

Illinois Community College Board

Application for Permanent Approval Career & Technical Education Curriculum

COLLEGE NAME:		5-DIGIT COLLEGE NUMBER:	
CONTACT PERSON:		PHONE:	
EMAIL:		FAX:	

CURRICULUM INFORMATION

AAS TITLE:		CREDIT HOURS:		CIP CODE:	
AAS TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	
CERTIFICATE TITLE:		CREDIT HOURS:		CIP CODE:	

PROPOSED CLASSIFICATION:	District		Regional		Statewide	
PROPOSED IMPLEMENTATION DATE:						

SUBMISSION INCLUDES:	
	Part A: Feasibility, Curriculum Quality and Cost Analysis
	Part B: Supportive Documentation and Data

<i>This curriculum was approved by the college Board of Trustees on:</i>	<i>Date:</i>	
State approval is hereby requested:		
<i>Required- Chief Administrative Officer</i>		<i>Date</i>
Signature		

ICCB USE ONLY:	
ICCB APPROVAL DATE:	AAS: <29 ch Cert: 30+ ch Cert:
IBHE APPROVAL DATE for AAS:	

Please note: ICCB Use only Box must remain on front page of Application Form.

APPLICATION FOR PERMANENT APPROVAL CAREER & TECHNICAL EDUCATION CURRICULUM

INSTRUCTIONS

Community Colleges are required to submit requests to offer new degrees and certificate programs to the ICCB for review and approval. **The curriculum approval application should be completed in its entirety, with one electronic copy (MS Word format or MS Word and PDF) emailed to ICCB staff.**

Please send applications via email to:

Tricia Broughton, Director for Curriculum & Instruction
tricia.broughton@illinois.gov

Application. Complete the Form 20 as indicated. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". **NOTE:** The signature boxes must remain on the cover page of the application.

NOTES for Approval of Related AAS Degree and Certificate Curricula. When applying for approval of closely related AAS degree and Certificate programs, the college should submit a **single** application that reflects all programs. (For example, a Hospitality Management AAS and a related Hospitality Certificate would use a single application.) In the application, ensure that information is tailored as needed to each curriculum, as the rationale and supporting information may vary for each program.

Application Timeline. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB, and potentially the IBHE. The Board considers new program requests at each meeting.

For More Information: Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at tricia.broughton@illinois.gov with questions.

Approval Notification. Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20 cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval dates of both Boards, if necessary. Questions regarding the status of this documentation should be directed to Tricia Broughton at tricia.broughton@illinois.gov.

OCCUPATIONAL CURRICULUM APPROVAL APPLICATION
PART A: Feasibility, Curriculum Quality and Cost Analysis

FEASIBILITY

1. Labor Market Need. Verify that the program is feasible from a labor market standpoint and demonstrate convincing evidence of labor market need.

a. Program purpose: Briefly describe the employment goal for completers of the program. (i.e. “...to provide entry-level employment training or support the pursuance of advancement opportunities”). If more than one program is included in the application, delineate the purpose for each program.

b. Target population. Describe the target audience for the proposed program. Indicate whether this program is intended for individuals seeking entry-level employment, for advancement or cross-training opportunities for existing employees, or for those looking to increase their skill set through specialized education and training.

c. Related occupations. Describe the types of jobs for which the program(s) will train graduates (i.e. specific occupational titles and/or multiple jobs within a Career Cluster/Pathway(s) and specify cluster). See [CTE Career Clusters](#) or [Illinois Programs of Study](#) for more information on Career Clusters and Programs of Study in Illinois. Complete the **Occupational Chart** (Part B).

d. Supply-Demand Information. Append in Part B labor market information from current sources (i.e., the Illinois Department of Employment Security) which represent projected demand/job openings versus existing supply/completers in related programs in *your district and/or neighboring districts as appropriate*. For comparison purposes you may want to include statewide data and/or regional data. Regional proposals should include data reflective of all districts to be served. Complete the **Enrollment Chart** (Part B).

e. Alternate Documentation. If labor market data is not applicable (such as with some new and emerging occupations), or not available (such as for your district) provide alternate documentation of program need. This might include survey data, local classified /online advertisements for related occupations, or job outlook information from reputable sources. Append to Part B of this application. See ICCB’s “Labor Market Analysis: Ten Easy Steps to Conduct a Basic Analysis for Program Approval” for more information. [Appendix B - Labor Market Need Analysis: Ten Easy Steps to Conduct a Basic Analysis for Program Approval](#)

f. Planning and Collaboration. Describe how the proposed curriculum fits into the colleges overall plans and goals to meet career and technical education/workforce preparation needs within the district/region.

