C&I Rubric for CTE Proposals

Focusing on PCC's primary mission as reflected in the Educational Master Plan & SB 1456, The Student Success Act

	Least Needed to Support Student Success		**Most Needed to Support Student Success**
	Lowest Priority		Highest Priority
CTE Programs	• Limited industry scope • Unstructured to meet CTE Core Indicators • Collection of SPOs	• Advisory Committee Minutes • Knowledge, Skills and Abilities mapped to O*NET Occupational Profile	• Programs modeled after Dept. of Labor Industry Model Frameworks (webinar) • Incorporation of CA CTE Model Curriculum Standards • Meeting demand using Labor Market Information using T.O.P. code • Demonstrative survey of local industry • Report from Salary Surfer • CTE 2yr Program Review
CTE Transfer Courses (Courses numbered 1 – 99)	• Courses whose unit value or prerequisite(s) do not correspond to a transfer institution	• Courses that transfer as a Major requirement to any CSU or UC • Course that transfer as a Major requirement to an Institution that is a Leader in the Discipline	• Courses needed for the AA-T & AS-T • Course that transfer as a Major requirement to one of our feeder universities (CSUN, CSULA, CSUDH) • Curricular alignment due to pathway creation with secondary schools

CTE Basic Skills/ Nontransferable Courses (Courses numbered 100 – 999)	• Stand Alone Courses • Courses not sequential in a program of study	• Courses that prepare a small number of students for college level work • Non-Pedagogical Changes • Courses might transfer due to upper level status at 4 years institutions	• Contextualizes academics or collaboration with other programs • Course in sequence from Dept. of Labor: Foundational ➔ Industry ➔ Occupation • Improves work and career readiness • Meets accrediting body or national industry certification requirements • Correlated to survey of local industry