, and faculty qualifications as the analogous credit courses. The documentation must show that individual continuing education students have met the same competencies as the successful credit students prior to granting SCH retroactively for courses taken as continuing education.

f. Marketable Skills Achievement Awards

A marketable skills achievement award may be a sequence of credit courses totaling 9-14 SCH or workforce continuing education courses of 144-359 contact hours. These awards meet the minimum standard for program length specified in the federal Workforce Investment Act (WIA) but are too short to qualify as certificate programs on the Coordinating Board program inventory.

Marketable skills achievement awards must meet the following criteria:

(1) Each award must be composed of approved WECM and/or ACGM courses;

(2) A minimum of 50 percent of the SCH (or contact hours for continuing education) in each award must be in a single CIP code area in which the college already has an authorized program on the program inventory;
(3) Each award must be recommended by an external workforce advisory committee or Local Workforce Development Board; and

(4) The college should document that the marketable skills achievement award either makes a student eligible for immediate employment or adds to the student’s marketability to employers.

Marketable skills achievement awards do not require prior approval from the Coordinating Board staff and will not appear on the college’s program inventory. However, students who complete the awards may be reported as completers on the new CBM-00M report (refer to the Coordinating Board Reporting Manual for more details).

3. Groupings of Awards

Table 3-2 lists program areas/career clusters (or umbrellas) by CIP Code level (four- or six-digit). The list of program awards that should be reported at the six-digit level is reviewed periodically.

Table 3-2. Program Areas by CIP Code Level
(Six-Digit Level Program Areas are Indented)

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>PROGRAM NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.0100</td>
<td>Agricultural Business &amp; Production</td>
</tr>
<tr>
<td>01.0200</td>
<td>Agricultural Mechanization</td>
</tr>
<tr>
<td>01.0300</td>
<td>Agricultural Production/Workers &amp; Managers</td>
</tr>
<tr>
<td>01.0400</td>
<td>Agricultural &amp; Food Products Processing Operations &amp; Mgmt</td>
</tr>
<tr>
<td>01.0500</td>
<td>Agricultural Supplies Retailing &amp; Wholesaling</td>
</tr>
<tr>
<td>01.0600</td>
<td>Horticulture Services Operations &amp; Management</td>
</tr>
<tr>
<td>02.0200</td>
<td>Animal Sciences</td>
</tr>
<tr>
<td>02.0300</td>
<td>Food Sciences &amp; Technology</td>
</tr>
<tr>
<td>02.0400</td>
<td>Plant Sciences</td>
</tr>
<tr>
<td>03.0500</td>
<td>Forestry &amp; Related Sciences</td>
</tr>
<tr>
<td>04.0500</td>
<td>Interior Architecture</td>
</tr>
<tr>
<td>08.0100</td>
<td>Apparel &amp; Accessories Marketing Operations</td>
</tr>
<tr>
<td>08.0200</td>
<td>Business &amp; Personal Services Marketing Operations</td>
</tr>
<tr>
<td>08.0600</td>
<td>Food Products Retailing &amp; Wholesaling Operations</td>
</tr>
<tr>
<td>08.0700</td>
<td>General Retailing &amp; Wholesaling Operations &amp; Skills</td>
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<tr>
<td>08.0900</td>
<td>Hospitality &amp; Recreation Marketing Operations</td>
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<tr>
<td>08.1000</td>
<td>Insurance Marketing Operations</td>
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<tr>
<td>08.1100</td>
<td>Tourism &amp; Travel Services Marketing Operations</td>
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<tr>
<td>08.1200</td>
<td>Vehicle &amp; Petroleum Products Marketing Operations</td>
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<tr>
<td>09.0700</td>
<td>Radio &amp; Television Broadcasting</td>
</tr>
<tr>
<td>10.0100</td>
<td>Communication Technologies</td>
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<tr>
<td>11.0100</td>
<td>Computer &amp; Information Sciences, General</td>
</tr>
<tr>
<td>CIP Code</td>
<td>PROGRAM NAME</td>
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<tr>
<td>11.0200</td>
<td>Computer Programming</td>
</tr>
<tr>
<td>11.0300</td>
<td>Data Processing Technology</td>
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<tr>
<td>11.0400</td>
<td>Information Sciences &amp; Systems</td>
</tr>
<tr>
<td>11.9900</td>
<td>Computer &amp; Information Sciences, Other</td>
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<td>Funeral Services &amp; Mortuary Science</td>
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<td>Cosmetic Services</td>
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<tr>
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<td>Culinary Arts &amp; Related Services</td>
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<tr>
<td>13.0200</td>
<td>Bilingual/Bicultural Education</td>
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<tr>
<td>13.0500</td>
<td>Educational/Instructional Media Design</td>
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<tr>
<td>13.1000</td>
<td>Special Education</td>
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<td>General Teacher Education</td>
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<td>Teacher Education, Specific Academic &amp; Vocational Programs</td>
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<td>Teacher Assistant/Aide</td>
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<td>Aerospace, Aeronautical, &amp; Astronautical Engineering</td>
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<td>14.1500</td>
<td>Geological Engineering</td>
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<td>14.3000</td>
<td>Engineering/Industrial Management</td>
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<td>Architectural Engineering Technologies</td>
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<td>15.0200</td>
<td>Civil Engineering/Civil Technology</td>
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<td>15.0304</td>
<td>Laser and Optical Technology/Technician</td>
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<td>Electromechanical Instrumentation &amp; Maintenance Technology</td>
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<td>Quality Control &amp; Safety Technologies</td>
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<td>Mechanical Engineering-Related Technologies</td>
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<td>15.0900</td>
<td>Mining &amp; Petroleum Technologies</td>
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<td>15.1000</td>
<td>Construction/Building Technology</td>
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<td>15.1100</td>
<td>Miscellaneous Engineering-Related Technologies</td>
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<td>Foods &amp; Nutrition Studies</td>
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<tr>
<td>19.0700</td>
<td>Individual &amp; Family Development Studies</td>
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<tr>
<td>20.0100</td>
<td>Consumer &amp; Homemaking Education</td>
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<tr>
<td>20.0200</td>
<td>Child Care &amp; Guidance Workers &amp; Managers</td>
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<tr>
<td>20.0300</td>
<td>Clothing, Apparel, &amp; Textile Workers &amp; Managers</td>
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<tr>
<td>20.0400</td>
<td>Institutional Food Workers &amp; Administrators</td>
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<td>20.0500</td>
<td>Home Furnishings &amp; Equipment Installers &amp; Consultants</td>
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<td>20.0600</td>
<td>Custodial, Housekeeping, &amp; Home Services Workers &amp; Managers</td>
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<td>31.0100</td>
<td>Parks, Recreation, &amp; Leisure Studies</td>
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<td>Health &amp; Physical Education/Fitness</td>
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<td>Leisure &amp; Recreational Activities</td>
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<td>41.0100</td>
<td>Biological Technologies</td>
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<td>41.0200</td>
<td>Nuclear &amp; Industrial Radiologic Technologies</td>
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<td>CIP Code</td>
<td>PROGRAM NAME</td>
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<td>43.0100</td>
<td>Criminal Justice &amp; Corrections</td>
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<td>43.0107</td>
<td>Law Enforcement/Police Science</td>
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<td>Fire Science/Firefighting</td>
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<td>Construction &amp; Building Finishers &amp; Managers</td>
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<td>Plumbers &amp; Pipefitters</td>
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<td>Electrical &amp; Electronics Equipment Installers &amp; Repairers</td>
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<td>47.0300</td>
<td>Industrial Equipment Maintenance &amp; Repairers</td>
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<td>Miscellaneous Mechanics &amp; Repairers</td>
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<td>Auto/Automotive Body Repairer</td>
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<tr>
<td>47.0604</td>
<td>Auto/Automotive Mechanic/Technician</td>
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<td>47.0605</td>
<td>Diesel Engine Mechanic and Repairer</td>
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<td>Graphic &amp; Printing Equipment Operators</td>
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<td>Leatherworkers &amp; Upholsterers</td>
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<td>Precision Metal Workers</td>
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<td>Welder/Welding Technologist/Technician</td>
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<td>Commercial Photographer</td>
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<td>50.0407</td>
<td>Fashion Designer and Illustrator</td>
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<td>Interior Designer</td>
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<td>Health &amp; Medical Assistants</td>
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<td>Medical Assistant</td>
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<tr>
<td>51.0802</td>
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<tr>
<td>51.0803</td>
<td>Occupational Therapy Assistant</td>
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<tr>
<td>CIP Code</td>
<td>PROGRAM NAME</td>
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<tr>
<td>51.0805</td>
<td>Pharmacy Technician/Assistant</td>
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<tr>
<td>51.0806</td>
<td>Physical Therapist Assistant</td>
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<tr>
<td>51.0808</td>
<td>Veterinarian Assistant</td>
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<tr>
<td>51.0900</td>
<td>Health and Medical Diagnostic and Treatment Services</td>
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<td>51.0901</td>
<td>Cardiovascular Technology</td>
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<td>51.0904</td>
<td>Emergency Medical Technician</td>
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<td>51.0905</td>
<td>Nuclear Medical Technology</td>
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<td>Medical Radiologic Technology</td>
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<td>Surgical Technician</td>
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<td>Diagnostic Medical Sonography</td>
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<td>Health &amp; Medical Laboratory Technologies/Technicians</td>
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<td>Optometric/Ophthalmic Laboratory Technology</td>
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<td>Health and Medical Laboratory Technology—Other</td>
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* Denotes Program Sequence number. The number is 00 unless otherwise noted.

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<td>Nursing</td>
</tr>
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<td>51.1601</td>
<td>Nursing (RN Training)</td>
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<tr>
<td>51.1613</td>
<td>Nursing (LVN Training)</td>
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<td>51.1800</td>
<td>Ophthalmic/Optometric Services</td>
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<tr>
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<td>Rehabilitation/Therapeutic Services</td>
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<td>Miscellaneous Health Aides</td>
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<td>Miscellaneous Health Sciences &amp; Allied Health Services</td>
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<td>Administrative &amp; Secretarial Services</td>
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<tr>
<td>52.0500</td>
<td>Business Communications</td>
</tr>
<tr>
<td>52.0700</td>
<td>Enterprise Management &amp; Operation</td>
</tr>
<tr>
<td>52.0800</td>
<td>Financial Management &amp; Services</td>
</tr>
<tr>
<td>52.0900</td>
<td>Hospitality Services Management</td>
</tr>
<tr>
<td>52.1000</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>52.1100</td>
<td>International Business</td>
</tr>
<tr>
<td>52.1200</td>
<td>Business Information &amp; Data Processing Services</td>
</tr>
<tr>
<td>52.1400</td>
<td>Marketing Management &amp; Research</td>
</tr>
<tr>
<td>52.1500</td>
<td>Real Estate</td>
</tr>
<tr>
<td>52.1600</td>
<td>Taxation</td>
</tr>
</tbody>
</table>

Additional guidelines for logical and flexible groupings of awards within programs are as follows:
a. All awards in a program should begin with the same four-digit CIP code. Programs shall be required to meet the Institutional Effectiveness (IE) standards for the four or six-digit CIP code of the program as specified in table 3-2. Colleges will have the opportunity to provide feedback to the Coordinating Board staff on any necessary reclassification or division of existing programs.

**Example** of a correct grouping of awards:

Office Technology Program

AAS degree - Administrative Assistant Technology 52.0401
Certificate - Legal Secretary 52.0403
Certificate - Medical Secretary 52.0404

**Example** of an incorrect grouping of awards:

Computer Science Program

AAS degree - Computer Programming 11.0201
Certificate - Data Processing Technology 11.0301

b. Awards with the same four-digit CIP codes, but different six-digit CIP codes, *may* be placed in different programs. When a program is designed to produce a graduate in a specific occupation (as opposed to a cluster of occupations), the program must be identified by a six-digit CIP code.

**Example:** Medical Radiologic Technician and Respiratory Care share the four-digit CIP code 51.09. However, these are different occupations and report to different accrediting and certifying agencies. Therefore, they must be identified by their six-digit CIP codes.

- Medical Radiologic Technician Program
- AAS degree - Medical Radiologic Technology 51.0907
- Respiratory Care Program
- AAS degree - Respiratory Care Technology 51.0908

c. Awards with the same six-digit CIP codes should not be used in more than one program.

d. Schools are encouraged to use common program titles, to the extent possible, in conjunction with titles used in the 1990 CIP Code Manual. Common titles promote maximum articulation and portability of program awards with other institutions.
B. Program Requirements

Certain elements must be common to all workforce education programs. These include:

1. Program Demand

Using national, state, and local industry-based trends, standards, and labor market information, the college must document the need for the program in the college's service area. See Chapter Five, New Program Approval Process, for more details.

2. Effective Use of Advisory Committees

Each institution must establish separate industry-based advisory committees for each workforce education program or cluster of closely related programs. The broad purposes of an advisory committee are 1) to help a college document the need for a workforce education program, and 2) to ensure that the program has both adequate resources and a well-designed curriculum to provide students with the skills, knowledge, and behaviors necessary to successfully meet the needs of business and industry. The advisory committee is one of the principle means of ensuring meaningful business and industry participation in program creation and revision.

a. Functions of an advisory committee include:

(1) evaluating the goals and objectives of the program curriculum;
(2) establishing workplace competencies for the program occupation(s);
(3) suggesting program revisions as needed;
(4) evaluating the adequacy of existing college facilities and equipment;
(5) advising college personnel on the selection and acquisition of new equipment;
(6) identifying local business/industry leaders who will provide students with external learning experiences, employment, and placement opportunities;
(7) identifying local business/industry leaders who will provide students with external learning experiences, employment, and placement opportunities;
(8) assisting in the professional development of the faculty;
(9) assisting in promoting and publicizing the program to the community and to business and industry; and
(10) representing the needs of students from special populations.
b. Advisory Committee Composition

(1) Advisory committees must be composed of persons who broadly represent the demographics, including the ethnic and gender diversity, of the institution's service area as well as the demographics of the occupational field. Committee members should be knowledgeable about the skills used in the occupation for which they are providing information and guidance.

(2) Members should be drawn from both the private and public sectors, with an emphasis on business, industry, and labor organizations.

(3) Tech-Prep program-specific advisory committees must include members who represent secondary and higher education as well as business and industry.

(4) Full-time faculty and staff of the community or technical college offering the program must not be members of the advisory committee but may serve in an ex-officio role. Part-time faculty who hold full-time positions within the career field may be members of the committee. Faculty and staff of senior institutions with whom the program may be articulated may also be members of the committee.

c. Advisory Committee Meetings/Minutes

(1) Advisory committees must meet in person a minimum of one time a year and should, if possible, have a quorum present; however, it is recommended that contact with committees be maintained throughout the year via e-mail, fax, phone, or videoconference. During the development of new programs, advisory committees should meet frequently.

(2) All meetings of the advisory committee must be recorded in official minutes. The minutes must include:

(a) identification of committee members (name, title, and affiliation);

(b) an indication of the committee members' presence or absence from the meeting;

(c) the names and titles of others present at the meeting;

(d) the signature of the recorder; and

(e) evidence of that industry partners have taken an active role in making decisions that affect the program.

Minutes must be maintained in college files and made available to the Coordinating Board staff upon request. A sample format for recording advisory committee meeting minutes may be found at the end of this chapter.
3. Identification of Program Competencies

A credit program must consist of a curriculum that integrates necessary academic and workforce skills as identified in the professional literature, by program experts, by business and industry advisory committees, in recognized skill standards, and by other related professional organizations. Development of a competency-based curriculum requires identification of subject area-specific, general academic, and workforce skills.

A continuing education program consists of workforce skills identified in the same manner as those in credit programs. While continuing education programs do not contain academic courses, incorporation of appropriate academic skills is encouraged.

General academic and workforce skills necessary to attain entry-level employment for American workers are the topic of a 1990 report by the Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS). The commission conducted extensive research and interviews with business owners, public employers, union leaders, supervisors, and laborers in a wide variety of work settings. In 1991, the Commission reported What Work Requires of Schools and noted that "good jobs will increasingly depend on people who can put knowledge to work." Additionally, they estimated that less than half of the students currently exiting high school possess the ability to find and keep a good job. From its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies (See “Chart of SCANS Skills” and a sample “SCANS Occupational Assessment” model at end of this chapter). Additional information may be found on the web at http://www.ttrc.doleta.gov/SCANS/.

Institutions must demonstrate that each award, whether for credit or continuing education, addresses SCANS. Evidence of this may include a Program Competency Profile and a SCANS matrix, i.e., a matrix of the skills and knowledge competencies to be mastered by the student by the end of the program, with a crosswalk from the competencies to the academic and/or workforce courses where the competencies will be achieved. (See samples of a “Program Competency Profile” and “SCANS Matrix Model” at the end of the chapter.)

4. Selection of Program Courses

To select program courses, faculty and administrators should refer to the WECM and the ACGM. These manuals describe established courses and guidelines for the creation of Special Topics, Local Need, or Academic Unique Need courses. See Chapter Four for WECM Guidelines and the Community and Technical Colleges Division Web site http://www.thecb.state.tx.us/CTC/ for the ACGM.

a. Definition of Types of Instruction

Lecture: Time used to present new material with additional cognitive and/or affective learning outcomes is classified as lecture.
Laboratory: Time used by college personnel to provide direct supervision of skill development, application, and practice of knowledge is classified as laboratory.

External learning experience: Time used to present or apply knowledge in a workplace setting is classified as external learning experience. The integration of knowledge gained through the external experience with previously learned concepts or practices, regardless of setting, time, or evaluation, is included in the instructional design of the external learning experience and would be classified as external hours. Advanced practice in a lab setting prior to performing an advanced or high-risk procedure may be included in this category. External hours may also include discussion of cases. For definitions of specific types of external learning experiences, see the section on “External Learning Experiences” in this chapter on page 23.

b. Assignment of Credit Hours and Continuing Education Units

For semester credit hour (SCH) and continuing education unit (CEU) program formats, the educational institution must assign consistent and appropriate ratios of contact hours to SCH or CEU for each course in the program according to the ratios and parameters established by Coordinating Board guidelines. For suggested combinations of lecture and laboratory experiences, see Table 4.3, Credit and Contact Hour Combinations for Existing WECM and Local Need Courses.

(1) For lecture/classroom instruction per 16-week semester, a ratio of one SCH to one contact hour (1:1) must be used. If the instruction is compressed into less than a 16-week semester, the course must still require the same number of contact hours as it would in a long semester.

Example:

Eight-week summer course,

8 lecture hours per week = 64 total hours contact hours

64 total contact hours/16 weeks

is equivalent to 4 hours per week for 16 weeks

Therefore, the course is assigned 4 SCH.

(2) For on-campus laboratory instruction per 16-week semester, a ratio of one SCH to two to four laboratory contact hours (1:2, 3, or 4) must be used. Therefore, one SCH can be earned for two, three, or four contact hours per week of laboratory instruction.

Example of a four SCH course with lecture and laboratory:

3 lecture contact hours/week = 3 SCH
3 laboratory contact hours/week = 1 SCH

total for the course = 4 SCH

(3) For external learning experience ratios, see Tables 3-3 and 3-4 below.

(4) For continuing education units, institutions must use a ratio of 1 CEU to 10 contact hours. Calculation of CEU: When calculating the number of CEU for a course, the number of contact minutes should be totaled and divided by 60 to arrive at the number of contact hours. Non-instructional time such as breaks is not included. Total contact hours are then divided by 10 to determine the number of CEU. CEU can be expressed in tenths; that is, 17 contact hours equate to 1.7 CEU. When the fractional part of a contact hour is at least 50 minutes, the fractional portion may be counted as a whole hour. Calculations of contact hours involved in a workforce continuing education experience may include the following elements:

(a) In-class time with direct participation between the learner and instructor;
(b) Field activities, lab assignments, and projects with an instructor present;
(c) Activities in which there is no instructor present such as supervised independent study; computer-assisted instruction, external learning experiences or project-based assignments (after field-testing has shown the average amount of time required to complete the activity).

Examples of activities that are not included when calculating contact hours include time for study, assigned reading, meeting time devoted to business or organizational activities, and time allocated to breaks or refreshments (unless a presentation is made during refreshments).

c. Choice of Prerequisites

(1) All college-level, non-developmental courses which are required course prerequisites and/or requirements for entry into a degree or certificate program must be included in the total hours for the program and must be clearly identified in the proposed degree plan. Developmental course hours must not be included in the total credit hours for the program.

(2) Course prerequisites to program admission are acceptable as long as the degree can be completed within two and one-half years, including the prerequisites.

(3) The following are examples of prerequisites which may be chosen by colleges and which must be included in a degree plan:

(a) **WECM Course:**
   Machine Drawing -- This is a course in precision drawing of machine parts stressing correct procedures in making detail and assembly drawings. Prerequisite: Beginning Technical Drafting.
(b) *ACGM Course:*

Anatomy and Physiology I -- This course examines cell structure and function, tissues, and the skeletal, muscular, and nervous systems. Emphasis is on structure, function, and the interrelationships of the human systems. Prerequisite: General Biology

(4) When there are alternative means to satisfy a course prerequisite, the prerequisite does not need to be included in a degree plan. However, if high school courses are used as prerequisites, the courses must be those taken by most or all high school students. Some examples of alternative means:

*Introductory Statistics* -- This course is a study of collection and tabulation of data, bar charts, graphs, sampling, measures of central tendency and variability, correlation, index numbers, statistical distributions, probability, and application to various fields. Prerequisite: Two years of high school algebra or demonstrated competence as approved by the instructor. (Note: High school algebra can be reasonably expected of high school graduates.)

*Beginning Word Processing* -- Development of applications and procedures for operating a word processing system. Provides hands-on training, self-paced instruction on basic document creation, editing and formatting. Prerequisite: Typing skills of 30 words per minute, approval of instructor, or continuing education course in keyboarding.

d. **Course Sequencing**

(1) All curricula submitted for approval must demonstrate appropriate course sequencing to promote student attainment of skills and competencies. (For example, prerequisite courses must not be in the same semester as the courses for which they are the prerequisites unless the courses are compressed into less than a semester without an overlap in the sequenced courses.)

(2) In designing a course sequence, institutions must ensure that credit curricula demonstrate integration of academic and technical competencies or courses.

e. **Developmental Education Courses**

For students with academic skill deficiencies, developmental education courses should be made available, as appropriate, to be taken prior to or in conjunction with curriculum requirements in workforce education programs. These courses may be used as described in the *ACGM* or they may be adapted for specific needs of workforce education e.g., Technical Math for Electronics Technicians. If the content of a technical course is developmental (below college level), it must receive a developmental approval number and may not be counted toward degree credit. Developmental approval numbers
are available in study skills, English for speakers of other languages, writing, reading, mathematics, and science. [Reminder: Developmental courses for community and technical college students will only be funded by the state for a total of 27 semester credit hours within a college or district. This restriction includes course work taken during and since June 1996.]

5. Recruitment, Retention, and Program Completion by Students

Each program should identify factors that will facilitate student progress (e.g., assessment, remediation, counseling, orientation, child care, financial aid, transportation, etc.) and specific steps to help the student achieve success in the program. Maintenance of Student Success Plans for each program is optional, but strongly encouraged. However, TASP guidelines must be followed.

a. Assessment and Remediation of Students

All students enrolled in associate degree programs and Level Two certificate programs must meet requirements of the Texas Academic Skills Program (TASP), including assessment prior to enrollment in any college-level course work and any required developmental education (for more information about TASP requirements, please refer to Chapter 5, Subchapter P of the Coordinating Board rules). Although TASP requirements are waived for students enrolled in Level One certificate programs, colleges should also provide some form of assessment and, if necessary, developmental education for entering students in TASP-waived certificate programs.

It is strongly urged that colleges use the Quick TASP test, one of the Coordinating Board-approved alternatives to the TASP test, or one of the nationally normed tests specifically created for workforce education students (e.g., Work Keys) to assess entering students in TASP-waived certificate programs. Further, it is strongly urged that workforce education faculty collaborate with academic and developmental education faculty to:

(1) determine local, appropriate cut scores on the assessment instrument to measure the entry and exit levels of basic skills competencies; and

(2) create sections of course-based or non-course-based developmental reading, writing, or math as appropriate to help students learn basic skills in work-based applications and contexts.

b. Report on Credit Program Graduates

Graduates of programs approved by the Coordinating Board must be reported on the CBM-009 each fall semester following the close of the fiscal year. All chief instructional officers and workforce education administrators should consult with their reporting officials prior to submission of this report to ensure the accuracy of reported information. Compliance with guidelines includes the following (See Chapter Eight, Evaluation of Institutional Effectiveness for details):

(1) Completion rate: There must be a minimum of 15 graduates per program
over a three-year period.

(2) **Placement rate:** A minimum of 85 percent of the graduates must be placed in jobs or in additional education.

(3) The **Graduate Guarantee** shall be used for accountability purposes. The guarantee shall ensure the graduate’s employer that the graduate has met program competencies and shall offer up to nine tuition-free hours of education for a program graduate judged by the employer to be unable to perform on the job the competencies as specified in the college program.

c. **Continuing Education Reporting/Record Keeping**

(1) All courses currently approved for workforce continuing education contact-hour reporting, regardless of length, will be reported on the **CBM-00C** (Quarterly Class Report) as outlined in the Reporting and Procedures Manual for Public Community and Technical Colleges. This includes all approved Local Need workforce continuing education courses and both regular and Special Topics courses found in the **WECM**.

(2) Student level data for workforce continuing education courses will be reported on the revised **CBM-00A** (Students in Non-Semester Length Courses Report). To complete this report, follow the instructions provided by the Coordinating Board’s Educational Data Center.

(3) In all cases, no more than the approved number of contact hours or no more than the actual number of contact hours taught per course (whichever is less) may be reported and claimed for state funding.

(4) If a workforce continuing education course is offered cooperatively by two or more institutions; only the institution of record, based on student registration, may claim state funding.

(5) **Transcripting of CEU:** An institution must maintain and issue upon request a record of each individual’s participation in workforce continuing education activities for which CEU are awarded. Only those who successfully meet the established requirements for an activity are awarded CEU. A cumulative record or transcript represents an official verification of a learner’s CEU participation. The institution should maintain records of participation for a period of at least seven years from the date of award. Policies regarding the retention and release of such records are established by the institution in keeping with the institution’s policies for other types of student educational records. Policies must also adhere to requirements published in the following documents:

(a) *The Continuing Education Unit: Guidelines* (1994) of the Commission on Colleges, Southern Association of Colleges and Schools, and

(b) *Criteria and Guidelines for Quality Continuing Education and Training Programs,* and *The CEU and Other Measurement Units,* by the
International Association for Continuing Education and Training (IACET). The following specified items of information shall be included on all CEU records and transcripts:

- Name and address of the institution.
- Name and social security number of the individual participant.
- Title of the course, program, or activity.
- Completion date.
- Number of CEU awarded.
- Report of assessment results or other requirements for satisfactory completion.

(c) For Transcripting/Reporting:

- The WECM Rubric and Course Number will be utilized on all official institutional transcripts and reports.
- The institution is free to transcript the specific title of the course.

6. Establishment of Program Linkages

Programs should demonstrate flexibility and opportunity for students. They should be designed to permit maximum access to students by establishing linkages with other programs in public secondary schools and/or institutions of higher education within the higher education region and/or service area.

Linkages may be demonstrated by various articulation agreements that provide for student transfer, inverted degree plans, advanced placement opportunities, 1+1 programs, and Tech-Prep programs.

7. Verification of Workplace Competencies

To verify entry-level workplace competencies, the college must provide at least one of the following for each approved award: a) capstone experience, b) eligibility for a credentialing exam, and/or c) an external learning experience.

a. Capstone Experience

The capstone is a learning experience resulting in a consolidation of a student's educational experience and certifies mastery of entry-level workplace competencies. The capstone experience must occur during the last semester of the student's educational program. Methods of providing a capstone experience include a:

(1) final external learning experience that allows a student to apply broad knowledge of the profession;

(2) comprehensive, discipline-specific examination prepared by the faculty of
the workforce education program and administered at the conclusion of the program;

(3) course involving simulation of the workplace, case studies, portfolios, and employment scenarios; and/or

(4) discipline-specific special project, involving the integration of various teams of students performing activities to simulate the situations which may occur in the workplace.

b. **Credentialing Exams**

Credentialing exams are licensure, certification, or registration exams provided by state or national agencies or by professional organizations.

c. **External Learning Experiences**

An external learning experience is a competency-based learning experience, paid or unpaid, that enhances lecture and laboratory instruction and is provided at work sites appropriate to the discipline. The inclusion of an external learning experience in both certificate and applied associate degree plans is strongly recommended. The external learning experience allows the student to have practical, hands-on training and to apply learned concepts and theories in a workplace setting. There are five types of external learning experiences: clinical experiences, internships, practica, co-operative education, and apprenticeships.

Clinical and internship experiences provide workplace settings in which students learn and apply program theory and management of the work flow. Clinical experiences must take place in a health care setting and students must not be paid for the learning experiences. Internship experiences take place in any setting outside of health care and students may or may not be paid for the learning experiences. (Please refer to Table 3-3, Clinical Experience and Internship Courses, below.)

Practica and cooperative education provide workplace settings in which students gain practical experience in a discipline, enhance skills, and integrate knowledge. (Please refer to Table 3-4, Practicum and Cooperative Education Courses, to determine which type of external learning experience is most appropriate.)

Apprenticeships provide workplace settings that are registered with the Bureau of Apprenticeship and Training (BAT) of the U.S. Department of Labor. See details later in this chapter.

d. **General Information Regarding Clinical Experiences, Internships, Practica, and Cooperative Education**

(1) External learning experiences must ultimately be under the control of the educational institution, although individuals in the sponsoring workplace
may be responsible for the daily supervision of the student or for the lecture component of cooperative education.

(2) Each institution must assure that the external learning experience is consistent with industry standards, supports specific written objectives outlined by the educational institution, and emphasizes current practices in the field of specialization.

(3) The institution must approve and evaluate all training locations and must evaluate all faculty who supervise students. The on-site supervisor of each external experience should have appropriate qualifications in the applicable discipline. Written evaluation records must be maintained by the educational institution.

(4) A written External Learning Experience Evaluation Form, based on the student learning plan and describing student learning outcomes, must be developed by the instructor in conjunction with the external learning supervisor and provided to the supervisor at the external site. This form will allow the supervisor and the instructor to monitor student progress and learning activities accurately. The profile may be in the form of a matrix or checklist (see sample at end of the chapter) and maintained at the educational institution.

