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Apprenticeship Pathways Demonstration Project

Support and Approval of Apprenticeship Programs

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Overview



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Module Overview

- Administrative Support
- Funding and Enrollment Questions
- Working with Academic Senates
- Faculty Hiring
- Curriculum Development and Approval



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Administrative Support and Challenges



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Administrative Support

- To build administrative support for new apprenticeship programs, there are several questions you will need to be ready to answer:
 1. How many students are expected in the first year? What is the expected rate of growth?
 2. What percentage of funds generated will be kept by the college?
 3. How will students be enrolled in apprenticeship courses? Can A&R handle this influx of students, or will it require additional staff?
 4. How will the instructional hours be tracked? Who will be responsible for inputting those hours into the college ERP?
 5. Who will be responsible for supervising the program? Will any additional administrative or clerical support be needed?



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Program Funding

- Many new apprenticeship programs begin with grant money, like those from the California Apprenticeship Initiative (CAI)
- While traditional apprenticeship programs are normally funded through RSI (related and supplemental instruction) funds, nontraditional apprenticeships generate FTES.
- The switch to FTES may require modifications of district funding models to allow employers to receive their agreed percentage of the total program funds.
- Will your program be self sustaining under your current budget allocation model (BAM) once the grant funds have been expended?



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Apprenticeship Instruction

- Most of the apprenticeship instruction is on the job training and not instruction on the college campus
- The minimum qualifications for instructors in apprenticeship programs are outlined in [§53413](#) of the California Code of Regulations
- Will your college designate instructors of record that are working for the employer or will they hire them as faculty members of the college?
- If the instructors will not be college faculty, make sure you work with the faculty bargaining unit to explain the differences because those instructors would not be contractually required to attend department meetings, complete college PD activities, complete SLO assessments and program review, review and revise existing courses, or be members of the faculty association.



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Faculty and the Academic Senate



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Academic Senates

- Academic Senates have specific powers that are outlined in education code and regulation. The passage of AB1725 that separated K-14, gave specific power to local academic senates.
- **EDUCATION CODE §70902 (B)(7) - “ The Governing Board shall ... ensure ... the right of academic senates to assume primary responsibility for making recommendation in the areas of curriculum and academic standards.”**
- While curriculum is easy to understand, academic standards was further clarified with the creation of the 10+1.



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- Title 5 §53200 (c)
 - Curriculum, including establishing prerequisites
 - Degree & Certificate Requirements
 - Grading Policies
 - **Educational Program Development**
 - Standards & Policies regarding Student Preparation and Success
 - College governance structures, as related to faculty roles
 - Faculty roles and involvement in accreditation process
 - Policies for faculty professional development activities
 - Processes for program review
 - Processes for institutional planning and budget development

Impacts on Apprenticeship

- Whether a new program is being proposed by a faculty member or an administrator, it will **never** happen without the support of your college's Academic Senate.
- Working with the Senate President early is key to moving any new program forward
- Having a faculty member to advocate for apprenticeship, even if they are not apprenticeship or career education faculty, will improve your chances of gaining Senate support



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Grant Funding

- As mentioned earlier, many new apprenticeship programs begin with grant funds
- Since new programs will normally require new curriculum, it is vital to work with the Senate during the preparation of the grant
- Every college has different processes to review grant proposals, but new program development is the Senate's purview. If you move forward with a grant that requires curriculum as part of the program development, you need to work with the Senate before or the proposed curriculum may be rejected.



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Duplicative Programs

- New apprenticeship programs may be in areas where your college has existing career education courses.
- If you choose to have apprentices enroll in existing courses, how will those students be tracked to ensure they don't pay student fees and are reported as apprentices?
- If parallel apprenticeship courses are created, how will you explain that this will not impact existing programs?
 - Programs with full time faculty may be concerned that enrollment will drop, and their classes may be canceled.
 - Explaining the differences in expected student population and how the existing program will be protected are important pieces to gaining faculty support.

Minimum Qualifications

- The minimum qualifications for apprenticeship instruction are lower than existing career education disciplines at the college
- If the apprenticeship courses are in areas where the college already provides instruction, will your college use the apprenticeship minimum qualifications or those in the [Minimum Qualifications for Faculty and Administrators](#) for the equivalent discipline?
 - Many colleges will use the apprenticeship minimum qualifications because the instruction is for on-the-job training, but you will need to explain the differences to the Academic Senate and be prepared for questions about whether college credit should be granted without the same minimum qualifications as other credit courses.