1. Educational & Workforce Partnerships. Address how the program meets priority needs, and describe steps taken to plan and deliver the curriculum in collaboration with others, such as the Program Advisory Committee, Secondary institutions, Baccalaureate Institutions, Local Workforce Boards, Labor Councils and other appropriate partners.

2. Employer Partners. Complete the Employer Partner Chart by listing all employer partners and their locations (Part B). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program. Additionally, employer partners may be engaged in the work-based learning component of the program and where successful students may obtain available employment.

3. Employer Input. Describe how employers were engaged. Append employer advisory committee meeting minutes and other pertinent documents to reflect the private sector input obtained in the development of the proposed curriculum.

g. Addressing Issues of Equity. Describe institutional-level plans to close equity gaps as it pertains to students and the proposed program(s).

- 1. Institutional Plan.** Describe the institution's plan, as it relates to the proposed program(s), for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, low-income students or students from other underrepresented/underserved backgrounds.
- 2. Support Services.** Describe the institutions and/or program-specific student support services to ensure equitable access and success for all students enrolled in the proposed program(s).
- 3. Evidence-based Practices.** What evidence-based best practices has the college identified and will deploy to ensure equitable completion of programs and/or credentials.
- 4. Data Collection.** Has your college established a target for (disaggregated) enrollment? How are you monitoring progress and collecting information to assess completion of credentials and programs to ensure equitable outcomes?

h. Related Offerings: Describe what similar programs are being offered by your institution and other training providers within your district. Include information on neighboring districts or border state providers as appropriate.

i. Regional Programs: If the college is seeking "regional" designation for the proposed program, define the "region" to be served, describe how the college will ensure the region is adequately served by the program, (i.e. via distance learning, online education or campus branches) and include separate letters from each of the colleges within the defined region indicating their support for the proposed program at your college.

2. Need Summary. Provide a brief summary of your findings which support the need to develop and offer the proposed program(s) within your district. Include any additional information not already reported that illustrates demand for the program(s).

CURRICULUM QUALITY

1. Curriculum Information. All CTE programs must be comprehensive and aligned with rigorous standards, and they must prepare learners for opportunities in high-skill and in-demand fields. Demonstrate the college has developed quality curricula that aligns with federal, state and local requirements, is responsive to local workforce needs, and will prepare graduates with the appropriate level of skill to meet their educational and employment goals.

a. Curriculum: Provide a catalog description and curriculum layout for the program. If submitting a degree and certificate together, include a description and curriculum *for each*.

- 1) Catalog description.** Provide a description of the program(s) as it will appear in the college's catalog.
- 2) Curriculum.** Complete a Curriculum Chart (Part B) for each program.

b. Educational alignment: Describe how the proposed program(s) illustrate a Program of Study. See ICCB's Programs of Study website for more information: [Illinois Programs of Study](#).

- 1) Academic/Curricular Alignment.** Describe the alignment of content between secondary and postsecondary coursework and curricula. Include opportunities for dual credit or articulated credit in both academic and career/technical areas between high school and community college. How will the college ensure a smooth transition for students entering the program, whether from high school, adult education, or other workforce training pipelines?
- 2) Rationale.** If a program is over 60 credit hours (for AAS degrees) or over 30 credit hours (for CTE Certificates), provide a rationale as to why the program exceeds those credit hours. This may include supportive documentation from curricular design, licensure/accrediting bodies, workforce partners, etc...

- 3) **Relationship to existing curricula at the college:** Indicate how this program(s) may provide educational laddering opportunities between short- and long-term certificates and degree curricula.
- 4) **Articulation.** Specify how the program is structured or articulated to provide educational opportunities for students beyond community college (i.e. baccalaureate capstone programs). If applicable, include information on the specific programs and baccalaureate institutions with which the college has been working towards articulation.
- 5) **Academic & Technical Skill Requirements.** Describe how the college ensures that the proposed curricula will provide needed education and skills for the occupation and will meet program objectives by addressing the following:
 - a. **Academic Entry Skills:** Describe the reading, writing, math and/or science knowledge/skill requirements for students to enter and be successful in the proposed program. How will the college ensure appropriate remediation for students (e.g. through Academic Support Services or CTE/DevEd Bridge Instruction).
 - b. **General Education:** Describe how the general education requirements support the technical skill requirements of the CTE program. Do each of the courses in Math, Communication, Science, etc. support the level of technical skill required to complete the program and obtain employment?
 - c. **Technical Skills:** Describe what industry skill standards have been set for related occupations and what professional credentialing (licensure, certification, registration, etc...) is required or optional to students, when and through what agency/entity? Is it optional or required (i.e., is licensure or certification required or optional for job entry? What steps has the college completed to ensure that students will learn the skills required to obtain the necessary licensure or certification?
 - d. **Employability Skills:** Describe how employability skills (the transferable skills needed by an individual to make them employable) are incorporated into the content of the program. Include any specific employability skills identified by employers and/or program developers.
- 6) **Career Development.** Describe how career information, resume building and employment search activities are incorporated into the curriculum.
- 7) **Course Syllabi.** Append in Part B the appropriate ICCB course syllabi/documentation for new courses or any existing courses that are being modified significantly for the proposed curricula. Course addition and/or modification requests should be submitted via ICCIS once the proposed program receives approval.