(5) A student must be working toward an AAS or certificate in the specific technical education program to enroll in a course that provides external learning experiences except for those students in career exploration courses. (Career exploration courses must be for credit, not for continuing education.) Each student must be in contact with a designated instructor (college faculty or designated employee of external site) while at the work site.

(6) External learning experiences may be paid or unpaid and full or part-time depending upon the type of experience and credentialing requirements. Employment obtained for the purpose of wage earning only must not be considered as an external learning experience in the program.

(7) External learning experiences must be properly sequenced with other courses in the program. To ensure that the student has developed a minimum level of technical competency prior to entering the work site, external courses must have a lecture and/or laboratory prerequisite or co-requisite.

(8) Institutions are encouraged to provide access to liability insurance for their students who are enrolled in the external learning experiences.

(9) External learning experiences must be governed by a written, signed agreement between the higher education institution and the organization providing the experience. The higher education institution must maintain copies of such agreements and have them available for review by the Coordinating Board staff. (A sample affiliation agreement is available
upon request from the Community and Technical Colleges Division of the Coordinating Board.)

(10) Prior to the external experience, each student must receive a statement of the expectations of the external site.

(11) Prior to the beginning of the external experience, the institution must provide both the student and the external site with written documentation of the objectives, instructional strategies, and evaluation mechanisms of the external learning course.

(12) Colleges, businesses, and industries participating in external learning experiences are encouraged to refer to appropriate labor laws for clarification of employment versus non-employment relationships. The following six criteria should be met to indicate a non-employment relationship:

(a) the training, even though it includes actual operation of the facilities of the employer, must be similar to that which would be given in a workforce education program;

(b) the training must be for the benefit of the trainees or students;

(c) the trainees must not displace regular employees but rather work under their close supervision;

(d) the employer that provides the training must derive no immediate advantage from the activities of the trainees, and on occasion the employer’s operations may actually be impeded;

(e) the trainees or students should understand that they are not necessarily entitled to a job at the conclusion of the training period; and

(f) the employer and the trainees understand that the trainees or students are not entitled to wages for the time spent in training.

(13) In clinical, internship, and practicum experiences, formally scheduled discussion of the external experience with students is considered part of the external experience, not a lecture, for credit hour assignment.

(14) The maximum number of external contact hours in an AAS program must not exceed 1,008 hours unless the program is specifically exempt. Exemption may be granted to health professions programs based on the standard of practice for the specific discipline. To apply for an exemption, a professional organization must submit to the Coordinating Board a request and a rationale for such exemption. If a waiver is granted, it will apply to all programs in that discipline.

After reviewing national standards of practice for the following disciplines, new external hour caps for the following disciplines have been established:
<table>
<thead>
<tr>
<th>Discipline Name</th>
<th>CIP Code</th>
<th>New External Contact Hour Cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory Care/Therapy</td>
<td>51.0908</td>
<td>2000</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>51.0907</td>
<td>2000</td>
</tr>
<tr>
<td>Nuclear Medicine</td>
<td>51.0905</td>
<td>2000</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>51.0910</td>
<td>2000</td>
</tr>
<tr>
<td>Radiation Therapy</td>
<td>51.0907</td>
<td>1500</td>
</tr>
<tr>
<td>Echocardiography</td>
<td>51.0901</td>
<td>1500</td>
</tr>
<tr>
<td>Invasive Cardiography</td>
<td>51.0901</td>
<td>1500</td>
</tr>
<tr>
<td>All other CIP codes</td>
<td></td>
<td>1008</td>
</tr>
</tbody>
</table>

(15) External learning experiences in continuing education courses must be approved in advance and are available only on a limited basis. External learning experiences may be approved for continuing education courses as follows:

(a) Up to ten contact hours in a topic may be part of a lecture/laboratory course.

(b) More than ten contact hours in a topic must be contained in a free-standing course separate from any lecture or laboratory course and listed as an external course in the *WECM*. Refer to the *WECM* inventory for currently approved courses. Any external learning courses not already listed in the *WECM* must be submitted as Local Need courses and must be approved in advance of instruction to receive funding.

(16) The following definitions are used in Tables 3-3 and 3-4:

(a) Clinical preceptor: a work-site supervisor who oversees the daily, hands-on experiences of a health professions student in the workplace.

(b) Close supervision: to remain within a short distance in time or space; very attentive; constant oversight, guidance, and review of the hands-on experiences of a health professions student; daily organization of the student’s activities.
(e) Direct supervision: daily oversight, guidance, and review of the hands-on experiences of workforce education students; daily organization of the student’s activities.

(f) Indirect supervision: general oversight and guidance of the hands-on experiences of workforce education students; periodic review of the student’s progress; overall organization of the student’s activities.

Table 3-3. Clinical Experience And Internship Courses

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CLINICAL EXPERIENCE</th>
<th>INTERNSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Level of instruction</td>
<td>basic, intermediate, or advanced</td>
<td>basic, intermediate, or advanced</td>
</tr>
<tr>
<td>2. Type of learning</td>
<td>required or elective</td>
<td>required or elective</td>
</tr>
<tr>
<td>3. Student outcomes</td>
<td>synthesize new knowledge; apply previous knowledge; learn to manage the workflow;</td>
<td>synthesize new knowledge; apply previous knowledge; learn to manage the workflow;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Method of instruction</td>
<td>practical experience related to theory simultaneously</td>
<td>practical experience related to theory simultaneously</td>
</tr>
<tr>
<td>5. Type of supervision</td>
<td>direct and/or close by faculty or clinical preceptor</td>
<td>direct by external site supervisor</td>
</tr>
<tr>
<td>6. Lecture component</td>
<td>prerequisite or co-requisite</td>
<td>prerequisite or co-requisite</td>
</tr>
<tr>
<td>B. Compensation for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student</td>
<td>no</td>
<td>yes or no</td>
</tr>
<tr>
<td>2. Faculty/supervisor/clinical preceptor</td>
<td>college pays its faculty; external site pays clinical preceptor or supervisor</td>
<td>college pays its faculty; external site pays supervisor</td>
</tr>
<tr>
<td>C. Role of college faculty</td>
<td>primary instructor or periodic visits</td>
<td>primary instructor or periodic visits</td>
</tr>
<tr>
<td>D. Credit hour: contact hour ratio</td>
<td>1:3, 4, 5, or 6</td>
<td>1:3, 4, 5, or 6</td>
</tr>
<tr>
<td>E. Site of instruction</td>
<td>health care setting only, all CIP 51 programs except sign language</td>
<td>any setting except health care; may include sign language</td>
</tr>
</tbody>
</table>
Table 3-4. Practicum And Cooperative Education Courses

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PRACTICUM</th>
<th>COOPERATIVE EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Level of instruction</td>
<td>basic for career exploration; intermediate for any program; or advanced for health programs</td>
<td>intermediate or advanced</td>
</tr>
<tr>
<td>2. Type of learning</td>
<td>required for health programs; required or elective for non-health programs</td>
<td>required or elective</td>
</tr>
<tr>
<td>3. Student outcomes</td>
<td>gain practical experience in a discipline; enhance skills, and integrate knowledge</td>
<td>gain practical experience in a discipline; enhance skills, and integrate knowledge</td>
</tr>
<tr>
<td>4. Method of instruction</td>
<td>supervised practice</td>
<td>lecture with supervised practice</td>
</tr>
<tr>
<td>5. Type of supervision</td>
<td>direct by faculty or a clinical preceptor for health programs or indirect by external site supervisor for non-health programs</td>
<td>Indirect by external site supervisor</td>
</tr>
<tr>
<td>6. Lecture component</td>
<td>prerequisite or co-requisite</td>
<td>1 hour/week required</td>
</tr>
<tr>
<td>B. Compensation for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student</td>
<td>yes or no</td>
<td>yes or no</td>
</tr>
<tr>
<td>2. Faculty /supervisor/ clinical preceptor</td>
<td>college pays its faculty; external site pays supervisor or clinical preceptor</td>
<td>college pays its faculty; external site pays supervisor</td>
</tr>
<tr>
<td>C. Role of college faculty</td>
<td>periodic visits</td>
<td>lecture and/or periodic visits to external site</td>
</tr>
<tr>
<td>D. SCH:contact hour ratio</td>
<td>1:7, 8, 9, or 10</td>
<td>1:7, 8, 9, or 10</td>
</tr>
</tbody>
</table>

*e. Apprenticeship*

(1) General Information

Apprenticeship is a structured system of job training designed to prepare individuals for occupations in skilled trades and crafts. It combines industry skill standards (on-the-job training) under the supervision of experienced journeyman-level workers with job-related classroom instruction. Most apprenticeship programs are in construction and
manufacturing and include occupations such as electrician, plumber/pipefitter, carpenter, and sheet metal worker.

All apprenticeship programs must be registered in Texas with the Bureau of Apprenticeship and Training (BAT) of the U.S. Department of Labor. Program sponsors are individual employers, associations of employers, or groups of employers in cooperation with organized labor.

(2) Program Length and Content

Most apprenticeship programs require 2,000 hours per year of on-the-job training and a minimum of 144 hours of job-related classroom instruction per year. The length of training varies by occupation and is determined by industry standards. The majority of apprenticeship programs require four or five years of training.

Apprentices are full-time, paid employees who work a regular 40-hour week and learn while they earn. Qualifications for applicants vary according to the program. However, all apprenticeship programs require applicants to meet the minimum age requirements (usually 17 or 18) and be physically able to perform the essential functions of the job. In addition, most occupations require the applicant to have a high school diploma or GED to enter training.

(3) State Funding Sources

State funds are available for job-related classroom instruction costs only, never for the on-the-job-training portion of an apprenticeship program. State funds may be accessed from either the Texas Workforce Commission (TWC) or the Texas Higher Education Coordinating Board, but not both.

Funding from TWC: Authorization for state funding of classroom costs of apprenticeship programs from the TWC is found in the Texas Education Code, Chapter 133. The TWC awards apprenticeship funds to eligible programs by a formula contact-hour rate. Local education agencies (public school districts and state postsecondary institutions) act as fiscal agents for the funds with administrative costs not exceeding 15 percent of the total contract. Funds can only be used for job-related classroom instruction costs and to help pay for part of the expenses such as instructor salaries, instructional supplies and materials. In programs receiving Chapter 133 funds, apprentices may not be charged tuition or fees by the local education agency other than an administrative fee not to exceed $5; only registered apprentices are allowed to attend classes; and apprentices must be employed in the private sector. For further information on TWC processes, please, refer to TWC’s Administrator’s Guide for Apprenticeship Training Programs or contact the TWC Apprenticeship Coordinator. Additional information is available on the web at http://www.twc.state.tx.us/svcs/apprentice.html
Funding from the Coordinating Board: If an apprenticeship program wishes to use a community or technical college semester credit hour (SCH) or workforce continuing education (CEU) course or courses to apply to the 144 or more hour requirement for job-related classroom instruction, the college may enroll regular as well as apprenticeship students in the course(s) and obtain regular contact hour funding for such courses from the Coordinating Board. These courses would be chosen from the *Workforce Education Course Manual (WECM)* as described in Chapter 4 of these Guidelines.

(4) College Credit

The 144 or more hours of job-related classroom instruction per year could be transcribed by community or technical colleges as CEU, or the hours could be taught in SCH credit hour courses which would probably result in an award of 6-9 SCH for students per year.

Of the total hours of on-the-job training acquired through apprenticeship, a total of 1008 may be converted to SCH by the community or technical college to apply toward student completion of a certificate or associate of applied science (AAS) degree. (As noted above, on-the-job training hours do not qualify for state funding, from either TWC or the Coordinating Board.)

The college should utilize the instructions for cooperative education courses to determine what courses to transcript and the amount of credit to be awarded. The ratio of 7-10 contact hours of apprenticeship training per week for a total of 16 weeks would thus equal 1 SCH and the total of 1008 hours could result in a program maximum of 9 SCH for students.

Apprenticeship programs and community and technical colleges are encouraged to work together so that students are able to learn, earn, and acquire college credit. Colleges are also urged to explore partnership opportunities with secondary schools in creating Tech-Prep AAS programs and with universities in articulating apprenticeship AAS programs with baccalaureate degrees. (See *GIPWE* Part II for more information about apprenticeships and Tech-Prep.)

8. SACS Guidelines for the Award of Continuing Education Units

a. Purposes for award of Continuing Education Units (CEU)

(1) The CEU serves as a unit of measure to recognize an individual's participation in non-credit activities that meet appropriate criteria.

(2) The CEU may serve as the accounting unit of an institution's total non-credit courses, programs, and activities.
(3) The CEU criteria provide a systematic planning model for program development and delivery, which helps to ensure quality workforce continuing education programming.

b. **CEU Administrative Criteria**

(1) Organization. The institution has an identifiable office or division with designated professional staff to plan and administer workforce continuing education programs. Through this office, the institution ensures that both administrative and program criteria are followed for learning experiences offering CEU.

(2) Learning Environment and Support. The institution provides a supportive and positive learning experience through appropriate educational facilities, learning materials, equipment, and support services consistent with the goals and planned learning outcomes of each learning experience.

(3) Record Keeping. Refer to Section on Continuing Education Reporting/Record Keeping, page 3-19.

c. **CEU Program Criteria**

(1) Needs Identification. The program or activity is planned in response to the educational needs that have been identified for a target audience.

(2) Learning Outcomes. Each program or activity has clear and consistent written statements of intended learning outcomes (e.g., behavioral or performance objectives). These outcomes represent what learners are expected to accomplish as a result of the learning activity. They represent the knowledge, skills, or attitudes required to move a target audience to another level of competencies. Program content, instructional methods, and types of learner assessment are dictated by the learning outcomes.

(3) Instruction. Qualified instructional personnel are directly involved in planning and conducting each learning experience. These personnel have competence in the subject matter, a clear understanding of intended learning outcomes, knowledge and skill in selection and use of appropriate instructional strategies, and ability to effectively communicate educational content to the target audience.

(4) Content and Methodology. The selection and use of content and instructional methodologies is consistent with the learning outcomes. Methods are selected which appeal to the diverse learning styles of each audience. Learners are actively involved, have an opportunity to process in some way what they have learned and to receive feedback.

(5) Assessment of Learning Outcomes. Program planning includes ways in which participants will demonstrate the achievement of the learning outcomes. Demonstrations may be done in different ways -- questions and
answers, discussions, simulations, written or oral exercises, reports, projects, or plans. Demonstrations are observable and measurable. They create active learning, help to promote and reinforce learning, and are used throughout the program.

(6) Program Evaluation. Each program is evaluated for its quality and effectiveness. Program evaluations are the institution's main source of feedback. Evaluation may measure reactions of participants, the amount of learning, changes in behavior, or provide information about the planning, development, administration, instruction, and support services for a program.

d. Summary

The CEU should be awarded to individuals only for participation in those non-credit activities that (1) have been organized to provide well planned instruction based on learning outcomes, (2) require some demonstration of achieved learning outcomes, and (3) meet specific criteria outlined in section C (CEU Program Criteria) of this chapter.

9. Other Requirements

Although this chapter outlines the basic requirements for a workforce education program, other requirements may also apply.

- For requirements specific to the WECM, see Chapter Four.
- For new program application requirements, see Chapter Five.
- For program revision requirements, see Chapter Six. For Tech-Prep implementation requirements and specific legislative documents dealing with Tech-Prep programs, see Part II of the manual.
- For approval of Distance Learning for Public Colleges and Universities, colleges should refer to THECB Rules and Regulations, Chapter 5, Subchapter H and other related documents available at: http://www.thecb.state.tx.us/divisions/univ/disted/subHdocs.htm. These rules are designed to assure the quality of courses and programs as well as the adequacy of the technical and managerial infrastructures to support those courses and programs.
C. Examples
## 1. Advisory Committee Meeting Minutes

<table>
<thead>
<tr>
<th>CHAIRPERSON:</th>
<th>MEETING DATE:</th>
<th>MEETING TIME:</th>
<th>MEETING PLACE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECORDER:</td>
<td></td>
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<td>PREVIOUS MEETING:</td>
</tr>
</tbody>
</table>

### MEMBERS PRESENT:

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>Name and Title</th>
<th>Name and Title</th>
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### OTHERS PRESENT:

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<tr>
<th>Agenda Item</th>
<th>Action Discussion Information</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Old Business:</td>
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<td>Continuing Business:</td>
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<tr>
<td>New Business:</td>
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<tr>
<td>Curriculum Decisions:</td>
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<td>Other:</td>
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</table>
## MINUTES

<table>
<thead>
<tr>
<th>Key Discussion Points</th>
<th>Discussion</th>
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<tbody>
<tr>
<td>Old Business:</td>
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<td>Continuing Business:</td>
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<td>Other:</td>
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</tbody>
</table>

**CHAIRPERSON SIGNATURE:** ___________________________  **DATE:** __________  **NEXT MEETING:** __________
2. Chart of SCANS Skills

SCANS Skills are grouped in two areas: (1) foundation skills and (2) workplace competencies.

Foundation Skills are defined in three areas: (a) basic skills, (b) thinking skills, and (c) personal qualities.

(a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
- Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
- Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
- Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
- Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
- Speaking: organize ideas and communicate orally.

(b) Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
- Creative Thinking: generate new ideas.
- Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
- Problem Solving: recognize problems and devise and implement plan of action.
- Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
- Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
- Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

(c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
- Responsibility: exert a high level of effort and persevere toward goal attainment.
- Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
- Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
- Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self control.
- Integrity and Honesty: choose ethical courses of action.

(2) Workplace Competencies are defined in five areas: (a) resources, (b) interpersonal skills, (c) information, (d) systems, and (e) technology.

(a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
- Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
- Money: use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
- Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
- Human Resources: Assess skills and distribute work accordingly, evaluate performance and provide feedback.
Examples: use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) Interpersonal Skills: A worker must work with others effectively.
Participate as Member of a Team: contribute to group effort.
Teach Others New Skills.
Serve Clients/Customers: work to satisfy customers’ expectations.
Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
Work with Diversity: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation; train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

(c) Information: A worker must be able to acquire and use information.
Acquire and Evaluate Information.
Organize and Maintain Information.
Interpret and Communicate Information.
Use Computers to Process Information.

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

(d) Systems: A worker must understand complex interrelationships.
Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

(e) Technology: A worker must be able to work with a variety of technologies.
1. Select Technology: choose procedures, tools or equipment including computers and related technologies.
2. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
3. Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.
### 3. SCANS Occupational Assessment

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities needed for solid job performance. The rating level ranges from 1 (low) to 5 (high). Please circle your response.

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources:</strong></td>
<td></td>
</tr>
<tr>
<td>C1 Time:</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C2 Money:</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C3 Materials and Facilities:</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C4 Human Resources:</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Information:</strong></td>
<td></td>
</tr>
<tr>
<td>C5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C6</td>
<td>1 2 3 4 5</td>
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<td>C7</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C8</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Interpersonal:</strong></td>
<td></td>
</tr>
<tr>
<td>C9</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C10</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C11</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C12</td>
<td>1 2 3 4 5</td>
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<td>C13</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C14</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Systems:</strong></td>
<td></td>
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<tr>
<td>C15</td>
<td>1 2 3 4 5</td>
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<td>C16</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C17</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Technology:</strong></td>
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<td>C18</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C19</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C20</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Foundation</td>
<td>Rating</td>
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<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Basic Skills</strong>: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.</td>
<td></td>
</tr>
<tr>
<td>F1 Reading: Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F2 Writing: Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flow charts.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers, etc.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F4 Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F5 Listening: Receives, attends to, interprets, and responds to verbal messages and other cues.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F6 Speaking: Organizes ideas and communicates orally.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong>: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.</td>
<td></td>
</tr>
<tr>
<td>F7 Creative Thinking: Generates new ideas.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F8 Decision Making: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F9 Problem Solving: Recognizes problems and devises and implements plan of action.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F10 Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs, objects, and other information.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F11 Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F12 Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Personal Qualities</strong>: Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.</td>
<td></td>
</tr>
<tr>
<td>F13 Responsibility: Exerts a high level of effort and perseveres towards goal attainment.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F14 Self-Esteem: Believes in own self-worth and maintains a positive view of self.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F15 Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F16 Self-Management: Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>F17 Integrity/Honesty: Chooses ethical courses of action.</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>
### 4. Program Competency Profile

<table>
<thead>
<tr>
<th>Business Manager</th>
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<tbody>
<tr>
<td><strong>Evaluate Market</strong></td>
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<tr>
<td><strong>Put Together a “Game Plan”</strong></td>
</tr>
<tr>
<td><strong>Prepare Budget to Meet Business Objectives</strong></td>
</tr>
<tr>
<td><strong>Set Short-Term Goals</strong></td>
</tr>
<tr>
<td><strong>Set Long-Term Goals</strong></td>
</tr>
<tr>
<td><strong>Evaluate Previous Year’s Activities</strong></td>
</tr>
<tr>
<td><strong>Visit Work Station</strong></td>
</tr>
<tr>
<td><strong>Maintain Open Door Policy</strong></td>
</tr>
<tr>
<td><strong>Listen to Employees and Customers</strong></td>
</tr>
<tr>
<td><strong>Read Written Correspondence From Employees and Customers</strong></td>
</tr>
<tr>
<td><strong>Keep Confidentiality, if Asked</strong></td>
</tr>
<tr>
<td><strong>Respond to Input Appropriately</strong></td>
</tr>
<tr>
<td><strong>Share Business Objectives and Results With Employees</strong></td>
</tr>
<tr>
<td><strong>Determine Employees’ Needs</strong></td>
</tr>
<tr>
<td><strong>Locate Qualified Applicants</strong></td>
</tr>
<tr>
<td><strong>Determine Job Requirements</strong></td>
</tr>
<tr>
<td><strong>Develop and Maintain Adequate Application Form</strong></td>
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<tr>
<td><strong>Review and Evaluate Completed Application</strong></td>
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<tr>
<td><strong>Interview Qualified Applicants</strong></td>
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<tr>
<td><strong>Perform Background Checks</strong></td>
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<tr>
<td><strong>Screen Applicants for Job, as Needed</strong></td>
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<tr>
<td><strong>Select Employee</strong></td>
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<tr>
<td><strong>Maintain Paper Trail</strong></td>
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<tr>
<td><strong>Reject Unselected Applicants</strong></td>
</tr>
<tr>
<td><strong>Determine Reason for Discharge</strong></td>
</tr>
<tr>
<td><strong>Investigate Reason for Discharge</strong></td>
</tr>
<tr>
<td><strong>Document Reason for Discharge</strong></td>
</tr>
<tr>
<td><strong>Evaluate for Consistency of Discipline</strong></td>
</tr>
<tr>
<td><strong>Inform Employee of Action</strong></td>
</tr>
<tr>
<td><strong>Collect Company Property</strong></td>
</tr>
<tr>
<td><strong>Process Final Paperwork</strong></td>
</tr>
<tr>
<td><strong>Read Business-Related Materials</strong></td>
</tr>
<tr>
<td><strong>Review Statistical /Financial Report and Analyze Data</strong></td>
</tr>
<tr>
<td><strong>Compare and Interpret Data</strong></td>
</tr>
<tr>
<td><strong>Share / Report Relevant Data</strong></td>
</tr>
<tr>
<td><strong>Take Required Action</strong></td>
</tr>
<tr>
<td><strong>Follow up, as Necessary (continued on next page)</strong></td>
</tr>
</tbody>
</table>
4. Program Competency Profile

<table>
<thead>
<tr>
<th>Business Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate Company Image, Policies, and Safety</td>
</tr>
<tr>
<td>Outline Job Duties</td>
</tr>
<tr>
<td>Identify Specific Procedures per Task</td>
</tr>
<tr>
<td>Teach Specific Procedures per Task</td>
</tr>
<tr>
<td>Observe and Verify Comprehension of Job Duties</td>
</tr>
<tr>
<td>Evaluate and Correct Employee Performance</td>
</tr>
<tr>
<td>Retrain as Needed</td>
</tr>
<tr>
<td>Assess Strengths and Weaknesses</td>
</tr>
<tr>
<td>Identify Employees' Objectives</td>
</tr>
<tr>
<td>Outline Plan to Strengthen Weaknesses</td>
</tr>
<tr>
<td>Reinforce Strengths</td>
</tr>
<tr>
<td>Provide Experience in Various Job Strengths</td>
</tr>
<tr>
<td>Determine Mutual Objectives Within Organization</td>
</tr>
<tr>
<td>Provide Continuous Guidance</td>
</tr>
<tr>
<td>Recognize /Reward Job Performance</td>
</tr>
<tr>
<td>Determine Basic Staff Requirements</td>
</tr>
<tr>
<td>Anticipate Changes in Staffing Needs</td>
</tr>
<tr>
<td>Review Budget</td>
</tr>
<tr>
<td>Adjust Staff Accordingly</td>
</tr>
<tr>
<td>Identify Customer</td>
</tr>
<tr>
<td>Determine Customer Needs</td>
</tr>
<tr>
<td>Provide Goods and Services to Meet Needs</td>
</tr>
<tr>
<td>Promote Goods and Services</td>
</tr>
<tr>
<td>Provide Customer Incentives</td>
</tr>
<tr>
<td>Use Follow-up Procedures</td>
</tr>
<tr>
<td>Prioritize Activities</td>
</tr>
<tr>
<td>Delegate Responsibilities</td>
</tr>
<tr>
<td>Direct and Follow up on Activities</td>
</tr>
<tr>
<td>Identify Problems</td>
</tr>
<tr>
<td>Solve Problems (People, Equipment, Business, etc.)</td>
</tr>
<tr>
<td>Determine Specific Quality and Needs</td>
</tr>
<tr>
<td>Evaluate Costs</td>
</tr>
<tr>
<td>Justify Expenditure</td>
</tr>
<tr>
<td>Complete Transaction</td>
</tr>
<tr>
<td>Verify Receipt of Goods</td>
</tr>
</tbody>
</table>

Dorothy McNutt. Used by Permission.
5. SCANS Matrix Model

Program:
Manufacturing Engineering Technology: Machining
C CIP: 48.0501

Credential:
Certificate

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8</td>
<td>ORI 102</td>
<td>Introduction to College</td>
</tr>
<tr>
<td></td>
<td>MET 100</td>
<td>Machine Tool Practices I</td>
</tr>
<tr>
<td></td>
<td>MET 1103</td>
<td>Precision Tools and Measurements</td>
</tr>
<tr>
<td></td>
<td>MET 1603</td>
<td>Industrial Specifications and Safety</td>
</tr>
<tr>
<td></td>
<td>MTH 115</td>
<td>Occupational Mathematics</td>
</tr>
<tr>
<td></td>
<td>MET 200</td>
<td>Machine Tool Practices II</td>
</tr>
<tr>
<td></td>
<td>ENG 107</td>
<td>Oral and Written Communications</td>
</tr>
<tr>
<td></td>
<td>WLT 105</td>
<td>Survey of Welding Processes and Applications</td>
</tr>
<tr>
<td></td>
<td>PSY 112</td>
<td>Human Relations</td>
</tr>
<tr>
<td></td>
<td>MET 300</td>
<td>Machine Tool Practices III</td>
</tr>
<tr>
<td></td>
<td>MET 301</td>
<td>Manufacturing Processes</td>
</tr>
<tr>
<td></td>
<td>MET 2303</td>
<td>Introduction to CNC</td>
</tr>
<tr>
<td></td>
<td>MET 400</td>
<td>Machine Tool Practices IV</td>
</tr>
<tr>
<td></td>
<td>MET 2406</td>
<td>Advanced CNC</td>
</tr>
</tbody>
</table>

COMPETENCY REFERENCES

8 B BASIC USE OF COMPUTERS

7 B WORKPLACE COMPETENCIES

6 B PERSONAL QUALITIES

5 B THINKING SKILLS

4 B SPEAKING AND LISTENING

3 B ARITHMETIC OR MATHEMATICS

2 B WRITING

1 B READING

Terry Sawma. Used by permission.
6. External Learning Experience Student Evaluation Form

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Affiliating Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of External Learning Experience From:</td>
<td>To:</td>
</tr>
<tr>
<td>Dates Absent:</td>
<td>Number of Days Late:</td>
</tr>
</tbody>
</table>

Please circle the most representative response for each behavior demonstrated by the student.

Key: 5 Always  
4 Most Always  
3 Usually  
2 Sometimes or Occasionally  
1 Never  
N/A Not Applicable or Not Observed

**Affective Traits:**
1. Starts activities immediately N/A 1 2 3 4 5  
2. Respects the meaning of privileged information N/A 1 2 3 4 5  
3. Maintains personal appearance and hygiene as appropriate for the workplace N/A 1 2 3 4 5  
4. Is skillful in adapting to and working with others N/A 1 2 3 4 5  
5. Approaches assignments with confidence N/A 1 2 3 4 5  
6. Maintains an orderly work area N/A 1 2 3 4 5  
7. Replenishes supplies when needed N/A 1 2 3 4 5  
8. Willingly stays to complete or correct work N/A 1 2 3 4 5  
9. Searches for answers to questions in available time N/A 1 2 3 4 5  
10. Maintains/prepares satisfactory records N/A 1 2 3 4 5  
11. Follows established company procedures N/A 1 2 3 4 5  
12. Organizes workload N/A 1 2 3 4 5  
13. **OTHER SKILLS UNIQUE TO THE OCCUPATION:** N/A 1 2 3 4 5

**Psychomotor Skills:**
1. Routine tasks are completed within acceptable limitations N/A 1 2 3 4 5  
2. Routine tasks are completed within acceptable time N/A 1 2 3 4 5  
3. Sophisticated tasks are completed within acceptable limitations N/A 1 2 3 4 5  
4. Sophisticated tasks are complete within acceptable time N/A 1 2 3 4 5  
5. **OTHER SKILLS UNIQUE TO THE OCCUPATION:** N/A 1 2 3 4 5

**Cognitive Skills:**
1. Transfers knowledge of principles and procedures to new techniques N/A 1 2 3 4 5  
2. Recognizes tasks that are beyond student capacity N/A 1 2 3 4 5  
3. Applies classroom learning to workplace setting N/A 1 2 3 4 5  
4. Interprets charts, graphs, and data correctly N/A 1 2 3 4 5  
5. Troubleshoots equipment N/A 1 2 3 4 5  
6. Identifies and attempts to solve discrepancies in systems, results, or information N/A 1 2 3 4 5  
7. **OTHER SKILLS UNIQUE TO THE OCCUPATION:** N/A 1 2 3 4 5

THECB Rev. 2/2001
This student has Entry-Level Skills:

Now
After additional external learning experiences
After additional course work
After additional course work and additional external learning experiences

Please provide additional information regarding your evaluation of the student’s performance in this external learning experience.

