

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://nces.ed.gov/ipeds/data/cip/) (NCES). The CIP taxonomy is used by state agencies and national associations to establish standard terminology, improve communication, and standardize recordkeeping. A list of CIP codes is available at <http://www.txhighereddata.org/Interactive/CIP/>.

B. Characteristics of Workforce Education Programs

All workforce education programs must contain the following common elements:

1. Program Demand

Using national, state, and local industry-based trends, standards, and labor market information, the institution must document the need for the program in the college's service area.

2. Effective Use of Advisory Committees

Institutions must establish an industry-based advisory committee for each workforce education program. Advisory committees may be organized by career cluster, as long as each program is reviewed, the committee has the necessary expertise, and ample time is allotted for each program. The role of an advisory committee is to 1) help a college document the need for a workforce education program and 2) ensure that the program has adequate resources and a well-designed curriculum to provide students with the knowledge, skills, and abilities essential for employment. The advisory committee is one of the principal means of ensuring meaningful business and industry participation in program creation and revision.

a. Advisory Committee Functions

Advisory committees perform the following functions:

- (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 and industry leaders who will provide students with external learning experiences, employment, and placement opportunities;
- (7) assisting in the professional development of the faculty;
- (8) assisting in promoting and publicizing the program to the community and to business and industry; and
- (9) representing the needs of students from special populations.

b. Advisory Committee Composition

Advisory committees must be composed of persons who broadly represent the demographics, including ethnic and gender diversity, of the institution's service area as well as the occupational field in all sectors of the business community within the

institution's service area. Members should be well informed about the knowledge, skills, and abilities required for the occupation for which they are providing information and guidance.

Full-time faculty and staff of the college may not be members of the advisory committee, but they may serve in an ex-officio capacity. 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 program articulation agreements may be members of the committee.

c. Advisory Committee Meetings/Minutes

Advisory committees of existing programs must meet in person a minimum of one time a year and should have a quorum present. Additionally, committee members should be kept apprised of the program's performance throughout the year.

During the development of new programs, advisory committees must meet in person at least twice and communicate throughout the program development and approval process.

All meetings of an advisory committee must be recorded in official minutes. The minutes must include the following information:

- (1) identification of committee members (name, title, and affiliation);
- (2) indication of committee members' presence or absence from the meeting;
- (3) the names and titles of others present at the meeting;
- (4) the signature of the recorder; and
- (5) evidence that industry partners have taken an active role in making decisions that affect the program as outlined in Section B.2.a above.

Minutes must be maintained by the institution and made available to Coordinating Board staff upon request. See Figure 3.1, Sample Advisory Committee Meeting Record Template, at the end of this chapter.

3. Identification of Program Competencies

Institutions must demonstrate that each award, whether for credit or continuing education, provides the necessary academic skills and the workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation. Program competencies may be developed and documented using one of the processes discussed below or another systematic methodology. The identified program competencies may then be used to select courses toward program development.

- a. Skill standards recognized by the [Texas Skill Standards Board](#) (TSSB) are developed and endorsed by business and industry groups through a statewide job analysis that consists of work functions, key activities, and performance criteria. TSSB-recognized skills standards identify occupational, employability, and academic skills and knowledge for the occupational area. They can be used as curricular learning outcomes and for the development of related student assessments. For a list of

current TSSB-recognized skills standards, see the TSSB's [Texas Skills Standards Repository](#). Information about how skills standards have been incorporated into CTE programs is available on the [TSSB-Recognized Community and Technical College Programs](#) page. Programs recognized by TSSB are intended to be easily adopted by other institutions.

The Coordinating Board encourages institutions to adopt curricula from TSSB and other statewide CTE initiatives developed collaboratively with business and industry.