c. Work-Based Learning. Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships. See the Career Pathway Dictionary for the full continuum of work-based learning and employer engagement strategies, including specific definitions. Describe how work-based learning will be incorporated into the curricula. Append to Part B a list of work-based learning sites to be used for internship, career exploration, job shadowing, clinical practicum, or apprenticeship coursework.

d. Accreditation for Programs. Describe what external approval or accreditation is required and/or optional for this program, when and through what agency/entity it is available. (i.e., is program approval/accreditation by a regulatory agency or industry-related entity required prior to enrolling students or graduates earning their licensure/certification? What steps has the college completed to obtain that approval/accreditation?)

e. Assessment of Student Learning: Describe how the college plans to ensure students will meet the objectives for this program through evaluation of knowledge and skills at both the course and program-level.

- 1) **Student Learning Objectives.** Describe or list the broad program-level learning objectives/outcomes that each student is expected to have mastered upon completion of each program related to:
 - the general education component of the curriculum, and
 - the career and technical education component of the curriculum.
- 2) **Assessment of Student Learning Objectives.** Describe the overall course-level assessment method(s) to be used, and the end-of-program assessment method(s) the college will use to ensure that students demonstrate these learning objectives just prior to program completion. (i.e., assessment through portfolio review, cumulative course completion, team project, comprehensive written/performance test, or industry/state pre-certification/licensure examination).

f. Continuous Quality Improvement.

- 1) Describe how the college will utilize continuous quality improvement to ensure the curricula remains rigorous and relevant.
- 2) Describe how the college will use Assessment of Student Learning information/data to improve the curricula.

2. Unique or noteworthy features of the program. Describe how the proposed program(s) stands apart from other programs similar in nature. Include information on instructional delivery method(s). (i.e., classroom only, online only, hybrid, distance learning).

3. Faculty Requirements. Describe the minimum/required qualifications for faculty, including educational/professional/work experience/teaching qualifications; the number of new and existing full- and part-time faculty required to support the proposed program; and how the institution plans to address issues of equity among faculty as it relates to the proposed program(s).

a. Faculty Qualifications. Complete the **Faculty Qualifications Chart** (Part B).

b. Faculty Needs. Complete the **Faculty Needs Chart** (Part B)

c. Professional Development of Faculty. Describe how the institution will provide professional development opportunities for faculty (e.g. to remain updated with relevant industry knowledge, to better understand working with students of color/cultural sensitivity, etc.)?

d. Addressing Issues of Equity. Describe the institution's plan, as it relates to the proposed program, to attract and retain a diverse faculty, staff, and administration (e.g. exposure may include through clinical experiences, to community leaders in relevant programs, etc.)?

4. Academic Control. Describe how the college will maintain academic control over the program, including student admissions, faculty, and program content and quality.

a. Internal Oversight. Indicate what department and staff at the institution are responsible for maintaining the academic integrity of the program.

b. Contractual/Cooperative Agreements. Append to Part B

COST ANALYSIS

Verify the college has the fiscal resources in place or budgeted to support the program in a cost-effective manner. Document the financial feasibility of the proposed program.

- 1. Source of Funds.** Specify the source of funds the college will use to support the proposed program and note what portion of funds will come from reallocation of existing resources as compared to new resources. Indicate how this program(s) will share resources (i.e. faculty, facilities, etc...) with existing programs. Include grant resources and amounts (i.e. Postsecondary Perkins, \$5,000 for program development; or USDOL Grant, \$10,000 for equipment).

NOTE for Perkins funded CTE programs: In order for CTE programs to be supported, in whole or part, by federal Perkins funding, they must meet or be working towards fulfilling the federal and state requirements of a Program of Study. Applicants should include a statement as to whether they have completed (or are in progress to complete) the Perkins Programs of Study process for relevant programs.