Comments:

I have seen this evaluation and discussed it with my workplace supervisor.

Student Signature _______________________________ Date _________________________

Supervisor Signature _______________________________ Date _________________________

Reviewed by College Instructor _______________________________ Date _________________________

7. Sample transcript form

<table>
<thead>
<tr>
<th>Name of College</th>
<th>Name:</th>
<th>SS Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Address:</td>
<td>ZIP:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title and Description</th>
<th>Date Completed</th>
<th>CEU Awarded</th>
<th>Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One workforce continuing education unit is defined as 10 contact hours of participation in an organized workforce continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Date

Director of Continuing Education

THECB Rev. 2/2001
# Chapter Four

## The Workforce Education Course Manual (WECM)

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<td>WECM Local Need Course Form</td>
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</tbody>
</table>
A. Background and Purposes of the \textit{WECM}

In the past, community and technical colleges independently designed workforce education courses and programs to serve the needs of a primarily localized area and constituency. As a result, the state inventory of workforce education courses consisted of thousands of seemingly disconnected components of varying lengths, outcomes, credit awards, and funding arrangements. It was difficult to assess whether such courses met statewide needs of business and industry for qualified workers or the needs of individual students in the pursuit of well-paying jobs and opportunities for career advancement.

In recent years Texas has emphasized the role of the state's two-year colleges in providing effective workforce education for its citizens and economic development for our communities and state. In its 1998 \textit{Report}, the Texas Science and Technology Council called for Texas' two-year colleges to undertake a major role in the creation and delivery of a "Texas High-Technology Curriculum." The Council recommended that 80 percent of the courses in this curriculum be common across colleges and disciplines, and 20 percent regionally adapted to meet local needs, with all of the courses transferable among all public two-year colleges in the state.

To meet state needs for high-quality and consistent workforce education, the Coordinating Board approved a grant project in 1995, utilizing funds made available from the federal Carl D. Perkins Act, to develop the \textit{Workforce Education Course Manual (WECM)}. The \textit{WECM} is the state inventory of workforce education courses for public two-year colleges. It contains a generic catalog of course descriptions and specifies for each course: minimum and maximum contact hours; semester credit hours (SCH) and/or continuing education units (CEU); and minimum learning outcomes. From 1995-1998, the \textit{WECM} project, under the capable leadership of Director Dorothy McNutt, involved more than 1,000 instructors and 370 administrators from Texas two-year colleges.

The purposes of the \textit{WECM} are to:

- contribute to the quality and consistency of workforce courses;
- provide Texas colleges increased assistance and flexibility in responding to employer needs;
- enhance the portability of credits and credentials for students;
- provide increased access for students to workforce education degrees and career advancement;
- facilitate articulation with other providers of education at both the secondary and post-secondary levels; and
- incorporate industry-established skills standards into Texas workforce education.

The \textit{WECM} is updated annually through the \textit{WECM} maintenance process (explained in a later section). Instead of each college struggling to create courses and programs "from scratch," the \textit{WECM} thus offers a means for the continual design and updating of high quality workforce courses utilizing the collective talents and experiences of instructional specialists from across the state. The current \textit{WECM} is

B. Development and Organization of WECM Courses

WECM courses, written by discipline-specific instructional specialists from the colleges, are classified as either semester credit hour (SCH) or continuing education unit (CEU) courses included in two sections of the WECM: one containing courses available for instruction and award of SCH and one containing courses available for instruction and award of CEU. Courses in each classification section are arranged in numerical order by CIP codes.

The Coordinating Board's WECM Advisory Committee, in conjunction with a special committee of the Texas Association of College Technical Educators (TACTE), developed ranges for contact and credit hours and suitable combinations of lecture and lab hours to guide the creation of all WECM courses by instructional specialists.

C. Explanation of Course Entries

Under a CIP code area and descriptor (six-digit CIP code), each workforce education course entry will contain elements illustrated in the examples that follow.

Course Title: The WECM course title appears on the first line.

Course Level: Indicates whether the course is introductory, intermediate, or advanced level as recommended by instructional specialists.

Course Description: WECM course descriptions provide an overview of course content or subject matter.

Course Learning Outcomes: The course learning outcomes are minimum outcomes intended for student attainment of competency. They may be enhanced by each college, according to local need or business/industry standards as evidenced in: state/national credentialing requirements; employer-defined skill requirements; national industry-defined skill requirements; national industry-defined standards; and/or Texas Skill Standards Board (TSSB) recognized skill standards. Additional information about industry-defined skill standards is located on the TSSB web site at www.tssb.org. Additional information related to industry-defined skill standards is located on the TSSB Website at www.tssb.org. However, enhancements must not be so extensive that they result in a substantially different course.

Suggested Prerequisite: If the instructional specialists concur on a prerequisite course, the course (or prerequisite skills/knowledge) will be recommended.

Contact Hour Range: A suitable range of contact hours necessary to master the minimum learning outcomes and to afford each college a choice of instructional strategies. Colleges must select contact hour and SCH ranges within the parameters listed for the WECM course.

SCH Sub-ranges: Sub-ranges, where suggested, provide colleges with an alternative
method of delivery that allows a course to be offered over a time period other than the typical semester. Sub-courses, taken together, must cover all the minimum outcomes specified for the original course and may not be used to teach smaller components without teaching the entire course. Sub-courses are only allowable for those courses that indicate sub-courses in the inventory. Sub-courses are only transferable after the student has completed both components.

**WECM Courses:** Lists correct WECM course rubric(s) and number(s). To the right of each course is the allowable range of contact hours for which the course may be offered.

The rubrics assigned to WECM courses provide a common set of unique course designations. A common four-letter rubric (e.g., DFTG) identifies a cluster of skills and knowledge to be used in determining both course equivalency and degree applicability for transfer credit on a statewide basis. This common rubric will also help students link their portfolios of skill attainment more directly to the occupational needs of business and industry. Following the rubric is a four-digit number representing the course level, the SCH value (if applicable), and course sequence.

For example, in DFTG 1309, the **first digit** identifies course level. For both SCH and continuing education courses, a "1" denotes Introductory level; a "2," Intermediate or Advanced level.

The **second digit** defines the SCH value. A "3" indicates a 3 SCH and a "4" indicates a 4 SCH course. A "0" instead of the "3" or "4" would denote a continuing education course that is offered for no SCH.

The **third and fourth** digits establish type of course and course sequence.

**State Licensing/Certification Agency:** When applicable, the name of a Texas licensing/certification agency is inserted below the title line. State Licensing/certification agency references may be located in the *Directory of Licensed Occupations and Apprenticeship Program Contacts in Texas*, published by Career Development Resources (CDR) formerly Texas State Occupational Information Coordinating Committee (SOICC). Purchase information is located at the following website: www.cdr.state.tx.us. National accreditation/certification agencies may also be identified by the instructional specialists.

**Course References:** In this section, references are made to similar courses that may be available in either the *Lower Division Academic Course Guide Manual* (ACGM) or in a different section of the WECM (for example, a CEU version of a credit course). The offering college may then decide which type of course best fits its needs—a CEU or SCH course in the WECM, or a SCH course in the ACGM. If a WECM course is chosen, all learning outcomes for the WECM course must be taught. If an ACGM course is chosen, the instructor must meet SACS criteria for faculty teaching academic transfer courses. A course may be cross-listed as both a WECM credit course and an ACGM course only if both criteria are met.
D. Sample Course Entries

1. Sample Semester Credit Hour (SCH) WECM Course

<table>
<thead>
<tr>
<th>CIP Code Area:</th>
<th>48.0101 (Drafting, General)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Basic Computer-Aided Drafting</td>
</tr>
<tr>
<td>Course Level:</td>
<td>Introductory</td>
</tr>
</tbody>
</table>

Course Description: An introduction to basic computer-aided drafting. Emphasis is placed on drawing setup; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating and scaling objects; adding text and dimensions, using layers, coordinating systems; as well as input and output devices.

Course Learning Outcomes: The student will comprehend the use of CAD hardware and software to create, display, and plot working drawings. The student will demonstrate the proper use of equipment; operate and adjust input and output devices; start and exit a software program; demonstrate file management techniques; perform drawing setup; construct geometric figures, text; utilize editing commands; control coordinates and scales; use layering techniques; use associate dimensioning, plotting, and printing.

WECM Courses:  
DFTG 1309 or DFTG 1409 or DFTG 1208 AND DFTG 1209  
Range: 48-96  
Sub-range: 32-48

Course References:  
CEU Course Section: Basic Computer-Aided Drafting  

2. Sample Continuing Education Unit (CEU) WECM Course

<table>
<thead>
<tr>
<th>CIP Code Area:</th>
<th>48.0101 (Drafting, General)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Introduction to Computer-Assisted Drafting</td>
</tr>
<tr>
<td>Course Level:</td>
<td>Introductory</td>
</tr>
</tbody>
</table>

Course Description: Topics include CAD-CAM equipment selection and interface; software selection and installation; creating, editing and plotting of line drawings for architectural, electrical, circuit, mechanical, or interior design; creating, storing and retrieving predefined components; line, circle, arc, trace, curve, ellipses; adding text and dimensions.

Course Learning Outcome: The student will identify and use operating software, CAD software, and computer hardware to produce CAD drawings.

WECM Course  
DFTG 1014  
Range: 16-32

Course References:  
SCH Course Section: Basic Computer-Aided Drafting
E. Timeline for Implementation of \textit{WECM} Courses

To receive State funding, ALL workforce education courses must be regular \textit{WECM} courses, \textit{WECM} Local Need courses, or \textit{WECM} Special Topics courses. However, colleges may offer health professions courses (CIP code 51) from pre-\textit{WECM} technical course inventories through the Summer of 2001. Such courses may ONLY be used to “teach-out” second-year students in health professions programs. Effective Fall 2001, no pre-\textit{WECM} courses may be reported for funding.

F. Using The \textit{WECM} - Guidelines for All Course Types

1. General Guidelines

\textit{WECM} course topics may be available for award of SCH, CEU, or both. Courses, which are available for instruction and award of both SCH and CEU, share identical learning outcomes and ranges of contact hours but may differ in instructional delivery methods.

There are some courses that might be suitable for award of SCH only as part of certificate or degree programs. Courses designated for the award of CEU only are related to specific occupations and are intended to provide learners a quick opportunity to obtain skills needed for job exploration, job entry, or specific job upgrades. Generally these courses allow much lower numbers of contact hours and CEU to allow colleges flexibility to respond quickly to the needs of students, business, and industry.

The maximum number of contact hours for an individual SCH or CEU lecture/lab course is 176. CEU courses are often mirror images of \textit{WECM} credit courses. When CEU courses are sub-units of \textit{WECM} credit courses, they define the subset of minimum learning outcomes expected for the reduced number of contact hours. The range from minimum to maximum contact hours is a variable that allows for flexibility of instruction in each workforce education course. The choice of an instructional methodology or strategy requires consideration of the time necessary to achieve the learning outcomes in each course. Colleges may vary on the amount of time required to teach the learning outcomes; thus, a range of contact hours affords colleges a choice of instructional strategies.

To ensure transferability of \textit{WECM} courses between two-year colleges, instructors are required to teach all minimum outcomes listed for the award of either SCH or CEU. Additional learning outcomes may be included to enhance the workforce education course completion requirements, but major changes or additions to outcomes must be addressed through the \textit{WECM} maintenance process. Further, to assure success of a workforce education course, universally accepted course design practices should be considered prior to offering a course, including identifying qualified faculty, designating appropriate prerequisite courses (if applicable), establishing pre- and post-assessment strategies, choosing instructional delivery systems, and designing evaluation strategies.

When adding a new course to a program, colleges are reminded to take the
following steps:

a. Consider whether the course content is already addressed in an existing WECM course that is available for use. Note: Often the content needed may be found in a course with a different CIP code or rubric.

b. When this is not the case, the next preferable choice would be to offer the course in the format of a Special Topics course. The Special Topics Course Form appears at the end of this chapter.

c. If an existing course is not available in any CIP code and when a course is likely to be offered consistently over a period of time, as opposed to the temporary use of a Special Topics course, the college should submit a request for a Local Need course (see next section).

2. Special Topics Courses

Within each six-digit CIP code, a WECM Special Topics course is available. The college chooses discipline-specific learning outcomes for these courses. Topics may address recently identified current events, skills, and knowledge pertinent to the technical area and relevant to the occupational development of the student. Special Topics courses are identified by a “9” in the third digit of the course number.

The process for development of the WECM Special Topics courses is as follows:

a. The college must submit a WECM Special Topics Course Form to the Coordinating Board for each Special Topics course taught. This form is used for notification to the Coordinating Board and review of the course by the WECM Maintenance Committee. The form must clearly document the CIP code, descriptive title and subtitle, course description, and minimum learning outcomes. The subtitle is the specific course content identified after the colon. (For example, for SCH 48.0508, WLDG 1391 Special Topics in Welding: Special Alloys and Processes, or for CEU 48.0508, WLDG 1091 Special Topics in Welder/Welding Technologist: Farm and Ranch Welding).

NOTE: The annual course edit conducted by the Coordinating Board will verify that colleges have submitted Special Topics course forms.

b. During the annual review of the WECM by the Maintenance Committee, selected Special Topics courses will be reviewed for possible inclusion as regular WECM courses in subsequent editions.

c. If the course is approved as a permanent WECM course, it will be assigned a WECM common rubric and number, title, course description, minimum learning outcomes, ranges of contact hours, and SCH and/or CEU awarded.

d. If the course is not approved as a regular WECM course, the college may continue to teach the course for up to 24 months if the content is not changed. After 24 months, a new Special Topics form must be submitted.
3. Local Need Courses

In addition to regular WECM courses and Special Topics courses, colleges may submit Local Need courses to respond to unique local or regional conditions. For workforce continuing education, Local Need courses will take the place of courses formerly termed “special approval” courses. Evidence of need for these courses must be substantiated by support from business and industry in a limited geographical area; in addition, colleges should only submit a Local Need course if they anticipate continuing to offer the course consistently over a period of time rather than intermittently as with a Special Topics course.

Procedure for submitting a Local Need course:

a. Determine if there is a duplicate existing WECM course or whether the course might be accommodated in a Special Topics format.

b. If not, submit a WECM Course Form for each proposed SCH or CEU Local Need course prior to instruction to qualify for state funding. The Local Need course form appears at the end of this chapter. NOTE: As with Special Topics courses, the annual course edit conducted by the Coordinating Board will verify that colleges have submitted Local Need course forms.

c. In accordance with guidelines, the course will be added to the college's Local Need course inventory and subsequently reviewed during the WECM maintenance process.

d. Local Need courses will remain on the institution’s local inventory for 24 months. After 24 months, the college must submit a new Local Need course form to continue teaching the course unless the course has been added to the WECM by the Maintenance Committee.

e. Submit the appropriate (or assigned) rubric related to the discipline specific six-digit CIP code and the corresponding course number. The third digit in the course number must be a “7”. The number “7” identifies the course as a Local Need course.

f. Instructional and Continuing Education specialists working in conjunction with the WECM Maintenance Committee will review selected (not all) workforce education courses annually. The committee will determine if new Local Need or Special Topics course(s) submitted during the prior year should become permanent additions to the WECM.

g. If the courses are approved as permanent additions to the WECM, the instructional and Continuing Education specialists working in conjunction with the WECM Maintenance Committee will assign the final WECM titles, rubrics, numbers, suitable ranges of contact hours, number of SCH and/or CEU, course descriptions, and minimum learning outcomes.

h. The annual review will also include consideration of deleting or updating
selected existing WEQM courses, including Local Need courses.

G. Guidelines for Semester Credit Hour (SCH) Courses

1. SCH Sub-Courses

Where indicated in the WEQM, some SCH courses are broken into designated sub-courses and offered in components. However, no combination of sub-courses can exceed the total number of contact hours or SCH for the original course. Moreover, a combination of sub-courses must include all learning outcomes listed in the original course. For example, to provide a flexible delivery format, a college may offer two 2-SCH courses under a course described for 3- to 4-SCH. Minimum learning outcomes for the 3- to 4-SCH course must be covered in the two 2-SCH courses. A student may receive credit for one 2-SCH course; however, the student should be advised that credit for both 2-SCH courses is required to receive credit for the full course at another institution.

2. SCH Special Topics Courses

A credit (SCH) Special Topics course must have a minimum of 16 contact hours (to a maximum of 112 contact hours) and must follow the established ratios for contact hour and credit hour assignments as outlined in the table below. For each number of SCH, a range of allowable contact hours is specified along with allowable combinations of lecture and lab components.
### Table 4-2: Credit/Contact Hour Combinations For SCH Special Topics Courses

<table>
<thead>
<tr>
<th>COURSE RUBRIC</th>
<th>SCH</th>
<th>CONTACT HOUR RANGE PER SEMESTER</th>
<th>ALLOWABLE COMBINATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture /wk</td>
</tr>
<tr>
<td>XXXX 119X</td>
<td>1</td>
<td>16-64</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>XXXX 129X</td>
<td>2</td>
<td>32-96</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
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<td>0</td>
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<td></td>
<td></td>
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<td>2</td>
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<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>XXXX 139X</td>
<td>3</td>
<td>48-96</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>2</td>
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<td></td>
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<td>2</td>
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<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>XXXX 149X</td>
<td>4</td>
<td>64-112</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>3</td>
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<tr>
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<td>3</td>
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<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

3. SCH Local Need Courses

The table below summarizes the parameters for the creation of WECM SCH Local Need courses. Within these parameters, colleges may determine specific ranges for local need courses. The number of SCH awarded for any single course must not vary by more than 1 SCH (e.g., a course may be taught for 1-2 SCH, 2-3 SCH, 3-4 SCH, or 4-5 SCH). For each number of SCH in the table below, a range of "preferred" contact hours is listed as well as preferred combinations of lecture and lab components. For each number of SCH, a broader range of "allowable" contact hours is specified, again with the allowable combination of lecture and lab components. Most Local Need courses will fit within the preferred range.
### Table 4-3. Credit/Contact Hour Combinations For SCH/WECM, And Local Need Courses

<table>
<thead>
<tr>
<th>SEMESTER CREDIT HOURS (SCH)</th>
<th>PREFERRED Contact Hour Range per Semester</th>
<th>PREFERRED COMBINATIONS</th>
<th>ALLOWABLE Contact Hour Range per Semester</th>
<th>ALLOWABLE COMBINATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecture/wk</td>
<td>Lab/wk</td>
<td>Contact/sem</td>
<td>Lecture/wk</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-48</td>
<td>0</td>
<td>2</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>16-48</td>
<td>0</td>
<td>3</td>
<td>48</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>48</td>
<td>32-128</td>
</tr>
<tr>
<td>32-80</td>
<td>1</td>
<td>3</td>
<td>64</td>
<td>32-128</td>
</tr>
<tr>
<td>32-80</td>
<td>1</td>
<td>4</td>
<td>80</td>
<td>32-128</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>0</td>
<td>32</td>
<td>32-128</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td>64</td>
<td>48-144</td>
</tr>
<tr>
<td>48-96</td>
<td>2</td>
<td>3</td>
<td>80</td>
<td>48-144</td>
</tr>
<tr>
<td>48-96</td>
<td>2</td>
<td>4</td>
<td>96</td>
<td>48-144</td>
</tr>
<tr>
<td>48-96</td>
<td>3</td>
<td>0</td>
<td>48</td>
<td>48-144</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>4</td>
<td>96</td>
<td>64-160</td>
</tr>
<tr>
<td>80-128</td>
<td>2</td>
<td>6</td>
<td>128</td>
<td>64-160</td>
</tr>
<tr>
<td>80-128</td>
<td>3</td>
<td>2</td>
<td>80</td>
<td>64-160</td>
</tr>
<tr>
<td>80-128</td>
<td>3</td>
<td>3</td>
<td>96</td>
<td>64-160</td>
</tr>
<tr>
<td>80-128</td>
<td>3</td>
<td>4</td>
<td>112</td>
<td>64-160</td>
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<tr>
<td>5</td>
<td>3</td>
<td>6</td>
<td>144</td>
<td>80-176</td>
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<tr>
<td>96-144</td>
<td>4</td>
<td>2</td>
<td>96</td>
<td>80-176</td>
</tr>
<tr>
<td>96-144</td>
<td>4</td>
<td>3</td>
<td>112</td>
<td>80-176</td>
</tr>
<tr>
<td>96-144</td>
<td>4</td>
<td>4</td>
<td>128</td>
<td>80-176</td>
</tr>
</tbody>
</table>

### 4. Limitations on Use of SCH Special Topics and Local Need Courses

As stated in the memorandum of December 29, 1997 from the Assistant Commissioner of the Community and Technical Colleges Division to college instructional officials, creating numerous SCH Special Topics or Local Need courses in a curriculum defeats the intent and purpose of the WECM and reflects a misunderstanding of how these courses should be utilized.

A SCH Special Topics course should be used only when course content does not exist in other WECM courses. It is intended to be temporary or to provide an opportunity to vary program content. In contrast, a SCH Local Need course is substantiated by business and industry needs in a limited geographical area and is anticipated to be offered consistently over a period of time. SCH Local Need
courses should also be used for new and emerging disciplines not currently in the WECM. For appropriate credit-to-contact hour ratios, refer to Table 4-3. Selected SCH Special Topics and Local Need courses will be reviewed annually by a team of instructional specialists to determine if any of the courses submitted the prior year should become permanent additions to the WECM. SCH Special Topics courses may be repeated by students as the topic, subject matter, or description varies.

Institutions are limited to a combined total of three SCH Special Topics and/or Local Need courses per SCH program. There may be three Special Topics OR Local Need credit courses per AAS award, or AAS and advanced technical certificate, two Special Topics OR Local Need courses per level 2 certificate, and one Special Topics OR Local Need course per level 1 certificate. Exceptions to this limitation will be made only if the requesting college is able to provide a compelling justification for such a request. An example of a compelling justification would be that the course addresses a new discipline not currently represented in the WECM.

5. Single Course Delivery for SCH

In response to local needs, colleges may offer a selected number of individual courses in the WECM (excluding external learning experience courses—see 6. below) even if the college does not have an approved program in that same CIP code. However, the linking of WECM courses to develop a program without obtaining Coordinating Board program approval is not permitted.

For each academic year and within any four or six-digit CIP code, a college may offer no more than 14 SCH of courses in an area where no program exists provided the following requirements are met:

a. No more than two courses or eight SCH (whichever is greater) is offered in any one semester, and no more than 14 SCH is offered in any one year.

b. These courses may be WECM courses, including SCH Special Topics and/or Local Need courses, but not external learning courses.

c. In compliance with the accreditation guidelines of The Commission on Colleges of the Southern Association of Colleges and Schools, the courses must be attached, at least as elective credit, to some related program. For example, a college wishing to determine the feasibility of offering a real estate program may offer selected real estate courses as electives to an approved business program.

d. Faculty teaching the courses must meet all Coordinating Board and SACS requirements.

6. External Learning Experience Courses

External learning experience courses (cooperative education, field experience or practicum, internship, and clinical) are included in each six-digit CIP code area as
appropriate. External learning experience courses are generically described in section G-5 of this chapter. In general, the total contact hours for external learning experience courses per program must not exceed 1008. However, a college may request a waiver for a program that exceeds 1008 external contact hours if it can demonstrate that longer hours meet the standard practice for that discipline. (See “General Information Regarding all Types of External Learning Experiences in Chapter Three”).

Tables 4.4, 4.5, 4.6, and 4.7 summarize the parameters for creation of SCH clinical, internship, practicum, and cooperative education. Only for cooperative education (Table 4.7) includes a required one-hour lecture component. Tables 4.4, 4.5, and 4.6 for clinical experience, internship, and practicum courses reflect contact hours for the external learning component only. Institutions may include formally scheduled conferences between instructors and students in internship, practicum and clinical courses (as outlined in Chapter Three, B, 7d).

In such cases, the conference should be counted as part of the external hours, not as a lecture component. Internship and clinical courses have a ratio of credit to external experience hours of 1:3, 1:4, 1:5, or 1:6 and may range from a total of 1 to 6 SCH. Practicum courses have a ratio of credit to external experience hours of 1:7, 1:8, 1:9, or 1:10 and may range from a total of 1 to 5 SCH. Cooperative education courses have a ratio of credit to external experience hours of 1:7, 1:8, 1:9, or 1:10 and may range from a total of 2 to 6 SCH. For each number of SCH in these tables, a range of allowable contact hours is specified. As new WECM external learning experience courses are created, the appropriate number of contact hours to credit hours will be determined by instructional specialists in each subject area.
### Table 4-4. Clinical SCH Course Ranges

<table>
<thead>
<tr>
<th>Course Rubric and Number</th>
<th>SCH</th>
<th>Contact Hour Range per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXX1160,1161,1162, or 1163 XXXX 2160,2161,2162, or 2163</td>
<td>1</td>
<td>48-96</td>
</tr>
<tr>
<td>XXXX1260,1261,1262, or 1263 XXXX 2260,2261,2262, or 2263</td>
<td>2</td>
<td>96-192</td>
</tr>
<tr>
<td>XXXX1360,1361,1362, or 1363 XXXX 2360,2361,2362, or 2363</td>
<td>3</td>
<td>144-288</td>
</tr>
<tr>
<td>XXXX1460,1461,1462, or 1463 XXXX 2460,2461,2462, or 2463</td>
<td>4</td>
<td>192-384</td>
</tr>
<tr>
<td>XXXX1560,1561,1562, or 1563 XXXX 2560,2561,2562, or 2563</td>
<td>5</td>
<td>240-480</td>
</tr>
<tr>
<td>XXXX1660,1661,1662, or 1663 XXXX 2660,2661,2662, or 2663</td>
<td>6</td>
<td>288-576</td>
</tr>
</tbody>
</table>

### Table 4-5. Internship SCH Course Ranges

<table>
<thead>
<tr>
<th>Course Rubric and Number</th>
<th>SCH</th>
<th>Contact Hour Range per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXX 2186, 2187, 2188 or 2189</td>
<td>1</td>
<td>48-96</td>
</tr>
<tr>
<td>XXXX 2286, 2287, 2288 or 2289</td>
<td>2</td>
<td>96-192</td>
</tr>
<tr>
<td>XXXX 2386, 2387, 2388 or 2389</td>
<td>3</td>
<td>144-288</td>
</tr>
<tr>
<td>XXXX 2486, 2487, 2488 or 2489</td>
<td>4</td>
<td>192-384</td>
</tr>
<tr>
<td>XXXX 2586, 2587, 2588 or 2589</td>
<td>5</td>
<td>240-480</td>
</tr>
<tr>
<td>XXXX 2686, 2687, 2688 or 2689</td>
<td>6</td>
<td>288-576</td>
</tr>
</tbody>
</table>
Table 4-6. Practicum SCH Course Ranges

<table>
<thead>
<tr>
<th>Course Rubric and Number</th>
<th>SCH</th>
<th>Contact Hour Range per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXX 1164, 1165, 1166, 1167, 1168, or 1169&lt;br&gt;XXXX 2164, 2165, 2166, 2167, 2168, or 2169</td>
<td>1</td>
<td>112-160</td>
</tr>
<tr>
<td>XXXX 1264, 1265, 1266, 1267, 1268, or 1269&lt;br&gt;XXXX 2264, 2265, 2266, 2267, 2268, or 2269</td>
<td>2</td>
<td>224-320</td>
</tr>
<tr>
<td>XXXX 1364, 1365, 1366, 1367, 1368, or 1369&lt;br&gt;XXXX 2364, 2365, 2366, 2367, 2368, or 2369</td>
<td>3</td>
<td>336-480</td>
</tr>
<tr>
<td>XXXX 1464, 1465, 1466, 1467, 1468, or 1469&lt;br&gt;XXXX 2464, 2465, 2466, 2467, 2468, or 2469</td>
<td>4</td>
<td>448-640</td>
</tr>
<tr>
<td>XXXX 1564, 1565, 1566, 1567, 1568, or 1569&lt;br&gt;XXXX 2564, 2565, 2566, 2567, 2568, or 2569</td>
<td>5</td>
<td>560-640</td>
</tr>
</tbody>
</table>

Table 4-7. Cooperative Education SCH Course Ranges*

<table>
<thead>
<tr>
<th>(*) includes one lecture hour per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Rubric and Number</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>XXXX 1280, 1281, 1282, 1283, 1284, or 1285&lt;br&gt;XXXX 2280, 2281, 2282, 2283, 2284, or 2285</td>
</tr>
<tr>
<td>XXXX 1380, 1381, 1382, 1383, 1384, or 1385&lt;br&gt;XXXX 2380, 2381, 2382, 2383, 2384, or 2385</td>
</tr>
<tr>
<td>XXXX 1480, 1481, 1482, 1483, 1484, or 1485&lt;br&gt;XXXX 2480, 2481, 2482, 2483, 2484, or 2485</td>
</tr>
<tr>
<td>XXXX 1580, 1581, 1582, 1583, 1584, or 1585&lt;br&gt;XXXX 2580, 2581, 2582, 2583, 2584, or 2585</td>
</tr>
<tr>
<td>XXXX 1680, 1681, 1682, 1683, 1684, or 1685&lt;br&gt;XXXX 2680, 2681, 2682, 2683, 2684, or 2685</td>
</tr>
</tbody>
</table>

7. Lower Division Academic Course Guide Manual (ACGM) Courses

If a course that is similar or parallel in content to a WECM course exists in the Lower Division Academic Course Guide Manual (ACGM), the ACGM course will be referenced in the WECM. ACGM courses are given Texas Common Course Numbering System rubrics and numbers. ACGM courses are intended for transfer toward completion of a baccalaureate program, and all colleges must ensure that faculty teaching those courses meet SACS criteria for academic
educators. *WECM* courses are designed to prepare students for the workforce, and as such, may be taught by instructors who meet SACS criteria for technical educators. Any course that is cross-listed by the college as both a *WECM* and an *ACGM* course must meet the standard for the *ACGM* course.