- b. A Program Competency Profile is a matrix of the knowledge and skills to be mastered by the student upon completion of the award, with a crosswalk from the competencies to the academic and/or workforce courses through which the competencies will be achieved. See Figure 3.2, Sample Program Competency Profile for Small Business Management Certificate, at the end of this chapter.
- c. The Detailed Work Activity (DWA) Curriculum Alignment Process (CAP) is an emerging methodology developed in partnership with the Texas Workforce Commission using O*Net's Content Model. This approach utilizes a common skills language to map learning outcomes to workplace skills resulting in a high-fidelity gap analysis. The process includes an online industry validation survey tool for increased efficiency and objectivity at the skill level. Additional information, an inventory of past program curriculum analysis, and access to tools is available at <http://soa.tstc.edu>.
- d. The DACUM (Developing A CurriculUM) process incorporates the use of a panel of experts to identify the major duties and related tasks included in an occupation, along with the necessary knowledge, skills, and traits. The final result is an occupational profile chart describing a job in terms of specific duties and tasks that competent workers must perform. Additional information is available at <http://files.eric.ed.gov/fulltext/ED401483.pdf>.
- e. The Secretary's Commission on Achieving Necessary Skills (SCANS) identifies entry-level workforce skills described in a 1991 Department of Labor report, *What Work Requires of Schools*. The Commission conducted extensive research and interviews with business owners, public employers, union leaders, supervisors, and laborers in a wide variety of work settings. See Figure 3.3, Sample SCANS Matrix Model, at the end of this chapter. Additional information about the report and a list of the identified skills is available at <http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf>.

Regardless of the method used to identify program competencies, the final program curriculum must adequately address all identified competencies, and the program's courses should ensure that students have the opportunity to master the competencies. The program's advisory committee should take an active role in identifying program competencies and should validate the curriculum's capacity to instill the competencies.

4. Selection of Program Courses

To select program courses, faculty and administrators should refer to the [Workforce Education Course Manual](#) (WECM) and the [Lower Division Academic Course Guide](#)

determination to approve or deny a request to exceed the 60-hour limit. Institutions of higher education must be in compliance with this subsection on or before the start of the 2015 fall semester.

Institutions may choose their own award titles provided the title clearly defines the nature of the award. Institutions are encouraged to use common award titles as specified in the CIP code manual to promote consistency with program offerings and awards granted by other institutions, as programs should be designed to educate students broadly within an occupation or industry. Where applicable, certificates should follow the same guidelines, using standard terminology and types of awards.

Approved applied associate degree and certificate programs will appear in the Coordinating Board's Workforce Education Inventory. All programs will be subject to established statewide program evaluation procedures. Awards must be listed in an institution's catalog, appear on the student's transcript, and be subject to the institution's Graduate Guarantee policy. The guarantee must assure a graduate's employer that the graduate has met program competencies and must offer up to nine tuition-free semester hours of education for a program graduate judged by the employer as unable to perform on the job the competencies specified in the college program.

An AAS or AAA degree should have a technical component composed of 50 percent to 75 percent of the course credits drawn from a common technical specialty identified by the program CIP code. This ensures that each degree or certificate program has a clearly defined subject matter focus and provides students with opportunities for employment and career advancement. The curriculum may include both *Workforce Education Course Manual* (WECM) courses and *Lower-Division Academic Course Guide Manual* (ACGM) courses that are directly related to the discipline. The use of WECM Special Topics and Local Need courses in the curriculum is limited to three courses. In certain cases, parallel courses are listed in the WECM and the ACGM. In these instances, the ACGM courses with WECM equivalents may count as part of the technical specialty component. See Chapter 4 for more information.

The remaining percentage of an AAS or AAA degree should consist of support courses and general education courses. 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.

In cases where a program may require a preponderance of academic courses, the institution must document that the additional academic coursework was recommended by the program advisory committee and that it is directly related to the occupational field and/or to a Coordinating Board-approved Field of Study Curriculum.

To meet SACSCOC guidelines, each degree must have a minimum of 15 semester hours of general education courses. Courses must be selected from the following areas and must include at least 3 SCH in each area: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Table 3.3 maps the Texas Core Curriculum component areas to these SACSSOC categories. Generally, courses should be selected from the institution's core curriculum, though each institution should work with its SACSCOC representative concerning courses that meet the requirements. General education courses must be

Figure 3.1: Sample Advisory Committee Meeting Record Template

CHAIRPERSON:		
MEETING DATE:	MEETING TIME:	MEETING PLACE:
RECORDER:		PREVIOUS MEETING:

MEMBERS: (P = Present) Add nonmembers present to bottom of table with heading "Others Present."

(P?)	Name and Title (List all members)	Business Affiliation	Name and Title

AGENDA

Agenda Item	Action, Discussion, Information	Responsibility
Approve Minutes from Last Meeting		
Old Business:		
New Business:		
Curriculum Decisions:		
Other:		

MINUTES

Key Discussion Points	Discussion
Old Business:	
New Business:	
Curriculum Decisions:	
Other:	

CHAIRPERSON SIGNATURE (or designee):	DATE:	NEXT MEETING:
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