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Course and Program Approval



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Preliminaries

- Colleges must submit program standards that describes all the instruction, on-the-job training, and other program requirements (outlined in Module 1) to the [Division of Apprenticeship Standards](#)
- Colleges are required to develop courses that cover the 144 hours of required instruction. These course(s) must be submitted to the CCCCO for approval.
- Colleges may create additional courses for the hours of on-the-job training (2000 for time based or 1000 hours for competency based), but they are not required to. APDP colleges are expected to submit curriculum for the full apprenticeship program to the CCCCO for approval



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Course Development

- All course development must be done in consultation with faculty. Even if the instruction will be done off campus and you only have a Director or Associate Dean over Apprenticeship, course outlines should only be developed by individuals that meet minimum qualifications
- Course for on-the-job training will require collaboration between the employer and the college to package training into college courses that may or may not meet for the schedule of regular semesters.
- Labor Market Information (LMI) data will be needed for program to be approved. Having that data before program development begins could make things easier later.



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Building Courses, Certificates, and Degrees

- The development of credit courses, Certificates of Achievement, and Associate of Science degrees must align with the requirements outlined in the current version of the [Program and Course Approval Handbook \(PCAH\)](#)
- Apprenticeship courses will have a CTE Top Code and be coded as SAM Code A
- Courses must comply with the hours/units restrictions
- Certificates of Achievement must have 8 or more units (must be CoA at 16+ units)
- Associate of Science (AS) Degrees must have 18 units in the major and require the completion of general education



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General Education Challenges

- All colleges have a local general education pattern that is at least 21 units and complies with [§55061](#) of the California Code of Regulations
- Many colleges have additional local requirements like lifelong learning in their general education patterns, increasing the number of units
- Colleges can create multi general education patterns and you should work with your Curriculum Chair and CTE/Apprenticeship Counselor to see if such a plan can be developed
 - Plan should have the minimum required courses to satisfy Title 5
 - Plan may include contextualized mathematics courses that meet Title 5 requirements, but do not require students to complete Statistics or Calculus I. Work with math faculty to develop these courses.
 - CTE/Apprenticeship slanted composition sections are possible. Work with English faculty to see if specific sections can be created for apprentices.



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Educating the Curriculum Committee

- Most curriculum committee members are faculty in traditional transfer disciplines. Having discussions about what apprenticeship is, the basics of apprenticeship curriculum, and how apprenticeship differs from traditional transfer and CTE programs will make gaining approval easier
- Trained curriculum committees will ask a lot of questions and the more you can do to help them understand how apprenticeship differs from the other courses they review, the easier it will be to develop additional apprenticeship curriculum later.



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Approval Steps

- All courses, certificates (local or Certificates of Achievement), and Associate Degrees must be approved by your local curriculum committee.
- Someone, preferably a faculty member, will need to build the curriculum in the local curriculum management system (CurriQnet, eLumen, CourseLeaf, etc)
- If you are building a new program, submitting the courses, certificates, and degree at the same time is the best option.
- If there are questions related to coding, contact your campus Curriculum Specialist, the Curriculum Chair, or the Chancellor's Office
- Find out if your college wants you to go to the regional consortium before coming to the Curriculum Committee. Some colleges ask for this.

Regional Consortium

- Apprenticeship is not held to the regional boundaries covered by the consortia and apprenticeship programs have not been required to be reviewed by your regional consortium in the past.
- Recent information from colleges indicates that the submission of apprenticeship programs in the [Chancellor's Office Curriculum Inventory \(COCI\)](#) has required colleges to upload minutes from the regional consortium.
- The regional consortia do not have the authority to deny apprenticeship programs. Only the Division of Apprenticeship Standards can deny a new or revised apprenticeship program.



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Local Governing Board

- All curriculum must be approved by the local Board of Trustees
- Many colleges only bring new and revised curriculum to the board once a semester
- CTE/Apprenticeship Deans should work with the college CIO to bring curriculum to the board more frequently. Colleges cannot submit new programs in COCI without board approval.



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COCI Submission and Approval

- All apprenticeship courses, certificates, and degrees will be built in COCI by staff in the Office of Instruction at your campus.
- Colleges will need to upload LMI data and the approval of DAS with their new program (Consortia minutes may also be required)
- All new programs will be reviewed by a specialist at the Chancellor's Office, so approval could take weeks to months
- Colleges cannot publish any course, Certificates of Achievement, or Associate Degrees in the college catalog without CCCCO approval
 - Local skills certificates do not require CCCCO approval but can only include CCCCO approved courses that are degree applicable.



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Summary



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Module Summary

- Administration needs to fully support the program including support for enrollment of students, clerical support to track student hours, and administrative support for the program
- Working with the Academic Senate President early will ease many faculty concerns
- Faculty Association may have question about apprenticeship instructors – reach out before they come
- Work to educate the Curriculum Committee so they support this and other new apprenticeship programs.
- Streamline local approval because DAS and CCCCO approval timelines are out of your control

Additional Questions?

Email us at apprenticeship@cccco.edu