**H. Guidelines for Continuing Education Unit (CEU) Courses**

1. **Background**

   The CEU Guidelines provide instructions and procedures for the correct implementation of Coordinating Board rules and regulations (Chapter 9, Subchapters A, F and G) regarding approval and funding of workforce continuing education courses taught by Texas public community and technical colleges.

   Additional information in this section is drawn from the *Criteria for Accreditation* (1996) of the Commission on Colleges, Southern Association of Colleges and Schools, specifically Section 4.6 on Continuing education, Outreach and Service Programs; *The Continuing Education Unit: Guidelines* (1994) of the Commission on Colleges, Southern Association of Colleges and Schools; and from *Criteria and Guidelines for Quality Continuing Education and Training Programs - The CEU and Other Measurement Units*, International Association for Continuing Education and Training (IACET), 1998.

2. **General Instructions for Approval and Offering of Workforce Continuing Education Courses**

   a. To be approved for state funding, workforce continuing education courses must be consistent with the roles and missions of community and technical colleges and must be designed to respond effectively to identified workforce needs by providing

      (1) preparatory education in occupations addressed in credit workforce education programs; or

      (2) preparatory education in other occupations requiring other than a baccalaureate or advanced degree for which there is a documented need within the Texas economy; or

      (3) education to enhance or extend the skills of employees already working in a particular field.

   b. Workforce continuing education courses with basic skills content must be designed for specific occupations and specific occupational target populations and must include appropriate occupational objectives. Courses that are solely academic or developmental in content (e.g., TASP-preparation) are not eligible for state funding under this category.

   c. Workforce continuing education courses submitted for Local Need approval should not duplicate existing *WECM* courses or other approved workforce continuing education courses within the institution.
d. A coherent sequence of continuing education courses which total 360 or more contact hours must be approved as a postsecondary workforce education program as outlined in Chapter Three, A.2.e of these Guidelines. No single workforce continuing education lecture or laboratory course may require more than 176 contact hours.

e. Tuition and fees for workforce continuing education courses offered for continuing education units (CEU) must be established by the institution's governing board and be uniformly and consistently assessed. The institution's board may delegate interim authority for establishment of tuition and fees; however, the institution's board must at least annually ratify or approve any changes in tuition and fees.

(1) Based on the $25 minimum tuition stated in Section 54.04 of the Texas Education Code, it is recommended that minimum tuition be $.50 per contact hour for students in workforce continuing education courses.

(2) Institutions providing (contract) courses to organizations for which credits or CEU are earned and for which tuition is charged must charge out-of-state tuition to non resident students who are brought from out of state for such contract classes (see Coordinating Board Rules, Chapter 9, Subchapter G). Based on the $200 minimum tuition for non resident students stated in Section 54.04 of the Texas Education Code, it is recommended that minimum tuition be $4.00 per contact hour for non resident students who are brought from outside the state for contract classes. For this purpose, a “non resident student” is one who lives and works outside the state.

(3) In general, colleges must charge for courses that award CEU in order to generate state formula funding. However, governing boards may choose to charge zero tuition in one of two special circumstances as follows:

(a) If all or a significant portion of the institution's costs for facilities, instructor salaries, equipment, and/or other expenses are covered by business, industry, or other local public or private clients. These in-kind contributions must satisfy a definition of sufficiency as determined by the local governing board.

(b) If the workforce continuing education course is taught in federal prisons and facilities, equipment, supplies, and/or other expenses are borne by the federal government.

f. An approved workforce continuing education course may be delivered through contract instruction consistent with Coordinating Board Rules and Regulations, Chapter 9, Subchapter G.

g. An approved workforce continuing education course may be offered out-of-district/service area, subject to approval by the appropriate Higher Education
Regional Council(s) as specified in Chapter 5, Subchapter H of the Coordinating Board Rules and Regulations.

3. CEU Special Topics Courses

A workforce continuing education (CEU) Special Topics course must have a minimum of 7 and a maximum of 112 contact hours. There is no limitation on the number of Special Topics courses that can be taught per quarter in the delivery of workforce continuing education instruction, however, a WECM Special Topics Course Form must be submitted for each special topics course offered.

4. CEU Local Need Courses

Workforce continuing education Local Need courses are CEU courses that do not conform to the contact hour limits on available WECM courses and/or address an occupational need that is confined to a local area. Colleges must use a range of 7-176 contact hours for lecture/lab courses and are limited to three Local Need courses per 4-digit CIP code per quarter. Workforce continuing education Local Need courses must be submitted to the Coordinating Board prior to instruction to qualify for state funding. Workforce continuing education Local Need courses will remain on the institution’s local inventory for 24 months. After 24 months, the college must submit a new Local Need course form to continue teaching the course, unless the course has been added to the WECM by the Maintenance Committee.

5. CEU External Learning Experiences

It is anticipated that most workforce continuing education courses will not require external learning experiences. However, external learning courses will be considered for individual disciplines upon request. For example, a nurse aide program is required by state regulation to have an external learning component. Some external learning courses (for example, nurse aide clinical) have already been included in the WECM. Others may be proposed as Local Need courses. In all cases, external learning courses must follow the guidelines outlined in Chapter Three. Like other workforce continuing education courses, the external learning courses will be awarded one CEU for every 10 contact hours.

6. Titles, Course Numbers, and Descriptions

a. The WECM Rubric and Course Number will be utilized in all official institutional publications.

b. The WECM course description must be utilized in the institution's catalogue/schedule. This description may be enhanced to better market the offerings of the institution.

c. The institution is free to enhance the title to better describe the exact nature of the course being offered. If a WECM Special Topics course form is used,
colleges should use the WECM title (e.g., ITSC 1091 Special Topics in Computer and Information Sciences) for the course title and the local title.

I. Maintenance Process for both SCH and CEU courses

The WECM will be reviewed and revised annually by the WECM Maintenance Committee. Colleges may submit comments and suggestions for changes to WECM courses electronically on the Coordinating Board web site at www.thecb.state.tx.us. Courses may be revised as needed to incorporate changes in the requirements of licensing, certifying, or accrediting bodies. However, compliance with accrediting, certifying, and licensing criteria is ultimately the responsibility of the colleges.

Coordinating Board staff will provide data collection and follow-up to colleges for the evaluation of WECM guidelines and courses. Data provided from the Coordinating Board will serve as a decision-making tool for the Maintenance Committee. The Maintenance Committee will review data for all WECM courses and make recommendations for any changes or revisions deemed necessary. Items reviewed will include frequency of course offerings for specific contact hour, SCH, and CEU ranges; number, types, and descriptions of WECM Special Topics and Local Need course offerings; and application of the Guidelines.

Annually, college administrators will be invited to nominate instructional and continuing education specialists who will consider course revisions, additions, and deletions. These course revisions, additions, and deletions will be made based on technological advances, course utilization, new Local Need courses, and other factors considered important.
The flow chart that follows illustrates the process for *WECM* Maintenance, including Special Topics and Local Need courses as described in the above paragraphs.
J. Forms
This page was left blank intentionally.
WECM Special Topics Course Form  
(Please use one form per course) 
Each Topic course taught must be submitted to the THECB for notification purposes. 

<table>
<thead>
<tr>
<th>SCH</th>
<th>CEU</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please check one only)</td>
<td></td>
</tr>
</tbody>
</table>

College: _______ FICE: _______ 

6-Digit CIP (Course): _______ Rubric: _______ Number (XX9X): _______ 

Course Title: 

Course Subtitle: 

Implementation Date: 
(The implementation date for SCH courses is the date on which instruction begins, e.g. 9/1, 1/1 or 6/1 and for CEU courses is the quarter in which the course will be taught, e.g. 3/1, 6/1 9/1, or 12/1.)

Actual Contact Hours course will be taught: _______ Contact hours must be between 16-112 for SCH or 7-112 for CEU. 

Number of SCH or CEU: _______ 

Level of Instruction: 
[ ] Introductory  [ ] Intermediate  [ ] Advanced 

Course Description: This should be a brief statement that describes the overall goal(s), content, and major topics of the course. Generally, course descriptions should contain no more than 100 words but not less than 25 words. Please do not use abbreviations.
Learning Outcomes: List one or more broad objectives in each of the two categories specified below. Please number each learning outcome. An action verb must be the first word in a learning outcome.

1. Discipline-specific KNOWLEDGE in (theory and concepts; materials, tools, equipment, other resources, processes, procedures, regulations, laws, interactions within and among systems—political, economic, environmental, legal)

2. Discipline-specific SKILLS in (technical competencies, tasks, capabilities; applied academic skills; technical communication—speaking, writing, and computation; information research and computer utilization)

Upon successful completion of the course, the student will:

Authorized College Signature (Required):

Print name of authorized college official

Telephone: Enter the area code and phone number in this format: ###-###-####

FAX: Enter the area code and FAX number in this format: ###-###-####

E-Mail

Contact Person: (Please print)

Telephone: Enter the area code and phone number in this format: ###-###-####

FAX: Enter the area code and FAX number in this format: ###-###-####

E-Mail

For assistance in completing this form, call THECB Instructional Programs Staff at (512) 427-6235.

**WECM Local Need Course Form**

(Please use one form per course)

Requests must be submitted 30 days in advance of instruction

(Please check one only)  
SCH  [ ]  
CEU  [ ]

College:  
FICE:  

6-Digit CIP (Course):  
Rubric:  
Number (XX7X):  7  

Course Title:  

**Justification for Local Need Course**  Required:  Please refer to GIPWE Ch. 4 for limitations.

<table>
<thead>
<tr>
<th>Type of Instruction</th>
<th>Lec/Lab</th>
<th>LabOnly</th>
<th>Clinical</th>
<th>Co-op</th>
<th>Internship</th>
<th>Practicum</th>
</tr>
</thead>
</table>

Implementation Date:  
(The implementation date for SCH courses is the date on which instruction begins, e.g. 9/1, 1/1 or 6/1 and for CEU courses is the quarter in which the course will be taught, e.g. 3/1, 6/1 9/1, or 12/1.)

Actual Contact Hours  
Number of SCH or CEU:

Licensing, accrediting, or certification body (if applicable):

Level of Instruction:  
Introductory  [ ]  
Intermediate  [ ]  
Advanced  [ ]

Course Description:  This should be a brief statement that describes the overall goal(s), content, and major topics of the course. Generally, course descriptions should contain no more than **100** words but not less than **25** words. Please do not use abbreviations.
Learning Outcomes: Write one or more broad objectives in each of the two categories specified below, as applicable to this course. Please number each learning outcome. An action verb must be the first word in a learning outcome.

1. Discipline-specific KNOWLEDGE in (theory and concepts; materials, tools, equipment, other resources, processes, procedures, regulations, laws, interactions within and among systems—political, economic, environmental, legal)

2. Discipline-specific SKILLS in (technical competencies, tasks, capabilities; applied academic skills; technical communication—speaking, writing, and computation; information research and computer utilization)

Upon successful completion of the course, the student will:

Lab Recommended: Yes No

Suggested Prerequisite (if any): (Actual WECM or ACGM course)

Does the course description match a description in the Lower Division General Academic Course Guide Manual? Yes No If yes, give course approval number.

CIP Descriptor:

Authorized College Signature (Required):

Print name of authorized college official

Telephone: Enter the area code and phone number in this format: ####-####

FAX: Enter the area code and FAX number in this format: ####-####

E-Mail

Contact Person: (Please print)

Telephone: Enter the area code and phone number in this format: ####-####

FAX: Enter the area code and FAX number in this format: ####-####

E-Mail

For assistance in completing this form, call THECB Instructional Programs Staff at (512) 427-6235. THECB Rev.2/2001.
# Chapter Five

## New Program Approval Process

### A. Overview of the New Program Approval Process

1. New Program Approval Required  
2. Distance Education Programs  
3. Application Deadlines  

### B. Application Procedures and Requirements

1. Letter of Intent to Apply for New Workforce Education Program  
2. Institutional Effectiveness (IE) Plan  
3. New Program Application Forms  
4. Supporting Documentation for the Statement of Assurances  
5. Tech-Prep Program Approval and Administration  

### C. New Program Review Process

1. Staff Review of the Application  
2. Objections to Proposed New Programs and Resolution of Disputes  
3. Commissioner’s Approval  
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5. Implementation Deadline for New Programs  
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- Application for Approval of New Workforce Education Programs  
- Instructions for New Program Application Form  
- Statement Of Assurances  

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Chapter Five, Page 1
A. Overview of the New Program Approval Process

1. New Program Approval Required

Colleges must submit a new program application under the following circumstances:

a. To create a certificate or AAS/AAA degree in a four- or six-digit CIP code area for which the college has no current offerings on its inventory;

b. To create an AAS/AAA degree in a four- or six-digit CIP code area in which the college has only certificate offerings on its inventory;

c. To join a sequence of Workforce Continuing Education courses for which the total number of contact hours for the sequence is 360 or more (see Chapter Three); or

d. To create an advanced technical certificate or add one to an existing program (see Chapter Three for details).

A new program application is not required to add certificates (other than an advanced technical certificate) to an existing program. For this purpose, an application for program revision may be used (see Chapter Six).

2. Distance Education Programs

Prior to offering any distance education or off-campus courses or programs for the first time, colleges shall submit an Institutional Plan for Distance Education and Off-Campus Instruction to the Coordinating Board for approval. Please refer to THECB Rules and Regulations, Chapter 5, Subchapter H, “Approval of Distance Learning for Public Colleges and Universities” at http://www.thecb.state.tx.us/univ/disted/subHdocs.htm.

3. Application Deadlines

The following table provides the deadlines for letters of intent and application submissions for new workforce education programs. The dates specified below for letters of intent and applications are the dates by which they are due in the Community and Technical Colleges Division of the Coordinating Board. Applications received after the deadline, or without a letter of intent sent by the appropriate deadline, may be held until the following semester. If a new program application has not been received by the date indicated on the Letter of Intent, a new Letter of Intent must be sent to the Coordinating Board staff. Failure to submit a properly completed new program application or to supply additional information requested by staff in a timely manner may delay the approval process.
### DEADLINES FOR THE NEW PROGRAM APPROVAL PROCESS

<table>
<thead>
<tr>
<th>To Request a New Program for Implementation by:</th>
<th>Send a Letter of Intent by:</th>
<th>Send a Complete New Program Application by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester or September 1</td>
<td>April 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Spring Semester or January 1</td>
<td>August 1</td>
<td>September 1</td>
</tr>
<tr>
<td>Summer Semester or June 1</td>
<td>February 1</td>
<td>March 1</td>
</tr>
</tbody>
</table>

#### B. Application Procedures and Requirements

1. **Letter of Intent to Apply for New Workforce Education Program**

   An institution developing a new program must send a letter of intent at least 30, but not more than 180, days prior to submitting a formal application for program approval. The purpose of this letter is to notify both the CB staff and other colleges in the region of the college’s plans to introduce a new program. The letter of intent must indicate the name of the program under development and the expected date of formal submission. Institutions that do not submit the application within 180 days after submitting the Letter of Intent must submit another Letter of Intent providing a new date by which the application will be submitted. A Letter of Intent received fewer than 30 days prior to the application deadline may be held until the following semester.

   a. **The letter should be addressed to the Coordinating Board's Assistant Commissioner for Community and Technical Colleges.**

   b. **Copies must be sent to the chair(s) of the appropriate Higher Education Regional Council(s) and should be sent to the appropriate local workforce development board(s).**

   The institution filing a letter of intent for a program application will be assigned a Coordinating Board staff member for technical assistance. See example Letter of Intent at the end of this chapter.

2. **Institutional Effectiveness (IE) Plan**

   For institutional effectiveness purposes, a “program” refers to all awards offered within a four- or six-digit CIP code designation as noted in Chapter Three. Before any new program submitted by a public two-year institution will be approved, the institution must demonstrate overall institutional effectiveness as defined below.

   **Along with any new program application, colleges must submit their**
institutional plan for meeting the two standards described below for any eligible programs not meeting these standards. A sample institutional plan is included at the end of this chapter. After noting the percentage of eligible programs that meet each standard and the three-year period analyzed in the Program Summary, include the institution’s plan for programs not meeting the standards in the appendix to the program application.

a. Number and Placement of Graduates from Current Workforce education programs

The college must demonstrate successful student outcomes for each current workforce education program it offers. Institutions should refer to their Annual Data Profiles (ADP) to obtain graduation and placement rates. The ADP can be accessed on the web at [http://www.thecb.state.tx.us/ctc/ie/ctcadp/ctcadp.cfm](http://www.thecb.state.tx.us/ctc/ie/ctcadp/ctcadp.cfm). To demonstrate institutional effectiveness, the college must show that for each program over the previous three-year reporting period:

1. A minimum of 15 students graduated/completed; and

2. At least 85 percent of program graduates were employed, in the military, or receiving additional education within one year of completing the program.

These standards do not apply to institutional awards not listed on the Coordinating Board’s inventory of programs. The Coordinating Board grants exceptions to these standards for programs that have been implemented for less than three years or those currently in deactivation status. If a program is reactivated, the exception for new programs does not apply; the program shall be expected to meet all institutional effectiveness standards.

b. Institutional Response to Site Visit Recommendations

The institution must have satisfactorily addressed all concerns and recommendations expressed in the "General Observations" section of the Coordinating Board's site evaluation report for the institution.

In response to the site visit, an institution may revise, deactivate, sunset, or close programs. An institutional justification of any program not meeting the standards, including a corrective plan of action, must be submitted in writing to the Coordinating Board staff at the time the application for the new program is submitted. The staff will not review new programs without this documentation.
3. New Program Application Forms

A complete new program application must include each of the following items in this order:

- Statement of Assurances
- Application Form for Approval of New Workforce Programs
- Program Summary
- Proposed Curriculum Outline

The application should also include these forms if applicable:

- WECM Special Topics Course Form(s)
- WECM Local Need Course Form(s)

a. Statement of Assurances

All new program applications must include a Statement of Assurances approved by the institution’s governing board and signed and dated by the CEO (see the next section for details on the Statement of Assurances and supporting documentation). The Statement of Assurances certifies that all of the following criteria have been met:

- The institution has documented local and/or regional workforce demand for the program.
- Basic and workforce skills have been integrated into the curriculum.
- Each award in the program offers at least one of the following: a capstone, an external learning experience, or eligibility to sit for a certification or licensure examination (refer to Chapter Three for more detail).
- All course and program prerequisites have been identified on the curriculum outline and have been included in the credit hour/contact hour totals for the program.
- The institution has developed an enrollment management plan for the program.
- The program is consistent with all requirements from the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).
- The program is consistent with all requirements from accrediting, certifying, and licensing authorities as applicable.
- Representatives from private sector business and industry have been involved in the creation of the program through participation on an advisory committee.
• Adequate funding is available to cover all new costs to the institution over the first five years after the implementation of the program.

• The institution has an improvement plan in place for all workforce education programs that do not currently meet Board standards for both graduation and placement.

• Written notice of the proposal for a new program has been sent to the appropriate Higher Education Regional Council(s).

The Statement of Assurances Form appears at the end of this chapter.

NOTE: No new program will be recommended for approval without a complete, properly signed Statement of Assurances.

b. Application for Approval of New Workforce Education Programs—This form can be found at the end of this chapter. Instructions for completion appear on the back of the form.

c. Program Summary—Each program application should include a brief (one and one-half pages) program description summary. The summary will assist Coordinating Board staff and external reviewers in the evaluation of the new program application. An example program summary appears at the end of this chapter. Each program summary must include the following sections:

(1) Institution Name

(2) Proposed Award(s) List all proposed degrees and/or certificates and a proposed program title.

(3) Curriculum Quality

Program Objectives: Identify occupation(s) for which this program will prepare students. Be as specific as possible about job titles or categories for which the program will qualify students. Provide general information about the skills involved in each occupation. Identify any accreditation the program would seek, including the names of organizations. Identify any certification or licensing requirements that graduates of the program will meet or examinations they will be qualified to take including the names of organizations. Specify the program location if it will be offered at sites other than the primary college campus.

Curriculum: Explain the emphasis of the program curriculum, including both general education and technical courses. Explain how the requirement for an external learning experience, capstone, or certification/licensure eligibility will be met. Provide information about all current and proposed awards for the program.
(4) Program Demand

Occupational Need: Explain how the college documented the need for this program, including sources used and projected number of jobs available over the next five years. A minimum of two of the sources listed later in this chapter must be used. Include information about expected entry-level salaries for graduates. If a local survey is used, include the number of surveys sent, the number returned, and the response rate.

Existing Programs at Other Institutions: Explain how the program would not unnecessarily duplicate existing programs of the same type within fifty miles. Be sure to list all existing programs in this field that are located within commuting distance of the college. Explain how the program would articulate with existing programs in senior high schools and/or four-year institutions.

Expected Enrollment: Provide projected student enrollment for the first year of the program, the expected average annual enrollment thereafter, and the projected annual graduation rate.

(5) Program Support

Faculty: State the total number of full- and part-time faculty members needed for the program. Be sure to distinguish between the required program director and other faculty members who will teach in the program.

Facilities and Equipment: Provide a brief summary of facilities and equipment for the program, noting whether existing or new resources will be used. If the program will be housed in existing facilities, explain whether renovations will be needed. Note all assistance provided by business and industry partners.

New Costs: List projected new costs to the institution for the first five years of the program and document sources of funds to cover the costs. For example, when general education courses are added to an existing award, the additional contact hours generated by students in the program represent new costs. Be sure to divide expected income into categories including state appropriations, tuition and fees, local tax revenue, reallocation of existing funds, grants, business/industry contributions, etc. A worksheet to assist you in your calculations is provided on the Instructional Programs web page at http://www.thecb.state.tx.us/ctc/ip; however, it is not necessary to submit the worksheet with the program application.
(6) Institutional Effectiveness

A statement about the percentage of the institution’s workforce education programs that are meeting institutional effectiveness standards for graduation and placement, as well as plans to correct any programs that do not meet standards. Consult the on-line ADP for the most current information. Failure to address all eligible programs not meeting standard may delay the approval process.

d. Proposed Curriculum Outline—The proposed curriculum for each award must be outlined by semester or quarter. For SCH programs, the curriculum outline must include courses (number and title); expected course sequence; weekly lecture, laboratory, and external learning experience hours; total contact hours; and credit hours for all courses. For CEU programs, the curriculum outline must include course number and title; course sequence and total contact hours for all courses. All course prerequisites must be included in the curriculum outline and in the credit hour or CE contact hour totals for the program. If optional courses are listed, the curriculum outline must specify exactly which courses they may replace. Examples of proposed curriculum outlines appear at the end of this chapter.

e. WECM Special Topics Course Forms (if applicable)—If the curriculum for an award includes a WECM Special Topics course, either as a requirement or an elective, submit a completed form for each currently planned course topic. At least one Special Topics form must be submitted for each Special Topics course included in the curriculum. The WECM Special Topics form can be found at the end of Chapter Four.

f. WECM Local Need Course Forms (if applicable)—If the curriculum for an award includes a Local Need course not currently in the WECM or on the college’s course inventory, submit a completed form to request the course. The WECM Local Need form can be found at the end of Chapter Four. REMINDER: WECM Special Topics and Local Need courses are limited to a maximum of one for each Level 1 certificate, two for each Level 2 certificate, and three for each associate degree or a maximum of three per program.

g. Appendix—The appendix should include a plan of corrective action for all eligible programs that do not meet both standards for institutional effectiveness and other supporting documentation if appropriate.

4. Supporting Documentation for the Statement of Assurances

This section outlines the supporting documentation that institutions should maintain to demonstrate proper new program design and implementation. Additional documentation may be requested during the new program approval process and
will be examined during institutional effectiveness site visits. Please submit this additional information only when specifically requested by CB staff.

a. Documentation of Workforce Demand for the Program

The proposed program must be justified in terms of labor market information documenting pertinent local, regional, and/or statewide workforce demand for the program. To satisfy this requirement, institutions must document at least two of the following:

(1) The program would prepare students for an occupation that is targeted by the local workforce development board in the institution's service area or local workforce development area;

(2) The program would prepare students for an occupation that is on the list of priority occupations for the region or state as identified by the Texas Workforce Commission. Visit the TWC web site at http://www.twc.state.tx.us/twc.html;

(3) The program would prepare students for an occupation that has been identified as an emerging and evolving occupation for the region or state by Texas State Occupational Information Coordinating Committee (SOICC). Visit the Career Development Resources (CDR)—formerly Texas SOICC web site at http://www.cdr.state.tx.us/;

(4) Publications of the Bureau of Labor Statistics (BLS) of the U.S. Department of Labor indicate high demand for the occupation for the next five to 10 years. Visit the BLS web site at http://stats.bls.gov/blshome.html; or

(5) A survey of local or regional employers documents sufficient employment opportunities for the projected enrollment in the program. If a survey is used, documentation should include the survey instrument, description and size of the population, description of sampling techniques, number and location (in-district, service area, and/or statewide) of employers surveyed (including the total number of surveys sent and the number returned), number of usable responses, and names of the respondents and their firms; salary ranges and employment opportunities by job title and Occupational Employment Statistics (OES) codes; and demonstration that the program education or training results in added value or an entry-level wage higher than minimum wage and/or a standard of living above poverty.

(6) Other evidence indicates a need for the program; for example, new regulatory/accrediting requirements.

b. Assurance of Basic Skills and SCANS Competencies

The college must document that the appropriate level of academic and workplace skills will be achieved upon completion of the described curriculum. To document workplace skills, the institution should provide a matrix, cross-walk, or checklist detailing how the foundation and workplace skills are
integrated into the program (see example SCANS Matrix Model at the end of Chapter Three).

To document students’ attainment of basic academic skills, the institution must either designate the program as TASP-eligible or follow the guidelines for assessment and remediation of students as outlined in Chapter Three of these Guidelines.

c. Enrollment Management Plan

The institution should design a program-specific enrollment management plan. The plan should provide evidence that the proposed new program would have sufficient enrollment to support the program, including a(n):

(1) identification of articulated feeder institutions and programs (e.g., high schools participating in 2+2 and/or Tech-Prep programs);

(2) strategy for enrollment projection and management that includes student recruitment and program marketing;

(3) plan that specifies activities for access, recruitment, retention, and placement of students from special populations;

(4) history of enrollment in related continuing education/workforce education courses (if applicable); and

(5) projected enrollment, including the anticipated number of program majors for the first year of program operation, the anticipated average annual enrollment thereafter, and the anticipated annual number of graduates once the program is fully implemented.

NOTE: To ensure the viability of a program, the minimum enrollment should be 20 students per year in most programs.

d. Program Linkages and Demonstration of Non-Duplication

Each program (or group of similar programs) should have documented linkage(s) with public secondary schools and/or other institutions of higher education and non-duplication with similar programs within the higher education region and/or service area. Documentation should include:

(1) identification of similar workforce education programs and related training programs in the region/service area (this information is available on the Coordinating Board web site at http://www.thecb.state.tx.us; and, as applicable:

(2) documentation that contact has been made with appropriate institutional administrators to initiate program-specific articulation;

(3) a time line for the formal initiation of these linkages;
(4) a statement specifying the form(s) of program linkage(s) that will be initiated (e.g., inverted degree plans, advanced placement, 1+1 programs, 2+2(+2), and/or Tech-Prep programs); and/or

(5) documentation that clearly justifies the need for any proposed program that duplicates an existing program in the region or service area. Colleges wishing to enter contractual agreements with non-regionally accredited organizations should consult the Coordinating Board’s Rules and Regulations, Chapter 9, Section 9.192 (http://www.thecb.state.tx.us/rules/rulemain.htm).

e. Advisory Committee Minutes

The institution must keep on file minutes of all advisory committee meetings conducted for the planning of the program, as well as a list of all advisory committee members, including their names, titles, and employers. There should be minutes from at least two formal advisory committee meetings held prior to submitting the new program application, which clearly document industry support. (See sample Advisory Committee Meeting Minutes form at the end of Chapter Three for a suggested format.)

f. Resources Required for Program Operation

The institution should detail the initial resources needed for the program, including existing and additional faculty, facilities, equipment, and an estimate of annual operating costs. Specific areas to address include:

(1) Faculty: For applied associate degree programs, at least one full-time faculty member with appropriate credentials must have his or her primary teaching assignment in the major, curriculum area, or concentration. All certificate programs must have at least an assigned program coordinator who is a full-time employee of the college and faculty with appropriate credentials (see Chapter Two).

(2) Facilities: These must be adequate for the delivery of the program. All out-of-district or off-campus resources must be adequate to support a program of quality equal to that of the main campus.

(3) Equipment: A list of the required equipment, estimated costs, and potential donations must be provided. Any equipment or supplies that will be donated must be included in this section.

(4) Five-year Costs and Revenue: Detail of how the institution will meet projected new program costs for the first five years, including personnel, operating expenses, and capital outlay.

g. External Agency Approval, Certification, and Accreditation

The institution should document the process and time line for any required or voluntary external agency approval or accreditation required to ensure the
eligibility of graduates to take the examinations required for certification, licensure, or registration. Letters demonstrating communication with the appropriate approval agency and documentation of the required process should be available.

5. Tech-Prep Program Approval and Administration

Independent school districts, community and technical colleges, degree-granting proprietary institutions, and/or apprenticeship sponsors must obtain approval from the Texas Education Agency and Coordinating Board to utilize the Tech-Prep Program designation for new or revised programs.

C. New Program Review Process

When developing a new program, institutions are encouraged to consult with Coordinating Board staff, as well as members of other appropriate state agencies and the appropriate local workforce development board(s).

1. Staff Review of the Application

The staff of the Coordinating Board's Community and Technical Colleges Division will review each new program application for completeness and adherence to Board rules and these Guidelines. Staff may recommend approval for the program without additional review if all of the following criteria are met:

a. The application contains all required forms;

b. The total number of awards requested does not exceed the allowable number for a CIP code area (refer to Chapter Three for more details);

c. The curriculum is consistent with the stated purpose of the program;

d. The program summary reflects proper program development as outlined in these Guidelines;

e. The program has been approved by the institution’s governing board; and

f. A complete Statement of Assurances is signed and dated by the institution’s chief executive officer (CEO).