See the policy notice Appendix C: Using Perkins funding to Support New and Existing CTE Programs attached to this Manual for more information.

- 2. Equipment.** If necessary, append to Part B
- 3. Facilities.** Verify the college has adequate facilities (i.e. classroom or laboratory space) to implement and support the program. Include plans for utilizing facilities through partners (i.e. local businesses, labor councils, community organizations, etc...) to deliver the program accordingly. Also describe any new costs associated with renovation or development of facilities.

- 1. Finance.** Complete the **Finance Chart** (Part B)

**OCCUPATIONAL CURRICULUM APPROVAL APPLICATION
PART B: Supportive Documentation and Data**

This part of the application is designed to document the program-to-occupational demand connection, the college’s projected enrollment, proposed curricular structure, faculty requirements, and fiscal support.

OCCUPATIONAL DEMAND

- 1. a) Labor Market Data.** Append any occupational or industry projections data that supports the need for the proposed program(s).

1. b) Occupational Chart. List occupational titles related to the proposed program(s) and corresponding employment projections and completer data.		
Soc Job Codes & Titles * Other Job titles if alternate date also submitted	Annual District Openings*	Employment Projections: Annual Program Completers ** (indicate from which surrounding districts)

* SOC (Standard Occupational Classification) Job titles/codes & AAJO (Average Annual Job Openings) by Community College district can be found through the IDES [Illinois Dept. of Employment Security website](http://www.ides.state.il.us/).

** Program completer data can be used from the most current ICCB Data and Characteristics Report or completer data provided by the college.

1. c) Enrollment Chart. Provide an estimate of enrollments and completions over the first three years of the program. Include separate figures for each program (i.e. separate estimates for each degree and/or certificate included in this application).

	First Year	Second Year	Third Year
Full-Time Enrollments:			
Part-Time Enrollments:			
Completions:			

NOTE: Provide a separate Enrollment Chart for EACH program if submitting multiple programs in one application.

1. f) Employer Partnerships. List all employer partners and locations (city/state). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program. Add rows as necessary.

Employer	Location (City/State)

CURRICULUM STRUCTURE

2 a) Curriculum Chart. List general education, career and technical education, work-based learning, and elective courses within the proposed program. Asterisk"*"courses with pre-requisites; *Italicize* transferrable courses. **BOLD** new courses.

Program Title:					
	Course Prefix/#	Course Title	Credit Hours	Lecture Hours	Lab Hours
General Education Courses <i>(required coursework)</i> . Specify Courses.					
Total					
Career and Technical Education (CTE) Courses <i>(required coursework)</i>					
Total					
Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)					
Total					
CTE Electives					
Total					
TOTAL CREDIT HOURS REQUIRED FOR COMPLETION					

NOTE: Provide a separate Curriculum Chart for EACH program if submitting multiple programs in one application.

2. b) Curriculum Sequence. Provide a copy of the term-by-term sequence of courses required to complete the program as it will appear in the college’s catalog.

2. c) Contractual/Cooperative Agreements. Append to Part B a copy of the contractual or cooperative agreement if another entity is involved in the delivery of the program. This includes any partnership agreement with another college, university, the regional consortia, an apprenticeship or labor organization, a private institution, business, or other outside entity.

FACULTY REQUIREMENTS

3. a) Faculty Qualifications. Include general minimum qualifications and those credentials that are specific to instructors in the proposed field of study (i.e. Cosmetology Instructor Certification to teach Cosmetology).				
Degree	Field	Credential	Years of Related Occupational Experience	Years of Teaching Experience

3. b) Faculty Needs. Cite the number of faculty, including new and existing faculty that the program will need for each of the first three years noting if they will serve as full-time faculty or part-time.						
	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
# of New Faculty						
# of Existing Faculty						

FISCAL SUPPORT

4. a) Equipment. If necessary, append to Part B a list of new (new to the institution or program) equipment to be purchased, shared, or leased to implement the curriculum. Include donations of equipment.

4. b) Finance Chart. Identify projected new direct costs to establish the program over the next three years.			
	First Year	Second Year	Third Year
Faculty Costs	\$		
Administrator Costs			
Other Personnel costs (specify positions)			
Equipment Costs (append list)			
Library/LRC Costs			
Facility Costs*			
Other (specify)			
TOTAL NEW COSTS	\$	\$	\$

*Capital projects that use state funds require prior ICCB approval, as do capital projects over \$250,000 that use local funds.