Beginning in late 1999, the Instructional Programs staff adopted new timelines for approval of new programs. Colleges that submit proposals that are complete and require few or no changes should receive notification of approval within 30 days after the program’s arrival at the Coordinating Board offices. For programs that are incomplete or require more substantial changes before they can be recommended for approval, 60 days from the time the application is received will be allotted to resolve all problems. Program applications that are still incomplete, require additional information, or are in need of changes after 60 days will be suspended until all issues can be resolved.
Under some circumstances, further review of the proposed program may be required. Criteria for additional review include the following:

- The proposed program does not adhere to CB Board rules and/or guidelines (e.g., SCH limits for certificates and AAS degrees, faculty requirements, etc.);
- The institution requests more than the standard allowable number of awards for the program (a justification for the request must be included);
- The program lacks clear focus in the form of an identifiable technical core;
- The program would be the first of its kind in the state and/or no WECM courses are available for the program area;
- Approval from a credentialing body has not been sought but is the norm for programs in the subject area;
- The career or employment path for graduates of the program is not clear;
- The institution requests staff assistance in developing the program;
- The institution’s Institutional Effectiveness Report or Annual Data Profile indicate that a significant proportion of its current workforce education programs (greater than 20 percent) are not meeting standards for productivity and placement of graduates; and/or
- Another institution has objected to the establishment of the program.

Additional review of a new program application may require the institution to provide supporting documentation described in the section entitled “Supporting Documentation for Statement of Assurances” or to modify the proposed program to ensure that it meets guidelines. When requested by the institution or deemed necessary by the staff, a formal program review may be scheduled.

For a formal program review, the college’s chief executive officer or designee will present the proposed program to the Coordinating Board program review committee, which may include representatives from Coordinating Board staff, community and technical colleges, proprietary schools, and other state agencies when appropriate. The institution may bring additional representatives if desired. Discipline-specific experts may also review the new program application and provide comments regarding curriculum design and content. Although formal program reviews may be held at the Coordinating Board offices, institutions are encouraged to schedule reviews via video conference whenever possible. A video conference offers a convenient way to invite additional staff and members of the advisory committee to participate with less cost in terms of both time and money.

2. Objections to Proposed New Programs and Resolution of Disputes

Objections raised by an institution to another institution's proposed new workforce education program must be submitted in writing to the Assistant Commissioner for Community and Technical Colleges within 30 days from the date of the letter of
intent to begin the new workforce education program. The Assistant Commissioner may delay formal review of the new program until objections are removed or, if mediation cannot be achieved successfully within 30 days, the objecting institution may participate with the proposing institution in the formal program review process.

In the event of a dispute between or among institutions that cannot be resolved by the institutions, the Commissioner may appoint a three-member representative panel to be chosen from among the voting members of other Higher Education Regional Councils. The panel will conduct a hearing and subsequently recommend to the Commissioner a resolution to the conflict. This procedure may be implemented at the request of any institution involved in the dispute.

3. Commissioner's Approval

After staff review is completed, the staff will take one of the following actions:

a. Recommend approval;

b. Confer with the institution about the need for revising its proposal; or

c. Recommend disapproval.

Recommended action on each application will be submitted to the Assistant Commissioner for Community and Technical Colleges, who will review and make a recommendation for each application to the Commissioner of Higher Education. The Commissioner may either approve the program or refer it to the Coordinating Board with a recommendation for approval or disapproval.

4. Coordinating Board Approval

The Coordinating Board delegates final approval authority for all certificate programs and most Associate of Applied Science (AAS) and Associate of Applied Arts (AAA) degree programs in public community and technical colleges to the Commissioner of Higher Education. Associate of Applied Science (AAS) and Associate of Applied Arts (AAA) degree programs must be referred to Coordinating Board if they are the subject of an unresolved grievance or dispute. They may also be referred to the Board if the Commissioner does not recommend approval for the program and the institution requests Board review of the decision. Other programs may be referred to the Coordinating Board at the Commissioner's discretion.

5. Implementation Deadline for New Programs

Programs must be implemented within 18 months of the proposed start-up date provided by the institution on the program application or as stated by the Assistant Commissioner in the approval letter. Programs not implemented within 18 months of this date will be deleted from the institution's approved program inventory. To pursue implementation of the program after that point, the college must begin the process again and provide up-to-date information.
6. Appeals Procedure

All appeals of Coordinating Board decisions regarding program approval, revision, evaluation, sunset review, deactivation, and closure should begin by contacting an appropriate member of the Community and Technical Colleges Division staff. If an institution and CTC staff members are unable to resolve the matter, the institution may request a ruling from the Assistant Commissioner for Community and Technical Colleges. In such cases the institution shall be notified of the Assistant Commissioner’s decision within 30 working days of receiving the request. An institution may appeal the Assistant Commissioner’s decision to the Commissioner of Higher Education and ultimately to the Coordinating Board under the provisions of Coordinating Board Rules Chapter 1, Section 1.55.
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D. Examples
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1. Example Letter of Intent

[date]

Dr. Glenda O. Barron  
Assistant Commissioner  
Community and Technical Colleges  
Texas Higher Education Coordinating Board  
P.O. Box 12788, Capitol Station  
Austin, Texas 78711

Dear Dr. Barron:

This serves as a letter of intent to apply for a new workforce education program leading to a [certificate/associate of applied science or associate of applied arts degree/advanced technical certificate in [name of major] at [name of college].

It is our plan to submit an application for program approval to the Coordinating Board staff by [applicable due date], and, if the program is approved, for [date or in semester] implementation. We understand that, along with the new application, we must also submit a corrective plan of action for any of our existing workforce programs that do not meet the graduation or placement standards, as outlined in the Guidelines for Instructional Programs in Workforce Education.

If you, members of your staff, members of the Higher Education Regional Council, or the local workforce development board have questions about our intent to offer this program, please inform me as soon as possible.

Sincerely,

[name of president]  
[name of college]

copy to:  
Chair, Higher Education Regional Council  
Chair, local workforce development board
2. Program Summary Examples

Example Program Summary

Institution: Elsewhere Community College
Elsewhere, Texas

Proposed Award(s): Continuing Education Certificate in Business Systems,
Networking and Telecommunications

Curriculum Quality

Program Objectives: The Business Systems, Networking and Telecommunications program
would prepare students for careers in many different industries where they would perform the
duties of Internet service technicians and function as members of Webmaster Teams. Graduates
would manage business communications using electronic communications tools such as the
Internet, modems, and local area networks. They would understand the hardware, software, and
procedures involved in electronic communications for business.

Curriculum: The program would require students to complete 592 contact hours that would
include technical courses from the Workforce Education Course Manual or submitted as local
need courses. The program would require implementation of 16 courses new to the college in
topics such as computer based communications, Internet, World Wide Web, Internetworking, Web
server management, network protocol, network systems management, and special topics. A
portfolio would be used to verify workplace competencies. Students successfully completing the
program would be awarded a non-credit certificate of completion in Business Systems, Networking
and Telecommunications

Program Demand

Occupational Need: 1) According to the Occupational Information Network, 1998 national
employment of Internet Services and related technicians was 67,167 while the employment figure
for the State of Texas for this occupation was 9,150. The most recent statewide projections,
available through the Texas Workforce Commission (TWC), include a current base year
employment of 8,200 with a projection to the year 2005 of 13,450. Based on this projection,
employment is expected to have a 46.99 percent increase. This projection translated into an
average annual job openings estimate of 640 through the year 2005.

Development Resources (formerly the Texas State Occupational Information Coordinating
Committee), identified Internet Services Technician, Webmaster, Computer Graphics Technician,
and Internet Application Developer as emerging and evolving occupations.

3) A study published by the North Central Texas Council of Governments identified Information
Specialist as a high potential job for 2001.
Existing Programs: There is currently one Business Systems, Networking and Telecommunications program in the state. There are no existing programs within 50 miles of Elsewhere Community College. The closest program is 350 miles from the College at Imaginary Technical College.

Expected Enrollment: Elsewhere Community College expects an initial enrollment of 15 students during the first year of the program. This number is anticipated to increase to an average of 30 students annually thereafter with a projected completion rate of 26 students per year. The College would recruit students from the local independent school districts and from the local businesses.

Program Support:

Faculty: The Continuing Education Director would be assigned to direct the program. Adjunct faculty from industry would be hired to teach the courses.

Facilities and Equipment: Existing classrooms, laboratories, and equipment currently used by the computer department at Elsewhere Community College are adequate to support the program.

New costs: Total new costs for the first five years of the program are projected to be $209,000. Sources of funds to cover the costs are projected to include $105,870 from tuition and fees, $10,210 from local tax revenue, and $427,660 from state appropriations for total revenue of $543,740.

Institutional Effectiveness:

Graduation and Placement Standards: Thirty-five of 38 eligible programs (92%) met the graduation standard for 15 graduates during the 1966-1999 academic year. Thirty-four of 35 eligible programs (97%) met the 85% placement standard for the 1995-1998 academic year. Elsewhere Community College has developed an improvement plan for the four programs that did not meet the Institutional Effectiveness standards. See appendices for details.
Example Program Summary 2
(New Credit Program)

Institution: Fictitious Community College
Fictitious, Texas

Proposed Award(s): AAS in Chemical Process Technology

Curriculum Quality

Program Objectives: The Chemical Process Technology program would prepare students for careers in the chemical process industry or related chemical laboratory jobs where they would operate equipment, monitor chemical plant processes, analyze chemical plant materials, and perform related tasks. Graduates would have a strong background in the appropriate core sub-disciplines of chemistry; laboratory training using state-of-the-art instruments, materials, and techniques employed in the chemical industry; appropriate safety training, problem-solving skills including statistical analysis of data; effective teamwork; effective oral and written communication skills; and proper record-keeping techniques. The program would comply with the standards of the American Chemical Society’s Chemical Technology Program Approval Service.

Curriculum: The program would require students to complete 71-72 semester credit hours (SCH) that would include 53 SCH in technical courses from the Workforce Education Course Manual or submitted as Local Need courses and 18-19 SCH in academic courses from the Lower Division Academic Course Guide Manual or submitted as unique need courses. The program would require implementation of 11 courses new to the college in topics such as orientation to the chemical industry, chemical calculations, instrumental methods, analytical chemistry, unit operations, industrial organic chemistry, statistical quality control, and occupational safety and health. The program would also incorporate existing academic courses in college algebra, composition, chemistry, physics, speech, psychology, and humanities. Both an internship and a competency test would be used to verify workplace competencies. Students successfully completing the program would be awarded the Associate of Applied Science degree in Chemical Process Technology.

Program Demand

Occupational Need: 1) The Fictitious Area Workforce Development Board has identified Chemical Process Technology as a targeted demand occupation for the Fictitious region in 2001. The Texas chemical process technology industry produces 45 percent of the petrochemicals produced nationwide.

2) Fictitious Community College conducted a needs assessment by sending surveys to 25 chemical process businesses in the college’s service area. Twenty businesses responded providing an 80 percent response rate. Eighteen respondents (90 percent) currently employ chemical process technicians. All of the respondents who employ chemical process technicians expressed an interest in having a program at Fictitious Community College to provide a source of new technicians and to cross-train current employees. These respondents stated that 81 new
employees would be needed by 2001 with an additional 50 new employees projected for the subsequent five years.

**Existing Programs:** There are currently five chemical process technology programs in the state. There are no existing programs within 50 miles of Fictitious Community College. The closest chemical process technology program is 200 miles from the College at Imaginary Technical College. Local employers have had little success hiring graduates from Imaginary Technical College because the graduates are reluctant to relocate.

**Program linkages:** Sixty percent of the technical courses in this program would articulate with the baccalaureate program in chemical engineering at Hightech University.

**Expected Enrollment:** Fictitious Community College (FCC) expects an initial enrollment of 20 students during the first year of the program. This number is anticipated to increase to an average of 35 students annually thereafter with a projected graduation rate of 32 students per year. The College would recruit students from the local independent school districts and from the local chemical process businesses.

**Program Support:**

**Faculty:** Initially, one current, full-time faculty member would be assigned to direct and teach in the program, and adjunct faculty from industry would be hired as necessary. By the second year of the program, a second full-time faculty member with a minimum of three years industrial experience would be hired to direct the program.

**Facilities and Equipment:** Existing classrooms and laboratories now used by the academic chemistry program at FCC are adequate to support introduction of the program. Minor remodeling of a classroom would be required to create a chemical processing technology instrumentation laboratory. By the second year of the program, additional changes in the process technology laboratory on the West Campus would be necessary to support the Unit Operations course. New equipment costs for the program are estimated at $250,000. This amount would be divided over two fiscal years and would be drawn from funds provided for instructional equipment. Members of the Chemical Processing Technology Advisory Board have expressed a willingness to donate equipment and instrumentation to the program.

**New costs:** Total new costs for the first five years of the program are projected to be $802,500. Sources of funds to cover the costs are projected to include $212,232 from tuition and fees, $116,104 from local tax revenue, and $474,164 from state appropriations for total revenue of $802,500.

**Institutional Effectiveness:**

**Graduation and Placement Standards:** Thirty-two of 35 eligible programs (91%) met the graduation standard for 15 graduates during the 1966-1999 academic year. Thirty-five of 35 eligible programs (100%) met the 85% placement standard for the 1995-1998 academic year. FCC has developed an improvement plan for the three programs that did not meet the graduation standard. See appendix for details.
Example Program Summary 3
(Existing Credit Program)

Institution: Imaginary Technical College
Imaginary, Texas

Proposed Award(s): AAS in Diagnostic Medical Sonography

Curriculum Quality

Program Objectives: The Diagnostic Medical Sonography Program would prepare students to work in entry-level positions in hospitals and other health related facilities. The Diagnostic Medical Sonography student would be prepared to perform sonographic examinations using high frequency sound waves (ultrasound) to visualize soft tissue structures including gallbladder, kidneys, reproductive organs including fetus and other organs as requested by the physician. The student would become knowledgeable in laboratory results and clinical information to assist the physician in the diagnosis of disease.

The Diagnostic Medical Sonography Program would comply with the Standards and Guidelines of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through a peer review process administered by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). Graduates would be eligible to take the national examinations for general sonography, i.e., Ultrasound Physics and Instrumentation, Abdomen, and Obstetrics and Gynecology, administered by the American Registry of Diagnostic Medical Sonographers (ARDMS).

Curriculum: The program would require students to complete 68 semester credit hours (SCH) that would include 38 SCH in technical courses from the Workforce Education Course Manual and 30 SCH in academic courses from the Lower Division Academic Course Guide Manual. The technical courses include the following existing courses: Ultrasound I, II, and III; Sonography III; Advanced Sonography Practices; Pathophysiology; Intermediate Acoustical Physics, Advanced Acoustical Physics, Introduction to Health Professionals; Medical Terminology; Basic Health Professional Skills; and Clinical Experiences. These courses comprise the current advanced technology certificate in Diagnostic Medical Sonography. The degree program would also include nine existing academic courses, i.e., General Physics I, Human Anatomy and Physiology I and II, College Algebra, Fundamentals of Speech, Introduction to Psychology, a Humanities elective, English Composition I, and a Computer elective.

The advanced technical certificate in Diagnostic Medical Sonography will continue to be offered. The current program is fully accredited by CAAHEP. Ninety percent of the graduates of this program have passed the certification exam.
Program Demand

Occupational Need: 1) The 2000 edition of Emerging and Evolving Occupations in Texas, published by the Career Development Resources (formerly the Texas State Occupational Information Coordinating Committee), projects that Diagnostic Medical Sonography will grow 46.5 percent through 2006.

2) The Imaginary Area Workforce Development Board has identified Diagnostic Medical Sonography as a targeted demand occupation for the Imaginary region in 2001.

3) Imaginary Technical College (ITC) conducted a needs assessment by sending surveys to 20 hospitals and clinics in the college’s service area. Fifteen businesses responded providing a 75 percent response rate. Ten respondents (67 percent) currently employ diagnostic medical sonographers. All of the respondents (100 percent) who employ diagnostic medical sonographers felt strongly that a program is needed. Eight respondents (80 percent) anticipated a need for 2-3 additional sonographers over the next five years while the remaining two (20 percent) anticipated they would need at least one sonographer each for a total of approximately 20 – 25 new employees over the next five years. All of the employers who responded have uncertified employees and expressed an interest in having an educational program available to train the uncertified employees. With an average of 4 uncertified employees each, approximately 40 employees could benefit from formal training.

4) Employers reported considerable difficulty recruiting certified Diagnostic Medical Sonographers. As evidence of this, employers in the College’s service area are offering $10,000 sign-on and retention bonuses for certified Diagnostic Medical Sonographers.

5) The existing advanced technical certificate requires a prerequisite of an AAS in a specified health professions field for admission into the program. The number of applicants with this credential is decreasing, making it impossible for the College to meet employers’ needs. Simultaneously, the number of applicants without prior health care education has increased. The advisory committee felt that it was necessary to change the admissions requirements and, therefore, the curriculum.

Existing Programs: There are five accredited Diagnostic Medical Sonography programs in Texas, Fictitious Community College, Elsewhere Community College, Illusion Technical College, Metropolitan Community College, and Traditional Junior College. There are no programs within 50 miles of ITC. The closest program is 250 miles from the College at Fictitious Community College.

Program Linkages: All but three lecture courses and the clinical courses could be transferred to Echocardiography and Vascular Technology Programs for additional certifications. The Tech-Prep agreement with the local high schools provides students the opportunity to achieve a total of six SCH in Introduction to Health Professionals and Medical Terminology.

Expected Enrollment: ITC currently enrolls an average of 8 students per year in the advanced technical certificate. The College anticipates an initial enrollment of 10 students in the first year of the degree program for a first year enrollment of 18 students. By the second year, the College anticipates an average annual enrollment of 26 students in the combined classes (year 1, year 2, and the advanced technical certificate). Since the number of students would be limited by the available clinical sites and by accreditation guidelines, enrollment would be expected to remain
constant or to increase slightly with the affiliation of additional clinical sites. The College projects a graduation rate of 16 students per year. The College would recruit students from the local independent school districts and from the uncertified staff in local hospitals and clinics.

Program Support:

Faculty: The certificate program currently has one full-time faculty member who also serves as the director of the program, one 50 percent faculty member, and several adjunct faculty members. Until enrollment increases, the faculty would be adequate to support the degree program.

Facilities and Equipment: The program would use the facilities and equipment currently in use for the certificate program.

New costs: Total new costs for the first five years of the program are projected to be $181,900. Sources of new revenue to cover the costs are projected to include $59,850 from tuition and fees, $89,044 from local tax revenue, and $45,506 from state appropriations, and $250,000 from grants and contributions for total revenue of $444,400.

Institutional Effectiveness:

Graduation and Placement Standards: Fifteen of 18 eligible programs (83%) met the graduation standard for 15 graduates during the 1966-1999 academic year. Sixteen of 16 eligible programs (100%) met the 85% placement standard for the 1995-1998 academic year. Fictitious Community College has developed an improvement plan for the three programs that did not meet the graduation standard. See appendix for details.
## 3. Example Curriculum Outline—SCH

Example Curriculum Outline-SCH

Sample College  
FICE Code: 000000  
www.sam.cc.tx.us  
DRAFTING  
AAS Drafting and Design  
CIP: 480101

**CURRICULUM OUTLINE**

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**3rd Semester Totals**

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**4th Semester Totals**

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**Program Totals**

|          |        |                      |             | 59 | 36 | 0 | 1520 | 70 |

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### 4. Example Curriculum Outline—CEU
### Example Curriculum Outline for Continuing Education

**Elsewhere Community College**

FICE Code: 000000

**Business Systems, Networking and Telecommunications**

**Continuing Education Certificate**

CIP: 52.1204

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| **2nd Sem** |
| Prefix | Number | Course Name | Course Type | Cont Hrs | CEU |
| ITNW   | 2030   | Fundamentals of Internetworking | WECM | 48 | 4.8 |
| ITNW   | 2045   | Web Server Management | WECM | 96 | 9.6 |
| ITNW   | 1047   | Intermediate Computer Based Communications Programs | WECM | 32 | 3.2 |
| ITNW   | 1050   | Internet, Intermediate | WECM | 32 | 3.2 |
| ITNW   | 2044   | Network Protocol | WECM | 32 | 3.2 |

2nd Semester Totals 240 24.0

| **3rd Sem** |
| Prefix | Number | Course Name | Course Type | Cont Hrs | CEU |
| ITNW   | 2032   | Advanced Computer Based Communications Programs | WECM | 32 | 3.2 |
| ITNW   | 2052   | Network Systems Manager | WECM | 32 | 3.2 |
| ITNW   | 2070   | Portfolio | Local Need | 48 | 4.8 |
| ITNW   | 1092   | Special Topics in Business Systems Networking and Telecommunications | Special Topics | 16 | 1.6 |

3rd Semester Totals 128 12.8

Program Totals 496 49.6
5. Example of Institutional Effectiveness Corrective Plan

Placement Standard: Four programs did not meet the placement standard. The corrective action plan for each of these follows.

Computer and Information Sciences (11.01) – This program will be combined with Computer programming (11.02)

Data Processing Technology (11.03) – This program will be closed.

Building Trades (46.04) and Auto Body Repair (47.0603) – These programs will be targeted for immediate action by implementing our Placement Improvement Plan.

The Placement Improvement Plan for Occupational Technical Programs:
1. Inform students of employment outlook information such as employment trends, salary expectations, work environment, etc.
2. Work on a one-to-one basis with students to provide employment preparation such as completion of employment applications, resume writing, interviewing tips, and keeping jobs.
3. Provide workshops in which local business representatives inform students about employer expectations and available jobs.
4. Track students from the start of the Occupational Degree training through graduation and beyond (1-3 years after graduation) and keep a database.

Graduation Standard: Nine programs did not meet the graduation standard. The corrective action plan for each of these follows.

Computer and Information Science (11.0101) – This program will be combined with Computer programming (11.02)

Data Processing Technology (11.03) – This program will be closed.

Business Administration and Management (52.0201) – This program will be closed.

Electronics Technology (15.0303), Building Trades (46.0401), Auto Body Repair (47.0603), Diesel Mechanic (47.0605), Machine Shop (48.0503), Emergency Medical Technology (51.0904) – These are certificate programs. Historically, students seeking workplace skills in these programs have completed the programs in numbers well above the graduate standard but have not been counted as graduates because they chose not to pay the graduation fee.

The institution has taken steps to remedy this situation by requesting that the graduation fee be waived for all technical certificate programs. The Imaginary College Board of Trustees approved this waiver at the October 2000 meeting.
E. Forms
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WECM Special Topics Course Form

(Please use one form per course)
Each Topic course taught must be submitted to the THECB for notification purposes.

SCH [ ] CEU [ ]
(Please check one only)

College: [ ] FICE:

6-Digit CIP (Course): [ ] Rubric: [ ] Number (XX9X): [ ] 9 [ ]

Course Title: 

Course Subtitle: 

Implementation Date: 
(The implementation date for SCH courses is the date on which instruction begins, e.g. 9/1, 1/1 or 6/1 and for CEU courses is the quarter in which the course will be taught, e.g. 3/1, 6/1 9/1, or 12/1.)

Actual Contact Hours course will be taught: [ ] Contact hours must be between 16-112 for SCH or 7-112 for CEU.

Number of SCH or CEU: 

Level of Instruction: [ ] Introductory [ ] Intermediate [ ] Advanced

Course Description: This should be a brief statement that describes the overall goal(s), content, and major topics of the course. Generally, course descriptions should contain no more than 100 words but not less than 25 words. Please do not use abbreviations.
Learning Outcomes: List one or more broad objectives in each of the two categories specified below. Please number each learning outcome. An action verb must be the first word in a learning outcome.

1. Discipline-specific KNOWLEDGE in (theory and concepts; materials, tools, equipment, other resources, processes, procedures, regulations, laws, interactions within and among systems—political, economic, environmental, legal)

2. Discipline-specific SKILLS in (technical competencies, tasks, capabilities; applied academic skills; technical communication—speaking, writing, and computation; information research and computer utilization)

Upon successful completion of the course, the student will:

Authorized College Signature (Required):

Print name of authorized college official

Telephone: Enter the area code and phone number in this format: ###-###-####

FAX: Enter the area code and FAX number in this format: ###-###-####

E-Mail

Contact Person: (Please print)

Telephone: Enter the area code and phone number in this format: ###-###-####

FAX: Enter the area code and FAX number in this format: ###-###-####

E-Mail

For assistance in completing this form, call THECB Instructional Programs Staff at (512) 427-6235.

# WECM Local Need Course Form

(Please use one form per course)

Requests must be submitted 30 days in advance of instruction

(Please check one only) SCH CEU

<table>
<thead>
<tr>
<th>College:</th>
<th>FICE:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>6-Digit CIP (Course):</th>
<th>Rubric:</th>
<th>Number (XX7X):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>7</td>
</tr>
</tbody>
</table>

**Course Title:**

**Justification for Local Need Course** Required: Please refer to GIPWE Ch. 4 for limitations.

<table>
<thead>
<tr>
<th>Type of Instruction</th>
<th>Lec/Lab</th>
<th>LabOnly</th>
<th>Clinical</th>
<th>Co-op</th>
<th>Internship</th>
<th>Practicum</th>
</tr>
</thead>
</table>

**Implementation Date:**

(The implementation date for SCH courses is the date on which instruction begins, e.g. 9/1, 1/1 or 6/1 and for CEU courses is the quarter in which the course will be taught, e.g. 3/1, 6/1 9/1, or 12/1.)

**Actual Contact Hours**

<table>
<thead>
<tr>
<th>course will be taught:</th>
<th>Number of SCH or CEU:</th>
</tr>
</thead>
</table>

**Licensing, accrediting, or certification body (if applicable):**

**Level of Instruction:**

<table>
<thead>
<tr>
<th>Introductory</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
</table>

**Course Description:** This should be a brief statement that describes the overall goal(s), content, and major topics of the course. Generally, course descriptions should contain no more than 100 words but not less than 25 words. Please do not use abbreviations.
Learning Outcomes: Write one or more broad objectives in each of the two categories specified below, as applicable to this course. Please number each learning outcome. An action verb must be the first word in a learning outcome.

1. Discipline-specific KNOWLEDGE in (theory and concepts; materials, tools, equipment, other resources, processes, procedures, regulations, laws, interactions within and among systems—political, economic, environmental, legal)

2. Discipline-specific SKILLS in (technical competencies, tasks, capabilities; applied academic skills; technical communication—speaking, writing, and computation; information research and computer utilization)

Upon successful completion of the course, the student will:

Lab Recommended: Yes  No

Suggested Prerequisite (if any):
(Actual WECM or ACGM course)

Does the course description match a description in the Lower Division General Academic Course Guide Manual? Yes  No  If yes, give course approval number.

CIP Descriptor:

Authorized College Signature (Required):

Print name of authorized college official

Telephone: Enter the area code and phone number in this format: ####-####

FAX: Enter the area code and FAX number in this format: ####-####

E-Mail

Contact Person: (Please print)

Telephone: Enter the area code and phone number in this format: ####-####

FAX: Enter the area code and FAX number in this format: ####-####

E-Mail

For assistance in completing this form, call THECB Instructional Programs Staff at (512) 427-6235. THECB Rev.2/2001.
**Application for Approval of New Workforce Education Programs**

**INSTITUTION**

**FICE CODE**

CIP CODE DESCRIPTOR FOR PROPOSED PROGRAM

PROPOSED CIP:

Are there any existing awards in this program CIP? Yes No

Is this program to be taught at a Correctional Facility? Yes No

Institutional Approval Date: ________________ Proposed Implementation Date: ________________

<table>
<thead>
<tr>
<th>Award Type</th>
<th>Proposed Awards</th>
<th>CIP Code</th>
<th>Tech-Prep (Y/N)</th>
<th>Length (# Sem/Qtr)</th>
<th>Max Cont Hrs</th>
<th>Max Cred Hrs</th>
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<tbody>
<tr>
<td>Award Title:</td>
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</tbody>
</table>

Award Type: AAS (Degree), C1 (Level 1 Certificate), C2 (Level 2 Certificate), ESC (Enhanced Skills Certificate), ATC (Advanced Technical Certificate), CE (Continuing Education)

AUTHORIZED SCHOOL OFFICIALS:

Authorized Official Name & Title (Please Print) Telephone Date

Contact Name & Title (Please Print) Telephone Email

---

**FOR COORDINATING BOARD USE ONLY**

Staff review by ___________________________ Approved Does Not Meet Guidelines

THECB Action Date ___________________________

Instructions for use on reverse side. THECB Rev. 2/2001

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Chapter Five, Page 37
Instructions for New Program Application Form

This form may be used to apply for new technical credit-granting programs or new workforce continuing education programs.

Institution: Enter name of institution and six digit FICE code.

Proposed Program: Enter CIP Code Descriptor and Proposed CIP

Indicate whether there are existing awards in this program CIP.

Indicate whether the program will be offered at a correctional facility. NOTE ON PROGRAMS AT CORRECTIONAL FACILITIES: A program offered exclusively at a correctional facility CANNOT be classified as Tech-Prep.

Date of Institutional Approval: Provide the date the institution’s governing board or its official designee approved the program.

Implementation Date: Provide the date the program is to be implemented: semester length awards begin 01/01/YYYY, 06/01/YYYY, or 09/01/YYYYquarter length awards begin 03/01/YYYY, 06/01/YYYY, 09/01/YYYY, or 12/01/YYYY

Awards: Provide award title and CIP Code (if known) for proposed AAS degrees, current and proposed certificates (if applicable), and enhanced skills certificate (if any). Indicate whether Local Need or Special Topics courses are included in the curriculum. Indicate if the program will be offered as Tech-Prep. Indicate the length (number and unit B semesters or quarters), maximum number of contact hours, and maximum number of credit hours for each award.

Authorized School Officials Signatures: Type name and title of authorized school official, along with appropriate contact information.

For assistance, contact the THECB by phone at (512) 427-6250 or by fax at (512) 427-6444.
Application for a New Workforce Education Program

Statement Of Assurances

Institution: ________________________________  FICE Code: _____________

Program Name: ________________________________  Proposed CIP Code: ________

In submitting this application for a new program in workforce education, I certify that all of the following criteria have been met in accordance with procedures outlined in the Guidelines for Instructional Programs in Workforce Education (check all statements that apply):

___ The institution has documented local and/or regional workforce demand for this program.

___ Basic and workforce skills have been integrated into the curriculum for this program.

___ Each program award offers at least one of the following: a capstone, an external learning experience, or eligibility to sit for a certification or licensure examination.

___ All course and program prerequisites are identified on the proposed curriculum outline and included in the credit hour/contact hour totals for the program.

___ An enrollment management plan for the program is in place.

___ The program is consistent with all requirements from the Commission on Colleges of the Southern Association of Colleges and Schools.

___ The program is consistent with all requirements from other licensing and or accrediting authorities (check only if applicable).
   Name(s) of other authorities: ________________________________

___ Adequate funding is available to cover all program costs for the first five years.

___ The institution has an improvement plan in place for all workforce education programs that do not currently meet Board standards for both graduation and placement (attach copy).

___ Written notice of this application has been sent to the appropriate Higher Education Regional Council(s).

Signature of Institution CEO ___________________________  Date __________

Approved by Governing Board  __Yes__  No ___________________________  Governing Board Approval Date __________

Chapter Five, Page 39
Chapter Six

Program Revisions

A. Need for Program Revisions 2
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   2. Changes That Do Not Require a Program Revision 3
   3. Changes That Require a New Program Application 3
   4. Application Deadlines 3
B. Electronic Submission of Program Revisions 4
C. Components of Program Revision Applications 4
   1. Program Revision Form 4
   2. WECM Special Topics Course Form 5
   3. WECM Local Need Course Form 5
   4. Proposed Curriculum Outline 5
D. Program Revision Procedures 5
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   2. Program Deactivation 6
   3. Program Reactivation 6
   4. Institution-Initiated Closure 6
   5. Sunset Review 6
E. Staff Review of Revision Application 7
F. Appeals Procedure 7
G. Program Revision Form 8
A. Need for Program Revisions

This information applies to public community and technical colleges only.

Once an award is placed on the program inventory, changing it may require a formal program revision. Applications for revision of certificate and degree programs must be submitted using the form illustrated at the end of this chapter. If the revision significantly alters program outcomes, the institution must submit an application for a new program (see Chapter Five).

NOTE: A revision will not be approved if it causes an associate degree to exceed 72 SCH or causes any of the requested awards to exceed the maximum lengths described in Chapter Three.

1. Changes That Trigger a Program Revision

A program revision is required:

a. To change the name of a program, AAS/AAA degree, or certificate

b. To request a change in the CIP code of a degree or certificate

c. To add a new Semester Credit Hour or Continuing Education certificate to an existing degree or certificate program

d. To convert an existing Continuing Education certificate to a Semester Credit Hour certificate

e. To revise the curriculum of an award in any of the following ways
   (1) Any new Special Topics or Local Need courses are added to the curriculum (refer to Chapter Four for guidelines on using Local Need and Special Topics courses)
   (2) The total number of credit hours in the award is increased or decreased by more than 6 SCH from the number of SCH on the approved program inventory
   (3) The length of the award is increased or decreased by one semester or more;
   (4) The certificate status changes from Level 1 (TASP-waived) to Level 2 (TASP-liable) or from Level 2 to Level 1; and/or
   (5) Any academic courses are replaced by WECM courses or any WECM courses are replaced by academic courses.

f. To initiate the sunset review of an award

g. To deactivate an award

h. To reactivate an award (within 3 years of sunset review or deactivation)

i. To close an award
2. Changes That Do Not Require a Program Revision

Provided that none of the above changes are requested, a program revision is NOT required:

a. To increase or decrease the number of credit hours in an award by 6 SCH or less, provided that the total number of SCH still falls within the allowable range for that type of award. NOTE: If the change would be more than 6 SCH from the number currently on the program inventory, a revision is required.

b. To substitute WECM courses for other WECM courses (except if Local Need or Special Topics courses are involved).

c. To substitute ACGM courses for other ACGM courses (provided SACS general education requirements are still met).

d. To convert to a Tech-Prep program (providing no other changes are made to the curriculum). See GIPWE, Part II for complete instructions.

3. Changes That Require a New Program Application

A New Program Application is required under the following circumstances:

a. To add a new AAS degree.

b. To add a new certificate (credit or continuing education) in a program area that is not currently on the college’s inventory.

c. To reactivate an award 3 years or more after deactivation or sunset review.

d. To add an advanced technical certificate to a program.

e. To make any changes that significantly alter the program outcomes

4. Application Deadlines

Applications for revisions must be submitted to the Coordinating Board staff according to the following schedule:

<table>
<thead>
<tr>
<th>DATES FOR PROGRAM REVISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To request a revision for a semester-length program to be effective:</td>
</tr>
<tr>
<td>Fall semester (September 1)</td>
</tr>
<tr>
<td>Spring semester (January 1)</td>
</tr>
<tr>
<td>Summer semester (June 1)</td>
</tr>
</tbody>
</table>

Applications received after the deadline will be handled as time allows. Institutions should be aware that the staff may not be able to review late applications in time for the requested implementation date.
B. Electronic Submission of Program Revisions

The Coordinating Board staff strongly recommends that revision applications be submitted electronically. Information about this process is available on the Web at http://www.thecb.state.tx.us/divisions/ctc/ip/revisions/index.htm.

C. Components of Program Revision Applications

This section outlines the requirements for revision of applied associate degrees and technical certificates. A Program Revision form is provided at the end of this chapter. All awards (degrees and certificates) to be revised within the same program should be submitted on the same application. A request for program revision must include the following:

- Program Revision Form
- WECM Special Topics Course Form(s) (if applicable)
- WECM Local Need Course Form (s)(if applicable)
- Proposed Curriculum Outline(s)

NOTE: USE OFFICIAL COORDINATING BOARD FORMS ONLY.

1. Program Revision Form

   a. **Institution**: Enter name of institution and its six-digit FICE code.

   b. **Program**: Enter name of program as it appears on current CB program inventory. Also enter the Program CIP. Please refer to your program inventory via QUIN (QUery INventory) at the following address for accurate CIP assignments: telnet://theinfo.thecb.state.tx.us/. To access the inventory, type “QUIN” in all capital letters at the Telnet prompt and then follow the on-line instructions.

   c. **Correctional Facility**: Revisions to programs offered at correctional facilities should be submitted as separate entries on the program revision form. Remember to check the appropriate box at the top of the form. (Such programs cannot be Tech-Prep.)

   d. **Effective Date**: Provide the effective date as indicated below. This date applies to all awards on this form.

      (1) To Add or Revise an award indicate the semester (fall, spring, summer or quarter for CE) (fall, winter, spring, summer) and year in which the changes will be implemented.

      (2) To Sunset Review, Deactivate or Close an award: Indicate the semester (fall, spring, summer) and year in which the action will begin.

   e. **Action code**: Provide action code for each award. (see Section D of this chapter for further explanation).

      A  Add an award

      RV Revise the award
RE  Reactivate the award
SR  Place the award in Sunset Review
DE  Deactivate the award
CL  Close the award

f. **Award Sequence**: Provide the award sequence as it appears on current THECB program inventory. This information is available using QUIN.

g. **Award type**: Provide award code for each award.
   - **AAS**  Degree (60 - 72 SCH)
   - **C1**  Certificate level one (15-42 SCH)
   - **C2**  Certificate level two (43-59 SCH)
   - **ESC**  Enhanced skills certificate (6-15 SCH)
   - **ATC**  Advanced technical certificate (16-50 SCH; see Chapter Three)
   - **CE**  Workforce continuing education program (360-779 contact hours)

h. **Current and proposed awards**: Provide information for current and proposed awards including award title, CIP code, Tech-Prep status, award length (number of semesters or quarters), maximum contact hours, and maximum credit hours or contact hours for CE. Indicate whether special topics or local need courses are included in the curriculum by marking the appropriate boxes (name and title) on the revision form.

i. **College information**: Provide authorized signatures of institutional official and appropriate contact information, including an e-mail address.

2. **WECM Special Topics Course Form**
   (See Chapter Four)

3. **WECM Local Need Course Form**
   (See Chapter Four)

4. **Proposed Curriculum Outline**
   (See Chapter Five)

D. **Program Revision Procedures**

1. **Conversion/Revision to a Tech-Prep Award**
   Please refer to GIPWE Part II for Tech-Prep program information.

   Converting a program or award to Tech-Prep no longer requires a program revision.
2. Program Deactivation

a. Notice of Program Deactivation

An institution may deactivate a program by suspending new student enrollment and submitting a notice of program deactivation to the Coordinating Board using the Program Revision Form. Institutions should have on file and available for Coordinating Board review provisions for teaching out currently enrolled students.

b. Deactivation Time Limit

A program may remain deactivated no longer than three academic years. A program that is not reactivated by the institution within three years will be closed by the Coordinating Board.

3. Program Reactivation

To reactivate a deactivated program, the institution must submit a Program Revision Form and the proposed curriculum outline. The institution must specify how it has corrected or will correct the reason(s) for which the program was deactivated.

NOTE: A program can only be reactivated within three years of being deactivated. If more than three years have lapsed, a new program application is required.

4. Institution-Initiated Closure

A program or award may be closed voluntarily by an institution or in accordance with the evaluation and sunset review procedure provided below. If students are currently enrolled in a program that the college wishes to close, the program should be deactivated before being formally closed.

An institution must use the program revision form to notify the Coordinating Board staff of its intent to close a program. Institutions should have on file and available for Coordinating Board review the reason(s) for closure and provisions for teaching-out currently enrolled students.

Closed programs may only be reopened if they are resubmitted as new programs.

5. Sunset Review

The Coordinating Board staff has the authority to place in sunset review all programs authorized for state funding that do not meet the required institutional effectiveness performance standards. Sunset Review differs from formal deactivation in that the college may continue to enroll new students in the program. The sunset review of a program will last no longer than three years. The program's performance standards will be tracked by Coordinating Board staff during that time. At the end of this period, a program may be deactivated by the Coordinating Board staff if the program is found to be no longer viable.
A college may also initiate the sunset review of a program. To sunset a program, the college should submit a Program Revision Form. Colleges should have on file and available for Coordinating Board review the reason(s) for program sunset review and the plans for program changes.

If a program undergoing a sunset review has not met the required performance standards during the three-year period following the initiation of the review, the institution or the Coordinating Board staff may decide to deactivate and subsequently close the program. A program that has been closed as the result of a sunset review, must meet the same requirements as a new program before it can be reactivated (see Chapter Five).

E. Staff Review of Revision Application

Program revisions will be reviewed by the Coordinating Board staff. Revised awards must meet the same general guidelines set for workforce education programs in Chapter Three as well as the standards for New Programs in Chapter Five.

Program revisions must receive Coordinating Board staff approval prior to implementation by the institution. Failure to submit a properly completed application or failure to provide additional information as requested by staff in a timely manner may delay the approval process. Notice of approval will be posted electronically on the THECB Community and Technical Colleges Electronic Program Status Notification Page at http://www.thecb.state.tx.us/ctc/ip/electronic/index.cfm.

The notification page is updated weekly. Instructions for use are provided on the page.

F. Appeals Procedure

All appeals of Coordinating Board decisions regarding program approval, revision, evaluation, sunset review, deactivation, and closure should begin by contacting an appropriate member of the Community and Technical Colleges Division staff. If an institution and CTC staff members are unable to resolve the matter, the institution may request a ruling from the Assistant Commissioner for Community and Technical Colleges. In such cases the institution shall be notified of the Assistant Commissioner’s decision within 30 working days of receiving the request. An institution may appeal the Assistant Commissioner’s decision to the Commissioner of Higher Education and ultimately to the Coordinating Board under the provisions of Coordinating Board Rules Chapter 1, Section 1.55.
G. Program Revision Form

See the following pages for the form and instructions.
TEXAS HIGHER EDUCATION COordinating BOARD

Program Revision Form

Institution FICE Code

Program Name

Is this program taught at a Correctional Facility? [ ] YES [ ] NO

(Please submit Correctional Facility Programs separately.)

Program CIP

Effective Date of Revision

Action Code: A (Add), RV (Revise), RE (Reactivate), DE (Deactivate), SR (Sunset Review), CL (Close)

Award Type: AAS (Degree), C1 (Level 1 Certificate), C2 (Level 2 Certificate), ESC (Enhanced Skills Certificate)

ATC (Advanced Technical Certificate) CE (Continuing Education Certificate)

<table>
<thead>
<tr>
<th>Action Code</th>
<th>Award Title</th>
<th>CIP Code</th>
<th>Tech-Prep (Y/N)</th>
<th>Length (Sem/Qtr)</th>
<th>Max ContHrs</th>
<th>Max CreditHrs</th>
</tr>
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<tbody>
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AWARDS TO BE REVISED

Local Need Courses | Special Topics Courses

Local Need Courses | Special Topics Courses

Local Need Courses | Special Topics Courses

NEW AWARDS ONLY

Action Code A

Local Need Courses | Special Topics Courses

Local Need Courses | Special Topics Courses

AUTHORIZED SCHOOL OFFICIALS

Official Signature Date

Authorized Official Name & Title (Please Print) Telephone Fax E-mail

Contact Person & Title (Please Print) Telephone Fax E-mail

FOR COORDINATING BOARD USE ONLY

Staff review by ___________________________ G Approved G Does Not Meet Guidelines

THECB Action Date ___________________________

THECB Rev. 2/2001

Chapter Six, Page 9
Instructions for Program Revisions

Institution: Enter name of institution and its six-digit FICE code.

Program: Enter name of program as it appears on current THECB program inventory. Also enter the Program CIP. This information is available using QUIN. The Internet address is as follows: http://www.thecb.state.tx.us/

Correctional Facility: Please submit programs taught at correctional facilities separately from those taught at the main campus. If a program is offered at a correctional facility, mark the “Yes” box. Such programs cannot be considered Tech-Prep.

Effective date: Provide the effective date as indicated below. (This date applies to ALL awards on this form.)

To Add or Revise an award:
Indicate the semester (fall, spring, summer) or quarter for CE (fall, winter, spring, summer) and year in which the changes will be implemented.

To Place in Sunset Review, Deactivate or Close an award:
Indicate the semester (fall, spring, summer) or quarter (fall, winter, spring, summer) and year in which the action will begin.

Action code: Provide action code for each award.
A = Add an award
RV = Revise the award title and/or curriculum
RE = Reactivate the award
SR = Place the award in Sunset Review
DE = Deactivate the award
CL = Close the award

Award Sequence: Provide the award sequence as it appears on current THECB program inventory. This information is available using QUIN.

Award type: Provide award code for each award.
AAS = degree (60 - 72 SCH)
C1 = certificate level one (15-42 SCH)
C2 = certificate level two (43-54 SCH)
ESC = enhanced skills certificate (6-15 SCH)
ATC = Advanced Technical Certificate (16-50 SCH)
CE = workforce continuing education program (360-779 contact hours)

Current and proposed awards: Provide information for current and proposed awards including award title, CIP code, Tech-Prep status, award length (number of semesters or quarters), maximum contact hours, and maximum credit hours. Indicate whether special topics or local need courses are included in the curriculum.

College information: Provide authorized signature of institutional official and appropriate contact information.
For assistance, contact the THECB at (512) 427-6315 or fax to (512) 427-6444.
Chapter Seven
Proprietary Institutions

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A. Applicable and Non-Applicable Items

The general guidelines found in Chapters Two and Three of this manual apply to applied associate degree programs in proprietary institutions with the exception of the following:

1. Certificate Programs

The Coordinating Board does not oversee certificate or diploma level programs offered by proprietary institutions, except as exit points from or supplements to an authorized associate degree program. Guidelines related to stand-alone certificate programs apply to public community and technical colleges only.

2. Continuing Education

Similarly, the Coordinating Board does not oversee continuing education offerings at proprietary institutions. Guidelines related to workforce continuing education programs and/or the awarding of continuing education units (CEU) apply to public community and technical colleges only.

3. Reporting Requirements

The Coordinating Board’s reporting requirements for public community and technical colleges differ from the requirements established for proprietary institutions. All references to CBM Reports apply to public community and technical colleges only. Reporting requirements for proprietary institutions are addressed in Section F of this chapter.

4. Testing and Remediation

Public community and technical colleges have different obligations for testing and remediation of entering students than do proprietary institutions. References to testing and remediation (Chapter Three, B, 5a) apply to public community and technical colleges only. Please refer to Chapter 12, Section 24(10)(P) and Section 30 of Coordinating Board Rules for the TASP requirements applicable to proprietary institutions, and to Chapter 5, Subchapter P of Coordinating Board Rules for general information about TASP testing.

5. SACS Requirements

Proprietary institutions not accredited by the Southern Association of Colleges and Schools (SACS) are nevertheless subject to the same standards for curriculum and instruction as are public community and technical colleges. Standards for qualifications of some non-instructional staff at proprietary institutions may differ as specified in Section B of this chapter.
6. General Education

Proprietary institutions may elect to use an English composition and/or a public speaking course to fulfill the humanities component of the general education curriculum. If doing so, institutions are reminded that these courses must meet the requirements of a general education course as described in Chapter Three. Proprietary institutions are not obligated to teach general education courses from the Lower Division Academic Course Guide Manual (ACGM). However, to facilitate the potential transferability of general education courses, the use of ACGM courses is strongly encouraged. If ACGM course titles and numbers are used, the course content and learning objectives must match the published description in the ACGM. All general education faculty must meet the requirements specified in (Chapter Two, F, 1b).

7. Faculty Qualifications

Exceptions to the criteria for qualifications of either technical or general education faculty (as described in Chapter Two, F) require prior approval by Coordinating Board staff. Notification of approval of the exception (via letter, fax or printed copy of e-mail) must be maintained in the appropriate file and made available upon request by staff and/or members of an on-site review team.

8. Credit and Contact Hour Ratios

All public community and technical colleges operate on a 16-week semester calendar, awarding semester credit hours (SCH). The ratios (Chapter Three, B, 4b) are based on 16-week teaching terms. Proprietary institutions are not obligated to deliver instruction on a semester calendar. However, the ratios for awarding credit for different types of instruction (lecture, laboratory, external learning) must be maintained. Similarly, if ACGM courses (described above) or WECM courses (described below) are to be offered, the total contact hours must be equivalent to the total contact hours that would be offered under a semester-based calendar. For example, a 3 SCH lecture-only course requires 48 contact hours of instruction, which could be delivered in 4 hours per week for 12 weeks, or 6 hours per week for 8 weeks, or 8 hours per week for 6 weeks, etc. A more detailed discussion of credit hour assignments appears in Section B of this chapter.

Chapter Four of this publication addresses the Workforce Education Course Manual (WECM). Proprietary institutions are not obligated to employ WECM courses exclusively in their applied associate degree programs. However, as in the case of ACGM courses, use of WECM courses may facilitate the potential for transferability to public higher education institutions in Texas. Proprietary institutions are strongly encouraged to use WECM courses wherever possible, or to develop a “crosswalk” of equivalencies between their existing course offerings and comparable WECM courses. As elaborated in Section B below, use of
WECM courses will also help to expedite applications for new degree programs, and will reduce the amount of supporting documentation required for submission.

Chapters Five and Six describe the approval process for new programs and program revisions for public community and technical colleges. These processes differ from those for proprietary institutions, which are described in Sections C and D of this chapter.

Chapter Eight describes the Institutional Effectiveness process and measures for the public community and technical colleges only. The on-site review process for degree-granting proprietary institutions is described in Section G of this chapter.

B. Standards for Applied Associate Degree Program

Except as indicated in Section A of this chapter, all applied associate degree programs (AAA or AAS) must meet the standards for curriculum and instruction outlined in Chapters Two and Three of this document. General requirements for degree-granting proprietary institutions are contained in THECB Rules and Regulations, Chapter 12, Proprietary Schools.

Certain operational practices commonly differ between proprietary institutions and public community and technical colleges in Texas. In recognition of these differences, this Section presents equivalent standards for operation of degree programs in proprietary institutions in the following areas:

1. Administrator Qualifications

   The general parameters given in Chapter Two, F, 3 pertain to both public and proprietary institutions. Additionally, all proprietary institutions with authorization to award the applied associate degree must have a director, dean, or director of education who holds an earned master’s degree from a regionally accredited college or university, with three years of work-related or administrative experience prior to (or concurrent with) employment at the institution. Exceptions may be made for small, single-purpose institutions, i.e., those with approved degree programs in only one 4-digit CIP code area and fewer than 200 full-time equivalent students. In such cases, the director, dean, or director of education must meet the requirements of the Texas Workforce Commission and a qualified faculty member must be assigned responsibility (with commensurate compensation) for oversight of the general education component of the degree program, including hiring of instructors, modification of course syllabi, and textbook selection.

2. Library/ Learning Resource Centers Collections and Staff
Libraries or Learning Resource Centers (LRC) in public community and technical colleges must provide resources to support the full range of the institution’s offerings for both academic and workforce education degree programs. The library/LRC collections in degree-granting proprietary institutions are by nature much narrower in scope.

The following requirements must be met by all proprietary institutions:

a. The library or LRC must provide sufficient resources to appropriately support both the general education and technical education components of the applied associate degree program(s), including relevant career development materials. All holdings shall be organized according to the Dewey Decimal or Library of Congress system. There must be a convenient and organized system whereby students may borrow library materials available for circulation. The library must be open and accessible to students and faculty members throughout the teaching day and at appropriate times before and after scheduled classes, with adequate facilities to contain holdings and space for student and faculty study.

b. The institution must have a written plan developed by a professionally trained librarian for acquisitions to, and adequate financial support of, the library or LRC. The plan shall include print, audio/video, and computer-based training resources, as appropriate to the institution’s scope and mission. It may also include subscriptions to on-line databases or periodical services. Internet resources available to the general public via common web-browsing methods may not be considered to be part of the institution’s learning resources collection. The plan must be reviewed and updated at least annually by a professionally trained librarian, who holds a master’s degree in library science or a comparable program from an accredited institution of higher education.

c. The institution must employ a learning resources administrator who shall be responsible for oversight of the library and on-site learning resources. The learning resources administrator need not be a professionally trained librarian and may perform additional duties at the institution. Students may be employed by the institution to assist with circulation, shelving, and record-keeping functions. However, qualified staff must be available at all times the library is open to assist students with research needs, including both on-site collections and Internet or on-line data base resources.

d. The institution is encouraged to seek an agreement with a nearby academic library that permits students to use those facilities. When such arrangements are made, the agreement shall be in writing. In no instance will an institution be permitted to rely upon external library resources in lieu of establishing and maintaining an adequate library on campus.

3. Delivery of Instruction

All public community and technical colleges in Texas deliver instruction in 16-week
semesters. Therefore, total program length for applied associate degree programs has been defined in terms of semester credit hours (SCH).

The total allowable range of credits for an applied associate degree program is 60-72 SCH. For programs delivered on a quarter credit hour (QCH) basis, this equates to:

- 90 - 108 QCH (10-11 week quarters)
- 80 - 96 QCH (12 week quarters)

Assignment of credit hours to individual courses must be calculated in proportion to total program length, i.e. 10- or 11-week quarters represent two-thirds (67%) of a 16-week semester; 12-week quarters represent three-quarters (75%) of a 16-week semester. Therefore, the requirement for a minimum of 15 SCH of general education in all degree programs is equivalent to 23 QCH on the basis of 10 or 11 week quarters or 20 QCH on the basis of 12-week quarters.

Institutions that wish to facilitate the potential transferability of their courses to public higher education institutions in Texas should bear in mind that the vast majority of lower-division courses are offered as 3 SCH units. Courses offered for fewer than 4 QCH (on a 12-week basis) or 5 QCH (on a 10- or 11-week basis) will be unlikely to be considered as equivalent by the intended receiving institutions. Proprietary institutions that wish to offer ACGM courses for quarter credit hours (QCH) must ensure that total contact hours equate to the total required for awarding semester credit hours (SCH).

4. Allowable Credit to Contact Hour Ratios

Assignment of credit hours to instructional contact hours MUST follow the ratios described in Chapter Three, B, 4b of this manual, based on the type of instruction. A 1:1 ratio is used for lecture courses; a 1:2, 3, or 4 ratio is permissible for laboratory courses; a 1:3 ratio is the minimum allowable ratio for external learning courses, some of which may employ ratios up to 1:10.

If WECM or ACGM courses are being offered in a compressed teaching term (i.e. fewer than 16 weeks of instruction), total contact time must adhere to the published ranges for those courses. Please refer to Tables 4-2 and 4-3 (Chapter Four, G) for guidance on determining allowable combinations of lecture and laboratory hours for total contact time.

The Coordinating Board strongly encourages total contact time for courses offered for semester credit hours to be evenly divisible by 16. Recognizing that certain teaching terms may not be conducive to even division, a small margin of overage will be accepted. For example, a 3 SCH lecture-only course requires 48 contact hours of instruction. The course could be offered for 4 hours per week for 12 weeks for an exact match (preferred), or 5 hours per week for 10 weeks for a total of 50 contact hours (acceptable). If the course met for 4 hours per week for 11 weeks, the total contact time would fall short of the required hours for 3 SCH (unacceptable). However, offering the course for only 2 SCH would disadvantage
students with regard to potential transferability, and would be requiring 12 additional contact hours of instruction for which students would be receiving no credit (also unacceptable). Alternatively, if the course met for 5 hours per week for 11 weeks, the student would only have 7 extra contact hours of instruction for 3 SCH (acceptable).

The following ranges have been established for calculating credit hour assignments for lecture-only courses, or the lecture portion of lecture/lab combination courses. These ranges have been developed to provide flexibility to institutions in their preferred modes of course delivery, while ensuring fairness to students:

<table>
<thead>
<tr>
<th>SCH</th>
<th>Minimum contact hours</th>
<th>Maximum contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 SCH</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>2 SCH</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td>3 SCH</td>
<td>48</td>
<td>56</td>
</tr>
<tr>
<td>4 SCH</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>5 SCH</td>
<td>80</td>
<td>88</td>
</tr>
</tbody>
</table>

For laboratory courses, minimum contact hours should be doubled for each hour of SCH to be awarded, since the minimum allowable ratio is 1:2. Maximum allowable time would be 4 times the minimum contact hours required.

For internships, minimum contact hours should be multiplied by a factor of 3 and maximum by a factor of 6. For practica, minimum contact hours should be multiplied by a factor of 7 and maximum by a factor of 10.

5. Distance Learning

No proprietary institution may offer any degree program via distance learning instruction without prior approval by the Coordinating Board staff. Additionally, the Coordinating Board staff must be notified, prior to implementation, of the addition or substitution of a distance learning course for a traditional course in a previously approved degree program. If the content and learning objectives of the new course are not identical to the existing course, a program revision will be required.

Institutions must demonstrate that the distance education component of a new course or program contains clear and explicit goals that are consistent with the stated purpose of the institution and the program of study. All distance learning instruction must be offered in accordance with the same standards for curriculum content, credit hour assignment and qualifications of faculty as on-campus instruction. Additionally, the following requirements apply specifically to distance learning instruction:

a. Students enrolled in distance learning must meet the same admissions and graduation requirements and must receive comparable services (including access to learning resources) as on-campus students.
b. The instructor of record in a distance-learning course must participate in the delivery of instruction and evaluation of student progress.

c. The selection, supervision, monitoring and evaluation processes for instructors providing distance learning must be comparable to those for on-campus instruction. Institutions must provide training and support to enhance the added skills required of faculty teaching classes via distance learning methodologies.

d. If the institution provides facilities dedicated to distance learning, they must be adequate to the instructional delivery method and comparable in quality to on-campus facilities.

C. Procedures, Forms, and Deadlines for New Programs

1. Conditions When New Program Applications Are Required

All applied associate degree programs offered by proprietary institutions must be approved by the Coordinating Board. All Certificate programs must be approved by the Texas Workforce Commission. Certificate exit points from, or supplements to, approved degree programs require joint approval by both the Coordinating Board and the Texas Workforce Commission.

Changes to previously approved degree programs that significantly change the program objectives or require reclassification of the curriculum to a new CIP Code area must also be treated as new program applications.

As described in Section A of this chapter, the conditions under which new program applications may or may not be required for public community and technical colleges, described in Chapter Five, do not pertain to proprietary institutions.

2. Application Deadlines

The application deadline chart (Chapter Five, A, 2) indicates that public community and technical colleges must submit applications for new programs about four months prior to intended implementation. Since most proprietary institutions do not operate on a semester-based calendar, programs may be submitted for approval at any point throughout the year. In general, the following constraints will impact the timing of the application process.

a. A letter of intent must be submitted no less than 30 and no more than 180 days prior to submission of a completed application package.

b. First-time applicant institutions will be subject to a pre-application site visit (described below), following submission of the letter of intent, which may result in additional follow-up requirements prior to submission of the new program application.

c. Curricula comprised of ACGM and WECM courses may require a shorter review period than those comprised of institutionally developed courses.
However, all new program applications should be submitted on the assumption that the maximum review time will be necessary, in order to avoid inconvenience that may result from unanticipated or unavoidable delays.

d. Completed applications MUST be received by Coordinating Board staff **no less than three (3) calendar months** prior to the intended implementation date or the approval deadline for external accreditation, whichever comes first. Every effort will be made to complete the approval process within 60 days of receipt of the application, provided that all information provided is complete, correct, and in compliance with these Guidelines and THECB Rules and Regulations, Chapter 12. However, the guidelines described in Chapter Five for the community and technical colleges also place a 60-day time limitation on the applicant institutions for responding to questions or concerns. Because proprietary institutions must pay an application fee, Coordinating Board staff will extend the 60-day time limit for applications from proprietary institutions when necessary. The three-month requirement is designed to enable staff to provide responsive service and technical assistance to all applicant institutions.

e. All associate degree programs must be implemented within 18 months of the date of the Commissioner’s approval.

3. Pre-Application Site Visits

All institutions seeking degree-granting authority for the first time are subject to a pre-application site visit, at the expense of the applicant institution. During this visit, one or more staff members from the Community and Technical Colleges Division of the Coordinating Board will visit the site of the proposed program after the letter of intent has been received and before the institution submits the formal application. The purpose of the visit is to verify the adequacy and appropriateness of the institution’s administrative services, facilities, student support services including libraries and laboratories, and to assess other factors relevant to the successful operation of the proposed program. Visitors may observe classes, and/or conduct individual or small group interviews with students and teaching faculty at the time of the visit. If the visitors deem it appropriate to do so, additional interviews may be conducted by telephone prior to reporting on site visit findings.

If deficiencies or impediments to the appropriate administration and/or operation of the proposed program are found during the pre-application site visit, the institution must take corrective measures specified by the visiting Coordinating Board staff before proceeding with the application. Upon conclusion of a successful pre-application site visit or upon satisfactory remediation of deficiencies or impediments identified during the site visit, the institution may proceed with the application.

4. Application Materials

Two forms for new degree programs appear at the conclusion of this chapter:
a. Application Cover Page for Proprietary Institutions

b. Statement of Assurances for Proprietary Institutions

These forms must accompany ALL applications for new degree programs. Instructions for completion are included with the forms. The forms may be reproduced from this document or downloaded from the Proprietary Institutions web site as MS-Word documents.

Absolutely no new program can be approved without a Statement of Assurances, signed and dated in ink by the institution’s chief executive officer (CEO) or the CEO’s designee.

The Statement of Assurances includes a line to indicate Governing Board Approval. If the organizational structure of the institution includes a governing board, such approval must be noted for all new applied associate degree programs. If the institution does not have a governing board, the Chief Executive Officer (CEO) may approve the program.

All new program applications must also be accompanied by a check, payable to the Texas Higher Education Coordinating Board, for the appropriate fee(s), enumerated in Section E of this chapter. If the check is sent under separate cover from the application materials, the application cannot be processed for staff review until all necessary fees have been paid in full.

5. Supporting Documentation

In addition to the forms and payment described above, all new program applications from proprietary institutions must include the following elements:

a. Program Summaries (Chapter Five, B, 3b) for proprietary institutions need not include information about existing programs, sources of revenue to cover projected costs, or institutional effectiveness measures. A sample Program Summary in a format appropriate to proprietary institutions appears at the conclusion of this chapter. For additional guidance on writing program summaries, particularly for curricula comprised entirely of ACGM and WECM courses, please refer to examples at the end of Chapter Five.

b. Curriculum Outline, in the format outlined in Chapter Five, B, 3c. Please use the abbreviation INST for institutionally developed courses, i.e., non-ACGM or WECM courses.

c. Course descriptions and proposed syllabi for all INST courses in your curriculum.

d. Secretary’s Commission on Achieving Necessary Skills (SCANS) matrix. For more information, please see Chapter Three, B, 3 and examples at end of Chapter Three.
e. List of membership of the relevant program advisory committee, and minutes of the most recent meeting.

f. Evidence of accreditation by any relevant professional bodies and/or eligibility for graduates to sit for national certification examinations.

g. Complete listing of all proposed program faculty (full and part-time), including degrees held, other licenses or certifications held, a synopsis of relevant work experience, and the courses to which they are eligible to be assigned.

**FIRST TIME APPLICANTS ONLY SHOULD ALSO INCLUDE:**

h. Summary listing of all equipment necessary to support the program, including computer resources (hardware and software) available for student use in classrooms, laboratories and learning resource centers; and

i. Shelf-list of current learning resource holdings, including books, periodicals, videos and computer-based-training software, accompanied by a list of titles budgeted for acquisition prior to program implementation.

Unless otherwise directed by Coordinating Board staff, applications SHOULD NOT include copies of labor market survey instruments or data summaries, proposed catalog copy, testimonial letters or any other documentation not specifically requested in this chapter.

6. **Determination of Program Need**

The Coordinating Board contributes to the effective use of state resources by discouraging program duplication in public institutions. Since proprietary institutions do not receive state funding, each institution must accept responsibility for:

a. identifying its local, regional or national target market area and

b. determining that sufficient employment opportunities will exist for graduates of the proposed program.

Institutions must be able to provide documentary evidence that program need has been thoroughly researched upon request by Coordinating Board staff and/or on-site review teams. For more information, please refer to Chapter Five, B, 4.

Approval of a new applied associate degree programs will not be denied by the Coordinating Board solely on the basis of similar programs being offered by other institutions (public or private) in the same or nearby communities.

7. **Graduate Guarantee**

Participation in the Graduate Guarantee program is evidence of a community or technical college’s commitment to students and a statement of confidence in the quality of its academic and workforce education programs. Proprietary institutions are strongly encouraged to affirm the competencies and skills of graduates in a
manner consistent with the intent of the Coordinating Board’s Graduate Guarantee policy, approved in April 1992.

8. Consultation During Program Development and Application Process

Institutions are strongly encouraged to contact Coordinating Board staff early in the program development process. Consultation and communication with Coordinating Board staff during the application process will help facilitate the review and approval process. Staff are available for telephone, fax or e-mail communication from Austin during the agency’s normal working hours. Staff are also available to travel to institutions for technical assistance, at the expense of the requesting institution.

D. Procedures, Forms and Deadlines for Program Revisions

1. When Are Program Revisions Required

Program revisions are generally minor adjustments or course substitutions to keep pace with changing technology. If the proposed program revisions would substantially change the objectives of the degree program, or require reclassification of the curriculum to a new CIP Code area, a new program application is required.

As described in Section A of this chapter, the conditions under which program revisions may or may not be required for public community and technical colleges, described in Chapter Six, do not pertain to proprietary institutions.

All curriculum changes in degree programs in proprietary institutions must be approved by Coordinating Board staff. Program revisions are also required in order to add certificate exit points and/or Enhanced Skills Certificates to previously approved degree programs.

The following elements do not constitute curriculum changes and need no Coordinating Board approval, but must be reported to Coordinating Board staff, in writing, prior to implementation. No revision fee is required for notification-only changes:

- Changes to previously approved program titles, without any change to curriculum content or sequence;
- Changes to previously approved course titles or numbers, without any change to course contact or credit hours, content or objectives;
- Changes to the delivery method of a course (i.e., from traditional to distance-learning instruction), without any change to course credit, content or objectives.

2. Application Deadlines
The revision application deadline chart (Chapter Six, A, 4) indicates that public community and technical colleges must submit applications for new programs about 3-6 months prior to intended implementation following a semester schedule. Most proprietary institutions do not operate on a semester-based calendar, nor do all institutions operating on quarter-based calendars follow the same schedule. Therefore, program revisions may be submitted for approval at any point throughout the year.

Program revisions must be received by Coordinating Board staff no less than two calendar months prior to the intended implementation date or approval deadline by which the institution requires a response, whichever comes first. Coordinating Board staff will make every effort to process program revisions expeditiously.

3. Revision Materials

Two forms for revisions appear at the conclusion of this chapter:

a. Program Revisions Cover Page for Proprietary Institutions

b. Proprietary Institutions Course Revision Form

These forms must accompany all program revisions. Instructions for completion are included with the forms. The forms may be reproduced from this document or downloaded from the Proprietary Institutions web site as MS-Word documents.

Absolutely no program revision will be approved without the signature, in ink, of the individual authorized to approve curriculum changes for the institution. The signatory individual may be distinct from the individual to be contacted by Coordinating Board staff for questions or supplemental information.

All program revisions must also be accompanied by a check, payable to the Texas Higher Education Coordinating Board, for the appropriate fee(s), enumerated in Section E of this chapter. If the check is sent under separate cover from the application materials, the program revision cannot be processed for staff review until all necessary fees have been paid in full.

4. Supporting Documentation

In addition to the forms and payment described above, program revisions must also include a new curriculum outline for the complete degree program, and course descriptions and proposed syllabi for all institutionally developed (INST) courses.

Unless otherwise directed by Coordinating Board staff, applications should not include copies of advisory committee minutes, labor market survey instruments or data summaries, proposed catalog copy, testimonial letters or any other documentation not specifically requested in this chapter.

5. Consultation During Program Revision Process
Consultation and communication with Coordinating Board staff during the program revision process will help facilitate the review and approval process. Staff are available for telephone, fax or e-mail communication from Austin during the agency’s normal working hours. Staff is also available to travel to institutions for technical assistance, at the expense of the requesting institution.

E. Fees (proprietary program coordination and administration)

The Coordinating Board is authorized to collect fees from institutions to help defray the costs of proprietary program coordination and administration. Fees will be collected for the following Coordinating Board staff actions:

1. Pre-application site visit
   All travel costs for Coordinating Board staff members to be borne by institution being visited (regardless of outcome of visit).

2. Application for new degree program: $1,865 per application
   Fee must be submitted with the application, not with the letter of intent.

3. Revision of existing programs: $100 per program
   Fee must be submitted with the application or revision request.

4. Annual Fee: Not to exceed $1,625 per program per site
   Inquire at the time of application regarding current fee amount.
   Fee is payable upon notice from the Coordinating Board.

5. On-site Review Visit
   Costs of external visiting team members to be borne by institution as elaborated in the guidelines provided in Section G of this chapter.

   Costs of travel for Coordinating Board staff members will be reimbursed to the institution from its annual fees.

F. Data Reporting Requirements

Proprietary institutions are required to report specified data according to procedures established by the Coordinating Board. Annual Reporting Forms and Faculty Rosters are due on or before May 15 of each calendar year. These forms are available for downloading and printing from the Proprietary Institutions web page at, http://www.thecb.state.tx.us/ctc/ip/proprietary/index.htm. Forms are also available on diskette upon request to Coordinating Board staff. Placement data on associate degree programs is provided to the Coordinating Board by the Texas Workforce Commission, as reported annually by all institutions licensed by that agency.
G. On-Site Review of Degree-Granting Proprietary Institutions

All degree-granting proprietary institutions are subject to periodic institutional effectiveness evaluation. In September 1999, an on-site review process for proprietary institutions, parallel to the process employed for public technical and community colleges was implemented. All proprietary institutions granting Coordinating Board authorized applied associate degrees will be visited once every four years.

The Guidelines for On-Site Review of Proprietary Institutions Granting Applied Associates Degrees contain complete and detailed explanation of the on-site review process, including costs and logistical arrangements. The complete Guidelines may be viewed or downloaded from the proprietary institutions web page, http://www.thecb.state.tx.us/ctc/ip/proprietary/index.htm.

A Coordinating Board program officer will serve as Team Leader. The staff member serves both as a resource for other team members, and a site reviewer, and authors the team’s final report. All teams include members from both the proprietary and public sectors. Generally a dean or director of education from another degree-granting proprietary institution reviews institution-wide practices and policies (as measured by Part A of the evaluation instrument which appears below). Technical deans, department heads, and faculty from public sector community and technical colleges and/or degree-granting proprietary institutions evaluate the specific degree program(s) of each institution visited (as measured by Part B). No individual who holds a controlling financial interest in the institution or sits as a voting member on its Board of Directors may serve on a site review team.

On-site review teams generally spend two days (and evenings, where applicable) at the institution, reviewing course syllabi, materials and textbooks; observing classes in session; interviewing students and faculty; and reviewing other documentation necessary to complete their evaluation instruments. Institutions and degree programs are assessed by the following measures and standards. Items marked “Recommended” are not mandatory for all institutions; however, meeting recommended standards is necessary for a program to receive an “Exemplary” rating.

H. Measures and Standards for On-Site Review of Proprietary Institutions Granting Applied Associate Degrees

Part A: Institutional Practices

1. Catalog

The institution has a published catalog, made available to all enrolled students, that includes the following information:

- Mission statement
• Ownership information
• Accreditation information
• Admissions policy
• Requirements for AAS Degree
• Academic policies
• Tuition payment and refund policies
• Placement rates and services available
• Student rights and responsibilities
• Disciplinary policies and appeals process
• Services available on site or via referral (e.g., health care; personal counseling)
• TASP policy
• Course descriptions for all curricular offerings
• Listing of all full-and part-time faculty, including academic credentials (required)
• Listing of all senior administration and professional staff, including academic credentials (recommended)

2. Admissions

The institution has a published admissions policy consistent with its stated mission, which includes but is not limited to, the following components:

• What are the criteria for admission to the degree program?
• How, if at all, will admission to the degree program differ from admission to existing diploma or certificate programs?
• How will readiness for college-level English and mathematics courses be assessed?
• How will readiness for technical instruction be assessed?
• How will transfer credit be assessed and awarded?
• How, if at all, will credit for prior experiential learning be assessed and awarded?
• What proportion of credit hours must be earned at your institution in order for a degree to be awarded?

3. Developmental Education/ Academic Support Services

The institution provides developmental education or learning support services appropriate to the needs of its student population, as determined by entrance examinations or other assessment measures.

4. General Education

a. The institution offers a general education curriculum consistent with Coordinating Board Rules and the GIPWE. Specifically, the general education component must:

• be drawn from the traditional arts and sciences disciplines, rather than from professional or career-related curricula;
• be comprised of at least 15 semester-credit-hours or 20 quarter-credit-hours;

• include at least one course in each of 3 categories: Arts/Humanities, Mathematics/Sciences, and Social/Behavioral Sciences;

• be taught exclusively by faculty who hold a minimum of a Master’s degree, with at least 18 graduate-level semester credit hours in the teaching field;

• be taught at the collegiate level, using textbooks, computer software, and/or other learning resources comparable to those used at public colleges and universities in Texas.

b. The general education curriculum is comprised of courses that complement the students’ career goals, and support the intellectual development necessary for success in their chosen fields.

c. [RECOMMENDED] The general education curriculum is comprised of courses listed in the Academic Course Guide Manual (ACGM), used by Texas public colleges and universities.

5. Learning Resource Center

a. The institution has designated a full-time learning resources administrator, with appropriate academic and professional credentials as specified in 12.42 (7) and 12.50 of the Coordinating Board Rules.

b. The learning resources administrator can provide a current shelf-list of all instructional resources including bound volumes, audio, video, computer software, and subscriptions to periodicals.

c. The learning resources administrator can provide evidence of an acquisitions plan, revised at least bi-annually, in consultation with a professionally trained and degreed librarian.

d. The institution has appropriate and up-to-date instructional resources, equipment and materials to support its educational programs, which are catalogued and accessible for student use.

e. The institution provides access for students to conduct research beyond its own library holdings, via the Internet, online databases, cooperative arrangements with other academic libraries, or other means.

6. Computing Resources

Through the Learning Resource Center, or in a separate location on the institution’s premises, students have open access to computing resources, including but not limited to, the following:
• Internet access
• Word processing (for class assignments)
• Tutorials or self-paced instructional programs for remediation or supplemental learning
• Career-related information
• Preparation for professional licensure or certification examinations

7. Student Services

a. The institution offers student services consistent with its mission, size, and student population. If services such as housing, food service, health care, counseling, student activities, recreational sports/fitness, etc. are available, they are adequately resourced with physical space, operating budgets, and appropriately-credentialed personnel.

b. At a minimum, the institution provides career-related services, including but not limited to career advising, job placement assistance, and preparation for the employment market (e.g., resume writing, interviewing skills). If the term “counselor” or “counseling” is used by the institution to identify or describe its career development services, at least one professional staff member must hold a master’s degree in guidance and/or counseling, or a closely related field.

8. Outcomes Measures

a. The institution can provide documentary evidence that at least 70 percent of degree program graduates are employed in the field for which they were trained (or pursuing additional higher education) within one year of graduation, for the preceding three years.

b. For those occupations where state or national licensure/certification or other credentialing examinations exist, the institution can provide documentary evidence that at least 90 percent of degree program graduates pass OR that the pass rate is no more than 5 percent below the state or national average for the preceding three years.

c. The institution can provide documentary evidence of its TASP policy and evidence that all degree recipients have passed TASP or a recognized equivalent examination.

Part B: Degree Programs

(Complete for each applied associate degree program offered.)

1. Curriculum Organization and Content

a. The degree program is organized according to the specifications in the GIPWE regarding credit-hour assignments, inclusion of math, computer and
communication competencies (either in general education or technical component) and incorporation of SCANS skills.

b. The curriculum includes at least one of the following elements to verify workplace competencies (as described in the *GIPWE*):

- capstone experience
- eligibility for a credentialing exam
- an external learning experience

c. The curriculum follows a logical sequence and reflects the state-of-the-art for its occupational field.

d. [RECOMMENDED] The curriculum is comprised, to the extent possible, of *Workforce Education Course Manual (WECM)* courses.

2. **Instructional Practices**

a. Instructors in all courses provide syllabi that identify course objectives, content, skills to be mastered, expectations for student and instructor conduct, grading criteria, assignments, and assessment measures.

b. Instructional techniques, student assignments and learning activities are appropriate to the level of instruction, and provide sufficient opportunities for students to develop analytical and critical thinking skills at the collegiate level.

3. **Faculty Qualifications**

a. All full and part-time technical instructors meet Coordinating Board standards for academic credentials.

b. [RECOMMENDED] Percentage of technical program faculty who exceed Coordinating Board standards for academic credentials:

c. [RECOMMENDED] Evidence exists that the institution provides instructional faculty with at least one in-service or professional development opportunity annually, on topics such as curriculum design, instructional methodology, assessment techniques, or student development.

4. **Advisory Committees**

Evidence exists that the institution has an active advisory committee, comprised according to Coordinating Board Rules, which has met at least once per year for the preceding three years.

5. **Links to industry and or professional practice**

a. Evidence exists that students in the degree program have opportunities
acquire hands-on experience in their intended occupational fields, through internships or workplace simulations, as appropriate.

b. If the program requires an internship or clinical practicum experience, sufficient relationships exist with external sites that all students are guaranteed the opportunity to participate.

c. Evidence exists that employers (and internship sites) are surveyed regarding satisfaction with the skills and knowledge of graduates (or interns), and that such feedback is used to update curriculum and instructional practice as appropriate.

d. [RECOMMENDED] Students are encouraged to participate in relevant pre-professional associations.

Each applied associate degree program receives one of the following status recommendations.

**EP Exemplary Program.** Program meets all (including “recommended”) and exceeds most standards and is considered a model program. All team members must agree on EP status.

**CO Continue the Program.** Program meets all standards.

**CI Continue the Program with Improvement.** Some standards are not met. Progress toward standards must be made to bring the program into compliance. The institution must file an action plan with the Texas Higher Education Coordinating Board within a time frame specified by Coordinating Board staff.

**CR Continue the Program with Revision.** Some standards, including those for curricular content and organization, are not met. Progress toward standards must be made to bring the program into compliance. The institution must file an action plan along with a formal program revision application, with the Texas Higher Education Coordinating Board within a time frame specified by Coordinating Board staff.
I. Forms for use by Proprietary Institutions
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Texas Higher Education Coordinating Board

Application For Approval Of New Workforce Education Programs
For Proprietary Institutions

Please Type All Information

1. INSTITUTION CODE

2. PROPOSED PROGRAM TITLE

3. DATE OF APPROVAL BY INSTITUTION’S BOARD OF DIRECTORS

4. PROPOSED IMPLEMENTATION DATE FOR NEW PROGRAM

5. PROPOSED DEGREE TITLE

   ASSOCIATE OF APPLIED SCIENCE
   ASSOCIATE OF APPLIED ARTS

   You may leave the CIP code line blank if you wish. The Coordinating Board assigns the final CIP code classification.

6. CIP CODE
   PROGRAM LENGTH
   QUARTERS
   SEMESTERS
   MAX CONTACT HOURS
   MAX CREDIT HOURS

7. DOES THE PROPOSED PROGRAM COMPLY WITH THE REQUIREMENTS OF THE WORKFORCE EDUCATION COURSE MANUAL (WECM)? Proprietary Institutions are encouraged but not required to structure programs according to the WECM.
   YES  NO

AUTHORIZED SCHOOL OFFICIALS:

Authorized Official Name & Title    Signature     Date

Program Contact Name & Title    Telephone    Fax    Email

FOR ASSISTANCE, CONTACT THE COORDINATING BOARD AT (512) 427-6315 OR VIA FAX AT (512) 427-6444

FOR COORDINATING BOARD USE ONLY

Staff review by

Approved  Does Not Meet Guidelines

THECB Action Date

THECB Rev.2/2001
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Texas Higher Education Coordinating Board
Application for a New Workforce Education Program

Statement Of Assurances  (Proprietary Institutions)

Institution: ____________________________________  FICE Code: ________________________

Program Name: ________________________________  Proposed CIP Code: ______

In submitting this application for a new applied associate degree program, I certify that all of the
following criteria have been met AND that the proposed program satisfies all applicable requirements
contained in the Guidelines for Instructional Programs in Workforce Education and Chapter 12,
Coordinating Board Rules.

☐ The institution has documented need for the proposed program based on national, regional and/or local
economic forecasts applicable to its target market area.

☐ The institution has also identified sufficient employment opportunities within its target market area for the
projected number of graduates, taking into consideration the numbers of graduates of similar programs (if any)
within its target market area.

☐ Instruction in basic workforce skills has been integrated into the curriculum for the proposed program.

☐ Each program award offers at least one of the following: a capstone, an external learning experience, or
eligibility to sit for a certification or licensure examination.

☐ All course and program prerequisites are identified on the proposed curriculum outline and included in the
credit/contact hour totals for the program.

☐ An enrollment management plan for the program is in place.

☐ (Check only if applicable) The program satisfies all requirements of relevant licensing authorities.

Name of authority __________________________________________________________
(e.g., FAA; FCC; Board of Nurse Examiners; Court Reporter Certification Board)

☐ An advisory committee composed of representatives from business and industry, in accordance with
Coordinating Board Rules, has been directly involved in the creation of this program.

☐ Adequate funding is available to cover all program costs for the first 3 years.

☐ The institution is in good standing with its accreditor and the Texas Workforce Commission.

☐ The institution is not currently a defendant in a legal proceeding or has notified the Board according to the
provisions of Coordinating Board Rules, Chapter 12.

☐ Written notice of this application has been sent to the appropriate Higher Education Regional Council(s).

__________________________________________  ________________________________
Signature of Institution CEO or CEO’s Designee  Date

Governing Board Approval Required    ___ Yes*    ___ No

*(if checked)  Governing Board Approval Date ________________________________

THECB Rev. 2/2001
Program Summary Example

INSTITUTION: PRIVATE CAREER COLLEGE
Technopolis, Texas

PROPOSED AWARD: AAS in Computer Network Systems Technology (11.0501)

CURRICULUM QUALITY:

Program Objectives: This program is designed to prepare students for entry-level employment as network administrators, network systems engineers, or similar positions. The emphasis of the program is to develop skills in network design, implementation and maintenance, including specialized courses in specific vendor applications.

Curriculum: This program would consist of 108 quarter credit hours (QCH) including 24 QCH of general education and 84 QCH of courses in the major. The general education curriculum would consist of two courses in English composition, and one course each in college algebra, general psychology, public speaking, and elementary physics. Each of the 4 QCH courses would each be equivalent to a 3 SCH course listed in the Academic Course Guide Manual (ACGM). Technical courses would include topics such as introduction to computers; networking technologies; network service and support; networking with TCP/IP; and vendor-specific applications, including Novell, Microsoft Windows NT and Cisco Internet Router. The topics and processes covered in the proposed curriculum can all be found in WECM courses. However, the total contact time devoted to each topic and division of lecture and laboratory hours would differ from published WECM descriptions. Therefore, institutional course numbers and titles would be employed. Students who successfully complete the degree program would be eligible for certain vendor-specific certification examinations, including A+, MCSE and CNA. The capstone of the degree program would be a 4 QCH practicum.

PROGRAM DEMAND:

Occupational Need: Career Development Resources (CDR) formerly known as SOICC has identified Computer Networking Technician as an emerging/evolving occupation, and Network Administration is on the Technopolis Workforce Development Board list of Hot Careers. On the advice of its advisory committee, Private Career College has also conducted a survey of local employers, which further supports the continuing need for network administrators and technicians in the Technopolis metropolitan area.

Expected Enrollment: The initial projected enrollment for the program is about 75 students in the first year, increasing to 125 students annually over the following three years. The projected annual graduation rate is approximately 65 percent.

PROGRAM SUPPORT:

Faculty: Private Career College plans to hire one new full-time faculty director of the new degree program. Additional full and part-time faculty would be added as demanded by enrollment growth and/or subject matter expertise. General education courses would be offered by a combination of existing full and part-time faculty and new faculty, as needed.

Facilities and Equipment: The campus of Private Career College is located in a business park on 8,000 square feet. To support the proposed program, the institution has expanded and reconfigured its existing classrooms and computer laboratories to accommodate the proposed program. New equipment, including computer systems, network hubs, patch panels, printers and computer peripherals will be purchased for instructional use.

Total New Costs. Total new costs for the first three years of operation of the proposed degree program are projected to be $1,650,00, including facilities, equipment, library resources, software site licenses, instructor salaries, and budgeted share of administrative overhead.
TEXAS HIGHER EDUCATION COORDINATING BOARD

Program Revision Cover Page

<table>
<thead>
<tr>
<th>Action</th>
<th>Awd Type</th>
<th>AWARDS TO BE REVISED</th>
<th>CIP Code</th>
<th>Length (# and unit – Sem., Qtr.)</th>
<th>Max Contact Hrs</th>
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NEW EXIT POINTS ONLY

| Action | Award Title | _______ Current: _____________________________ | _______ |
|--------|-------------|-----------------------------------------------|_________|
| ______ | _______    | Proposed: ________________________________ | _______ |

Action Code: A (Add,) RV (Revise), CL (Close)

Award Type: AAS (degree), C1 (Level 1 Certificate), C2 (Level 2 Certificate), ESC (Enhanced Skills Certificate)

Authorized Official Name & Title (Please Print) ___________________________ Signature ___________________________ Date ____________

Contact Person Name & Title (Please Print) ___________________________ Telephone ___________________________ FAX ___________________________ E-mail ___________________________

FOR COORDINATING BOARD USE ONLY

G Approved G Does Not Meet Guidelines ___________________________ THECB Action Date ___________________________

Instructions for use are on reverse side.

THECB Rev. 2/2001

Instructions for Program Revision Cover Page
Institution: Enter name of institution and its six-digit FICE code.

Program: Enter name of program as it appears on current THECB program inventory. Also enter the Program CIP.

Effective date: Provide the effective date as indicated below. (This date applies to ALL awards on this form.)

To Add or Revise an award:
Indicate the date when the changes will be implemented.

To Close an award:
Indicate the date when the action will begin. Please also note the date by which the last graduates must have completed the degree program.

Action code: Provide action code for each award.
A = Add an award
RV = Revise the award title and/or curriculum
CL = Close the award

Award type: Provide award code for each award.
AAS = degree (60 - 72 SCH)
C1 = certificate level one (15-42 SCH)
C2 = certificate level two (43-54 SCH)
ESC = Tech-Prep enhanced skills certificate (6-15 SCH)

Note: Level 1 and 2 certificates only require Coordinating Board approval if being added as an exit point from an existing degree program.

Current and proposed awards: Provide information for current and proposed awards including award title, CIP code, award length (number of semesters or quarters), maximum contact hours, and maximum credit hours.

College information: Provide authorized signature of institutional official and appropriate contact information.

PLEASE COMPLETE A SEPARATE COVER PAGE FOR EACH PROGRAM TO BE REVISED. THIS FORM MUST BE ACCOMPANIED BY A CHECK TO COVER THE REVISION FEE OF $100 PER DEGREE PROGRAM. PLEASE MAIL THIS FORM TO:

PROPRIETARY PROGRAMS
TEXAS HIGHER EDUCATION COORDINATING BOARD
1200 EAST ANDERSON LANE
AUSTIN TX  78752
### TEXAS HIGHER EDUCATION COORDINATING BOARD

#### Proprietary Institutions Course Revision Form

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<th>COURSE TITLE</th>
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<th>CONTACT HOURS</th>
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**UPDATE CODE:** A = add; E = expire  
**SHADE AREAS FOR CB USE ONLY.**

*Course Types:*
- ACGM – Course meets all specifications listed in the Academic Course Guide Manual
- WECM – Course meets all specifications listed in the Workforce Education Course Manual.
- INST – Course was designed by institution.

**Instructions for use are on reverse side.**
Instructions for Use of Proprietary Institutions Course Revision Form

For all types of action, provide the FICE Code and the Institution Name.

To add a new course to the inventory:

1. Provide the subject prefix, course number, and course title, and course type for the course you wish to add on a line coded “A.”

2. Course type – Indicate whether the course is from the ACGM (general education), WECM (technical education) or has been designed by the institution (INST). Proprietary Institutions are not obligated to use ACGM or WECM courses, but if they choose to do so, course content, learning objectives and total contact hours must be identical to published descriptions.

3. Indicate the number of hours of instruction per week that are lecture (lec), laboratory (lab), or external learning experiences (ext), such as co-op, internship, clinical, or practicum.

4. Provide the total number of contact hours and credit hours in the course.

5. Indicate the effective date of the new course.

6. Repeat the process for any other courses to be added.

To expire a course from the inventory:

1. Provide the subject prefix, course number, course title, and course type for the course you wish to expire on a line coded “E.”

2. Indicate the expiration date of the course.

3. Repeat the process for any other courses to be expired.

To modify/revise an existing course:

1. Any change in an existing course requires that the existing course be EXPired from your inventory on a line coded “E” and subsequently ADDED back with the desired changes on a line coded “A.”
   * Follow steps 1 and 2 under A to expire a course from the inventory, supplying the current course information.
   * Directly beneath the expiration line, follow steps 1 through 5 under A to add a new course to the inventory and add the course information for the revised course.

2. Repeat the process for any additional courses to be revised.

Note: This form must be accompanied by a new curriculum outline for the complete degree program. Course descriptions must also be provided for all institutionally developed (INST) courses.
Chapter Eight
Evaluation of Institutional Effectiveness

Chapter Eight, Institutional Effectiveness, has been temporarily removed from the manual. In meetings with the Texas Association of Community Colleges (TACC) and the Coordinating Board’s Advisory Committee on Program Quality and Standards, the Commissioner and the Staff have agreed to move away from the Institutional Effectiveness comprehensive site visit. The staff and the advisory committee are currently working on a desk audit and a more limited site visit process. Chapter Eight will be developed and added to the electronic version of these Guidelines.
G L O S S A R Y

1+1 program. An articulated, competency-based workforce education program offered by community and technical colleges where the first year of academic and technical study is offered by one institution, and the second year is offered by a second participating institution that offers the applied associate degree.

2+2 program. An articulated, competency-based workforce education program that links the last two years of secondary education with the first two years of higher education to create a four-year academic and technical curriculum. These 2+2 programs do not necessarily meet all the requirements of a Tech-Prep program.

2+2+2 program. An articulated, competency-based workforce education program that links a 2+2 program to the last two years of higher education and that results in a baccalaureate degree. These 2+2+2 programs do not necessarily meet all the requirements of a Tech-Prep program.

AAA. See Associate of applied arts degree program.

AAS. See Associate of applied science degree program.

AOS. See Associate of occupational studies degree program.

Academic associate degree. A type of degree program leading to the associate in arts (AA) or associate in science (AS) degree and intended to transfer to a four-year college or university.

Academic year. A 12-month period, which may vary from institution to institution, but generally begins on September 1 and ends on August 31 for state reporting purposes.

Accreditation. A process signifying that an institution has a purpose appropriate to higher education, and resources, programs, and services sufficient to accomplish its purpose on a continuing basis. Colleges in Texas should refer to the Criteria for Accreditation in the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

Adult Vocational Guidelines and Common Course Manual (CCM). The term “adult vocational” was replaced with the term “continuing education.” The Adult Vocational Guidelines and Common Course Manual (March 1994 edition) was replaced by the Workforce Education Course Manual.
**Advanced placement.** Any agreement or plan between educational institutions, or any other method of recognizing student achievement, that enables students to receive credit for and/or bypass courses in a higher education program.

**Advanced skills certificate.** See *Enhanced skills certificate* and *Advanced technical certificate*.

**Advanced technical certificate.** A certificate that has a specific associate or baccalaureate degree (or, in some circumstances, junior-level standing in a baccalaureate degree program) as prerequisite for admission. It must consist of at least 16 and no more that 50 SCH. It must be focused, clearly related to the prerequisite degree, and justifiable to meet industry or external agency requirements.

**Advisory committee.** A group of business or industry representatives whose purpose is to advise the college on the needs for a particular program. The committee advises on matters of curriculum, instructor qualifications, and equipment and facility requirements needed to assure that graduates will have appropriate skills for employment in the business or industry upon graduation.

**Affiliation agreement.** Documentation between a college and business/industry affiliate defining an educational partnership, and specifying conditions, roles, and time lines.

**Annual Data Profile.** A report (data profile) prepared by the Coordinating Board staff from college-generated data and program information to be used by the colleges to conduct institutional effectiveness self-assessments and institutional plans for new program review and program revisions. The ADP summarizes annual progress by each college toward meeting state-level goals.

**Applied associate degree.** A type of degree program designed to lead the individual directly to employment in a specific career. Refers to the associate of applied arts, associate of applied science and the associate of occupational studies degrees. The term “applied” in an associate degree name is the distinguishing characteristic of the technical nature of the college work. See *Associate of Applied Arts*, *Associate of Applied Science*, and *Associate of Occupational Studies*.

**Apprenticeship training program.** A program, registered with the U.S. Department of Labor or the state apprenticeship agency in accordance with the National Apprenticeship Act (29 U.S.C. 50), that is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and that contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices. These programs must be certified by the Bureau of Apprenticeship and Training (BAT) of the U.S. Department of Labor. Please
refer to these *Guidelines*, Chapter Three, for further information on apprenticeship programs.

**Articulation.** A planned process linking educational institutions and experiences to assist students in making a smooth transition from one level of education to another without experiencing delays or duplication in learning. Examples of articulation include: advanced placement, 2+2 programs, 2+2+2 programs, and Tech-Prep associate of applied science degree programs.

**Articulation agreement.** A commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement. Such an agreement might be signed between two institutions, such as high schools and colleges or between two-year and four-year institutions to promote the transfer and success of students.

**Assessment (of students).** All colleges must have policies and procedures for the proper assessment of students in basic skills of reading, writing, and math to ensure proper advising and course placement. A college may use an assessment instrument of its choice (e.g., ASSET, MAPS, Pre-TASP) and determine its own cut scores for purposes of course placement. National studies have shown that proper assessment and course placement help promote student success, satisfaction, and retention.

**Associate of applied arts (AAA) degree program.** A program of study designed for immediate employment and/or career advancement that emphasizes the application of artistic principles and the humanities through an orderly, identifiable sequence of courses. The degree program is composed of technical courses, general education courses, related instruction courses, and, as appropriate, elective courses to prepare students for employment in the performing arts.

**Associate of applied science (AAS) degree program.** A program of study designed for immediate employment and/or career advancement, that is composed of an orderly, identifiable sequence of courses designed to meet specific occupational competencies and outcomes. The degree program is composed of technical courses, general education courses, related instruction, and, as appropriate, elective courses to prepare students for employment as technicians or professionals.

**Associate of occupational studies (AOS) degree program.** A program of study originally approved by the Texas Education Agency for proprietary institutions. Authority over these programs was transferred to the Coordinating Board in 1993. No new AOS degree programs will be considered by the Coordinating Board.

**Automated Student and Adult Learner Follow-Up System (ASALFS).** An automated process that uses employment and education databases to track program completers,
verifying their status in terms of employment or further education. The follow-up system is conducted by Career Development Resources (CDR), formerly known as Texas State Occupational Information Coordinating Committee (SOICC).

**BAT.** An acronym for the Bureau of Apprenticeship Training of the U.S. Department of Labor. For further information on apprenticeship programs, refer to these *Guidelines*, Chapter Three.

**Capstone experience.** A learning experience that results in consolidation and synthesis of program competencies. (See Chapter Three, B,7).

**Career cluster.** A group of related awards or exit options (degrees or certificates) identified by a 4-digit CIP code. Refer to Chapter Three of these *Guidelines* for the proper groupings of workforce education program awards.

**Career development personnel.** Professional staff members who are employed in the delivery of career development services, which include information and planning, placement, counseling, and guidance as well as testing and assessment.

**Career Development Resources (CDR)** (formerly Texas State Occupational Information Coordinating Committee). This committee is charged with the development of the Statewide Career Occupational Information Data Base and Career Guidance System, which helps to determine employment trends, educational requirements for employment, and locations for employment education.

**Career guidance and counseling.** Student services which allow students to evaluate and adjust career plans based upon information on employers, occupations, wages, job openings, skill qualifications, and education and training options.

**CBM reports.** Coordinating Board Management reports required from higher education institutions as condition of eligibility to receive appropriations made by the Texas Legislature (i.e., CBM001 (Student Report), CBM002 (TASP Report), CBM004 (Class Report), etc.).

**Census date.** The official date by which public community and technical colleges must report enrollment data to the Coordinating Board for state reimbursement.

**CERT1. Level One Certificate.** A program of study that consists of at least 15 and no more than 42 semester credit hours. Students in Level I certificate programs are TASP-waived, although all certificate programs must provide for local assessment and remediation of students. Level I Certificates are to be reported on CBM009 (Graduate/Completer Report).
CERT2. **Level Two Certificate.** A program of study that consists of at least 43 and no more than 59 semester credit hours. Level 2 Certificates are to be reported on CBM009 (Graduate/Completer Report).

CERT3. **An enhanced skills certificate associated with an AAS or AAA degree program.** A program of study that may be Tech Prep or non-Tech-Prep and consists of at least six and no more than 15 semester credit hours. Level 3 Certificates are to be reported on CBM009 (Graduate/Completer Report).

**Certificate program.** A technical program designed for entry-level employment or for upgrading skills and knowledge within an occupation. Certificate programs serve as building blocks and exit points within AAS degree programs. Post AAS certificates are also available. This award is approved by the Coordinating Board at one of four levels, appears on the *Workforce Education Program Clearinghouse Inventory,* and is subject to the Coordinating Board program evaluation process. Refer to (Chapter Three) of these *Guidelines* for further information.

**Certification/licensure/registration.** A process sponsored by an agency or association, and designed by educators in cooperation with business, industry, and/or labor, that validates and/or certifies the skills and learning experiences of a candidate and enters the name of the successful candidate on a registry.

**CIP code.** The Classification of Instructional Programs (CIP) is a federal taxonomy developed by the U.S. Department of Education and used throughout the nation by government agencies and professional associations to establish standard terminology and record-keeping for higher education programs.

**Clinical education.** A type of external learning experience whereby the student receives instruction at a sponsoring health professions setting. Clinical practice is supervised by qualified faculty members employed by the educational institution sponsoring the program or by preceptors employed by the clinical site. Please refer to Chapter Three of these *Guidelines* for further information.

**Commission on Colleges.** The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) is the recognized regional accrediting body in the 11 U.S. Southern states, including Texas.

**Competency profile.** A list of skills and abilities defined and validated by business/industry as necessary to perform tasks related to a particular occupation or cluster of occupations.
Completer. A student who completes a Coordinating Board-approved associate degree or certificate program.

Concurrent course credit (dual credit). A system whereby a student takes a course at one institution and receives credit for the course at more than one institution. See THECB Rules and Regulations, Chapter 9, Subchapter H for more details.

Concurrent enrollment (dual enrollment). Enrollment by a student in two different institutions simultaneously. Tech-Prep programs do not require that students be concurrently enrolled.

Contact/clock hour. The basic instructional unit for funding purposes. A time unit of instruction consisting of 60 minutes, of which 50 minutes must be direct instruction.

Continuing education course. A Coordinating Board-approved higher education technical course offered for continuing education units and conducted in a competency-based format. Such a course provides a quick and flexible response to business, industry, and student needs for intensive preparatory, supplemental or upgrade training and education and has specific occupational and/or apprenticeship training objectives.

Continuing Education Unit (CEU). Basic unit for continuing education courses. One continuing education unit (CEU) is 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Contract instruction. The delivery of a course or courses to meet the needs of a contracting entity, which may be a business, industry, or external agency. For current Coordinating Board policies on contract instruction, refer to Chapter 9 of the Texas Higher Education Coordinating Board Rules and Regulations.

Co-operative education. A type of external learning experience where students receive both lecture instruction and practical experience at a worksite. See Chapter Three of these Guidelines for further information.

Coordinating Board. A reference to the Texas Higher Education Coordinating Board (THECB). The Coordinating Board was created by the Texas Legislature in 1965 as “the highest authority of the state in matters of public higher education.” The Board is made up of 18 members appointed from across the state by the Governor for six-year terms.

Coordinating Board staff. Professionals employed by the Coordinating Board to implement its policies.
**Correctional institution.** Any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement of criminal offenders.

**Course inventory.** A list of approved WECM Local Need courses for each college is the college-specific course inventory. The WECM itself is the course inventory available to all colleges.

**Credit in escrow.** A condition whereby a student receives dual credit for a course taken at one institution after the student enrolls in the second institution. Concurrent course credit may not be held in escrow.

**Criteria for Accreditation of the Commission on Colleges.** A document published by the Commission on Colleges for the Southern Association of Colleges and Schools. It consists of statements of performance requirements and advisory suggestions.

**Developmental courses.** Courses designated as remedial or compensatory to help students develop basic skills. Developmental courses approved for state funding are listed in the *Lower Division Academic Course Guide Manual (ACGM)*.

**Direct non-instructional student services.** Services that are not instructional in nature, such as childcare, transportation, and workstudy. This excludes guidance and counseling services.

**Dual credit.** See *Concurrent course credit*.

**Dual enrollment.** See *Concurrent enrollment*.

**Enhanced skills certificate.** (Formerly called Advanced skills certificate.) A certificate consisting of at least six and no more than 15 semester credit hours and attached to an applied associate degree program award providing the student with enhanced skills.

**Exit points.** Specified points in the sequence of courses in an associate degree program at which a student may exit the program, receive a certificate, and possesses the competencies required for employment in an identified occupation.

**External learning experiences.** Competency-based learning experiences, paid or unpaid, that supplement lectures and laboratory instruction and that are offered in business and industry (examples: co-operative education, clinical experience, practicum or, internship, or apprenticeship). Refer to Chapter Three of these *Guidelines* for further information.
**Gender equity.** The goal of increasing the proportion of either gender in programs or occupations that are under represented by that gender.

**General education.** Academic course work designed to give students a broad general background in selected disciplines. SACs requires that all “undergraduate programs must contain a basic core of general education courses. A minimum of 15 semester hours for associate programs…are required for degree completion. The core must include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.” Refer to Chapter Three of these *Guidelines* for further information.

**Graduate.** A student who completes a Coordinating Board-approved associate degree or certificate program.

**Graduate guarantee.** College certification of student competencies as defined by the Program Competency Profile. A college Graduate Guarantee policy allows graduates who are judged by an employer to be lacking in technical job skills identified as exit competencies for their specific degree or certificate program to return to the college for up to nine tuition-free hours of education.

**HEGIS code.** An acronym for Higher Education General Information Survey. HEGIS codes have been used in the past to categorize technical programs. The HEGIS codes are currently being phased out and will be replaced by CIP codes for purposes of reporting and funding.

**Higher Education Regional Council (HERC).** A group composed of representatives from all public higher educational institutions that exist within regional areas of the state. Its purpose is to coordinate planning among institutions by reviewing and recommending to the Coordinating Board institutional plans for out-of-district or distance education offerings.

**Incarcerated student.** Any student in a correctional institution, including prisons, jails, reformatories, work farms, detention centers, halfway houses, community-based rehabilitation centers, and other institutions designed for the confinement or rehabilitation of criminal offenders.

**Institutional award.** A course or series of courses not part of the Coordinating Board-maintained Program Inventory that represents achievement of an identifiable skill proficiency or meets a student’s self-defined educational objective.
**Institutional effectiveness.** The aim of a comprehensive statewide evaluation process that takes into account the resources, processes, and results of an educational institution and its programs and services.

**Internship.** A supervised, external learning experience for students in non-health professions programs. Students may be paid or unpaid. Refer to Chapter Three of these Guidelines for more information.

**Labor market information.** Documentation pertinent to local, regional, state, and/or national workforce demand for the program, i.e. targeted occupations identified by an appropriate state agency or committee.

**Letter of intent.** A written declaration of intent to offer a new program submitted to the Coordinating Board and the Higher Education Regional Council at least 30 days, but not more than 180 days prior to submitting a formal application for program approval that indicates the program under development and the expected date of formal submission. (See Chapter Five of these Guidelines for details).

**Level One certificate.** See CERT1.

**Level Two certificate.** See CERT2.

**Level Three certificate.** See CERT3.

**Licensing.** Legal authorization to practice in an occupational field, granted by a state agency after passage of a formal examination.

**Local workforce development board.** Mechanism authorized by the Texas Legislature and used by a local governmental or economic development body to determine the workforce development needs of the area.

**Marketable Skills Achievement Award.** May be a credit program of 9-14 SCH or a workforce continuing education program of 144-359 contact hours. These awards meet the minimum standard for program length specified in the federal Workforce Investment Act (WIA) but are too short to qualify as certificate programs on the Coordinating Board program inventory. For specific guidelines, see Chapter Three.

**Non-credit courses.** Courses that result in the award of continuing education units (CEUs) as specified by SACS criteria. Only courses that result in the award of CEU may be submitted for state funding.
**Occupational competency.** A demonstrated competency as a result of instruction emphasizing the development and demonstration of occupational skills and/or related information.

**Occupational employment statistics (OES) codes.** Five-digit identifiers for approximately 700 occupational clusters that comprise a coding system designed by the U.S. Bureau of Labor Statistics. These codes are used by the Texas Workforce Commission to generate occupational projections and expected industry staffing patterns for Texas.

**OES codes.** See *Occupational employment statistics codes*.

**Options.** Different associate degrees in the same CIP code (See Chapter Three).

**Out-of-district course.** A course offered by a community college at any location outside the boundaries of its district and subject to prior approval by the appropriate Higher Education Regional Council and the Texas Higher Education Coordinating Board.

**Portfolio.** A collection or verification of student work (products, papers, videos, assessments, etc.) demonstrating student competencies or skills.

**Practicum.** A type of external learning experience whereby students receive practical experiences in the workplace. Refer to Chapter Three of these *Guidelines* for further information.

**Prerequisite.** A course or competency required prior to entering a program or a course.

**Program.** An organized unit of instruction directly related to the acquisition and/or upgrading of technical skills and for which a Coordinating Board-approved certificate or an applied associate degree is awarded. Programs are defined either at the four- or six-digit CIP code level. Refer to Chapter Three of these *Guidelines* for further information.

**Program closure.** The process whereby a program is officially discontinued and removed from the program inventory either voluntarily by the institution or by the Coordinating Board through the sunset review process.

**Program competencies profile.** A matrix or checklist of competencies matched against learning modules or courses in which the competencies will be developed.

**Program deactivation.** The process whereby an institution suspends all new student enrollments for a maximum of three years to assess program vitality and make revisions.
without loss of eligibility for state funding or dropping the program and its courses from the program/course inventory.

**Program linkage.** Agreements between community and/or technical college programs and other educational institutions to facilitate transfer of courses or course credits and promote a seamless educational pathway.

**Program reactivation.** A formal process to reinstate a program that has been deactivated within the previous three years.

**Program revision.** The process whereby an institution requests a change to an existing approved program.

**Program summary.** A short (1-2 page) description of a new program written by the college and included in the new program application. It includes the program description, program need and potential, and program resources. (See examples in Chapter Five).

**Proprietary institution.** A nonpublic postsecondary educational institution, offering applied associate degree programs under the authority of Chapter 12 of Coordinating Board rules. May also be known as a private career college.

**Remediation.** An activity designed to teach basic competencies in such areas as reading, writing, oral communication and mathematics. See *Developmental courses*.

**SCANS skills.** Skills identified by the Secretary’s Commission on Achieving Necessary Skills as needed by American workers entry-level employment. For further information, refer to Chapter Three of these *Guidelines*.

**Semester credit-to-contact-hour ratio.** The ratio of semester or quarter credit hours to contact hours. Refer to Chapter Three of these *Guidelines* for further information.

**Sequencing of courses.** The placement and order in which courses are offered within a curriculum plan and in which students are expected to progress.

**Skill standard.** A standard that specifies the level of knowledge and competence required to successfully perform work-related functions within an occupational cluster. See Chapter Four for details.

**SOICC.** See *Career Development Resources* (CDR).
Southern Association of Colleges and Schools (SACS). A regional agency that sets standards for colleges and schools desiring accreditation. See Commission on Colleges.

Specialization. Concentrations within certificate or applied associate degree programs that reflect the training required for specific occupations within a broad career field and result in the same award. Specializations must share a common core of courses (e.g., AAS in Office Administration with options in Executive, Medical, Legal and Bilingual Secretarial). Refer to (Chapter Three, A, 2) of these Guidelines for further information.

Start-up costs. An estimate of the initial five years of resources needed by an educational institution to begin a new program, including personnel, facilities, equipment and operating expenses.

Student follow-up. See Automated Student and Adult Learner Follow-up System.

Successful student outcomes. Measures of institutional effectiveness established by the Coordinating Board's requirements for follow-up data. Each program is required to produce a minimum of 15 completers within three years and account for 85 percent of completers in employment, further education, or military service.

Sunset review. A formal evaluation process through which programs are reviewed for up to three years by the Coordinating Board for possible closure. Sunset review differs from program deactivation in that the college may continue to enroll new students in the program.

Targeted occupations. Occupations for which a workforce demand exists as identified by regional labor market information or local workforce development boards.

TASP. See Texas Academic Skills Program.

TASP-waived. Refers to certificate programs that are not subject to the requirements of TEC 51.036 (TASP law)

TEA. Acronym for the Texas Education Agency.

Texas Academic Skills Program (TASP). A program that includes an examination to assess each student's reading, writing and mathematical skills to determine whether the student is prepared to successfully complete college-level course work. The program also requires all institutions to provide developmental courses to prepare students to complete such course work.
Texas Common Course Numbering System (TCCNS). A common system of four-letter prefixes and four-digit numbers for freshman-level and sophomore-level academic courses offered in Texas institutions. The system has been voluntarily implemented across the state of Texas in an effort by institutions to facilitate the successful transfer of courses taken by students from one institution to another.

Texas Education Agency (TEA). A state agency responsible for the public education system under the direction of the State Board of Education.

Texas Education Code (TEC). Statutes of the State of Texas dealing with education. In general, the statutes dealing with higher education are within Title III of the code.

Texas Higher Education Coordinating Board Rules and Regulations. The policies and procedures which regulate the operation of public higher education institutions within the state of Texas. These rules and regulations may be accessed electronically via the Coordinating Board’s Web site.

Texas Higher Education Coordinating Board (THECB). See Coordinating Board.

Texas Workforce Commission. The agency established by the Texas Legislature to address welfare reform and workforce development program consolidation. The agency is headed by three commissioners, appointed by the Governor, and representing the interests of labor, employers and the public.

Workforce continuing education course. See Continuing education course.

Workforce Education Course Manual (WECM). The Coordinating Board’s official manual containing the statewide inventory of workforce education courses, a generic catalog of all course descriptions, and learning outcomes used by community and technical colleges to develop workforce education programs.

Workforce demand. The documented need for a program to provide education and training for specific businesses and industries.

Workforce basic skills. See SCANS skills.
## URL Web Site Addresses

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The following list has been compiled by Community and Technical Colleges Division staff for the convenience of the readers of the *Guidelines for Instructional Programs in Workforce Education (GIPWE)*. All URL addresses were correct at the time of publication. Except for the community and technical college information on the Coordinating Board’s web site, the Community and Technical Colleges Division staff takes no responsibility for changes made by the owners of these web sites. Any oversights or inaccuracies are unintentional.

A. Coordinating Board Information

Texas Higher Education Coordinating Board Main Website
http://www.thecb.state.tx.us/

Texas Higher Education Coordinating Board Rules and Regulations
http://www.thecb.state.tx.us/about/

B. Federal Government Agencies (General Information)

Centers for Disease Control and Prevention (CDC)
http://www.cdc.gov/nchs/default.htm

Integrated Postsecondary Education Data System (IPEDS)
http://nces.ed.gov/ipeds/index.html

National Archives and Records Administration (Federal Register)
http://www.nara.gov/fedreg

National Center for Education Statistics (NCES)
http://www.nces.ed.gov

NCES Fast Facts
http://nces.ed.gov/fastfacts/index.asp

Occupational Information Network (O-NET)

Secretary’s Commission on Achieving Necessary Skills (SCANS)
U.S. Department of Labor – Employment and Training Administration
http://www.ttrc.doleta.gov/SCANS
U.S. Bureau of Labor Statistics Home Page (BLS)
http://stats.bls.gov/blshome.html

Occupational Outlook Handbook (online searchable edition)
http://stats.bls.gov/ocohome.htm

U.S. Department of Education/ Office of Vocational and Adult Education
http://www.ed.gov/offices/OVAE/index.html

C. State Government Agencies (General Information)

Career Development Resources (CDR) formerly SOICC
http://www.cdr.state.tx.us/

Legislative Budget Board (LBB)
http://www.lbb.state.tx.us/

State of Texas Official Web Site
http://www.state.tx.us/

Texas Commission on Alcohol and Drug Abuse (TCADA)
http://www.tcada.state.tx.us

Texas Commission on Fire Protection (TCFP)
http://www.tcfp.state.tx.us

Texas Department of Criminal Justice (TDCJ)
http://www.tdcj.state.tx.us

Texas Department of Health (TDH)
http://www.tdh.state.tx.us

Texas Department of Human Services (TDHHS)
http://www.dhs.state.tx.us

Texas Education Agency (TEA)
http://www.tea.state.tx.us/

Texas Education-Related sites (Links)
http://www.state.tx.us/Education/

Texas Electronic Library
http://link tsl.state.tx.us

Texas Labor Market Information
http://www.twc.state.tx.us/lmi/lmi.html

Texas State Occupational Information Coordinating Committee (SOICC)
http://www.soicc.state.tx.us/ See Career Development Resources (CDR)

Texas Office of the Secretary of State (Texas Register)
http://www.sos.state.tx.us/texreg/index.html

Texas Workforce Commission/ Apprenticeships
http://www.twc.state.tx.us/svcs/apprentice.html

Texas Workforce Commission/ Local Workforce Development Boards
http://www.twc.state.tx.us/dirs/wdbs/wdbmap.html

Texas Workforce Commission/ Proprietary Institutions
http://www.twc.state.tx.us/svcs/propschools/prophp.html

Texas Workforce Commission/ Workforce Investment Act (WIA) of 1998
http://www.twc.state.tx.us/svcs/jtpa/wiajtpa.html

D. Higher Education Associations And Information Resources

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
http://www.aacrao.org/

American Association of Community Colleges (AACC)
http://www.aacc.nche.edu/

American College Personnel Association (ACPA)
http://www.acpa.nche.edu/

Association for Career and Technical Education (ACTE)
http://www.acteonline.org/

Association for Institutional Research (AIR)
http://www.airweb.org/

Association of College & Research Libraries Standards (American Library Association)
http://www.ala.org/acrl/guides/index.html
Association on Higher Education and Disabilities (AHEAD)
http://www.ahead.org

Association of Schools of Allied Health Professions (ASAHP)
http://www.hsc.missouri.edu/~shrp/asahp/info.html

Boards of Higher Education in the U.S.
http://webserv.regents.state.la.us/borus.htm  (note: no “www”)

Career Colleges and Schools of Texas (CCST)
http://www.colleges-schools.org

Center for the Health Professions – PEW Health Professions Commission
http://futurehealth.ucsf.edu/compubs.html  (note: no “www”)

http://www.ncsu.edu/provost/academic_affairs/cc/cip_proj/cip_manu.htm

CIP 2000 (Draft for Review and Comment)

ERIC Database (online search function)
http://ericir.syr.edu/Eric/  (note: no “www”)

Healthcare Resource Center
http://library.thinkquest.org/15569/index.htm

International Technology Education Association (ITEA)
http://www.iteawww.org

NAFSA: Association of International Educators
http://www.nafsa.org/

National Association of College and University Business Officers (NACUBO)
http://www.nacubo.org/

National Association of Student Personnel Administrators (NASPA)
http://www.naspa.org/

National Council for Occupational Education (NCOE)
http://www.ncoeonline.org/

National Library of Medicine (NLM)

Society for College and University Planning (SCUP)
http://www.scup.org/

Southern Regional Education Board (SREB)
http://www.sreb.org

State Higher Education Executive Officers (SHEEO)
http://www.sheeo.org/

Texas Association of Institutional Researchers (TAIR)
http://www.texas-air.org/

Texas Association of College Registrars and Admissions Officers (TACRAO)
http://www.tacrao.org/

Texas Association of State Senior College and University Business Officers (TASSCUBO)
http://vpba-server.tamu-commerce.edu/tasscubo/

Tech Prep Texas Statewide Articulation and Evaluation
http://www.techpreptexas.org

Texas Administrators of Continuing Education (TACE)
http://www.midland.cc.tx.us/tace

Texas Association for Developmental Education (TADE)
http://www.tade.org

Texas Association of College Technical Educators (TACTE)
http://www.TACTE.ORG

Texas College Learning and Reading Association (TCLRA)
http://www.txclra.org

Texas Common Course Numbering System
http://www.utexas.edu/student/tccn/

Texas Community College Teachers Association (TCCTA)
http://www.tccta.org/

Texas Skill Standards Board
http://www.tssb.org

Texas Society of Allied Health Professions (TSAHP)
http://www.health.swt.edu/tsahp/

Virtual College of Texas
http://www.vct.org

Western Interstate Commission for Higher Education (WICHE)
http://www.wiche.edu

E. Program Or Occupation-Specific Accrediting, Certifying Or Licensing Bodies And Professional Associations
(Including Vendor-Based Certifications for Information Technology)

Accrediting Board for Engineering and Technology (ABET)
TAC Technology Accreditation Commission
http://abet.org/tac/tac.html

Accrediting Bureau of Health Education Schools (ABHES)
http://www.abhes.org/commission/html

American Association of Colleges for Teacher Education (AACTE)
http://www.aacte.org

American Association of Medical Assistants (AAMA)
http://www.aama-ntl.org

American Association for Respiratory Care (AARC)
http://www.aarc.org

American Bar Association (ABA) Standing Committee on Legal Assistants
http://www.abanet.org/legalassts/home.html

American Board of Funeral Service Education (ABFSE)
http://www.abfse.org

American Culinary Federation, Inc. (ACF)
http://www.acfchefs.org

American Health Information Management Association (AHIMA)
http://www.ahima.org
American Occupational Therapy Association, Inc. (AOTA)  
http://www.aota.org

American Physical Therapy Association (APTA)  
http://apta.edoc.com (note: no “www”)

American Registry of Diagnostic medical Sonographers (ARDMS)  
http://www.ardms.org

American Society of Clinical Pathologists (ACSP) - Home Page.  
http://www.acsp.org/general/index.asp

Board of Registry  
http://www.acsp.org/bor/naacls

American Society of Health-System Pharmacists (ASHP)  

Association of Collegiate Business Schools and Programs (ACBSP)  
http://www.acbsp.org

Association of Surgical Technologists (AST)  
http://www.ast.org

Cisco Training and Certifications  
http://www.cisco.com/warp/public/10/wwtraining

Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
http://www.caahep.org

Emergency Medical Services Educators’ Association of Texas (EMSEAT)  
http://www.emseat.org

Federal Aviation Administration (FAA)  
Certification Information for Aviation Maintenance Technician Schools  
http://www.faa.gov/fdso/atl/147TOC.htm

Joint Review Committee in Radiologic Technology (JRCERT)  
http://www.jrcert.org

Microsoft Certified Systems Engineer (MCSE) Information  
http://www.microsoft.com/mcp/certstep/mcse.htm
Microsoft Office User Specialist (MOUS) Information
http://www.mous.net

National Accreditation Commission of Cosmetology Arts and Sciences (NACCAS)
http://naccas.org  (note: no “www”)

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
http://www.naacls.org/home.htm

National Association of Schools of Art and Design (NASAD)
http://www.arts-accredit.org/nasad/consult.html

National Council for Accreditation of Teacher Education (NCATE)
http://www.ncate.org

National Court Reporters Association (NCRA) Verbatim Reporters Center
http://www.ncraonline.org

National Society for Histotechnology (NSH)
http://www.nsh.org

North American Veterinary Technician Association (NAVTA)
http://www.avma.org/navta

Novell Professional Certifications
http://education.novell.com/certinfo  (note: no “www”)

Professional Secretaries International (PSI)
http://www.psi.org

Texas Board of Nurse Examiners (BNE)
http://www.bne.state.tx.us/

Texas Board of Vocational Nurse Examiners (BVNE)
http://link.tsl.state.tx.us/texas/bvne

Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE)
http://www.state.tx.us/agency/407.html

Texas State Board of Dental Examiners
http://www.tsbde.state.tx.us

Texas State Board of Pharmacy
http://www.tsbp.state.tx.us
F. Regional Accrediting Bodies

Middle States Association of Colleges and Schools (MSACHE)
http://www.msache.org

New England Association of Schools and Colleges (NEASC)
http://www.neasc.org/cihe/cihe.htm

North Central Association of Colleges and Schools (NCACHE)
http://www.ncacihe.org

Northwest Association of Schools and Colleges (NWASC)
http://www.idbsu.edu/nasc

Southern Association of Colleges and Schools (SACS)
http://www.sacs.org/pub/coc/Index.htm

Western Association of Schools and Colleges (WASC)
http://www.wascweb.org