

Noncredit Certificate of Competency or Completion Chancellor's Office Narrative TEMPLATE

Program Name:

Department:

Program Area:

Award:

Noncredit Category (Basic Skills; ESL; Workforce Prep; Short-Term Vocational):

Codes:

i.e. retrieve [1 TOP Code](#) from the hyperlinked webpage (CB 22 Guide)

i.e. retrieve [1 CIP Code](#) from the hyperlinked webpage

i.e. retrieve [up to 3 SOC Codes](#) from the hyperlinked websites

Programs and required courses classified as noncredit **Career Development and College Preparation (CDCP)** prepare students for employment or to be successful in college level-credit coursework. In accordance with Title 5, § 55151 colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards: **Certificate of Competency** or **Certificate of Completion**.

Certificate of Competency: a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies (such as basic skills or English as a Second Language) that prepares students to progress in a career path or to undertake degree-applicable or non-degree-applicable credit courses.

Certificate of Completion: a document confirming that a student has demonstrated achievement in a prescribed pathway of noncredit courses, chaptered by the Chancellor's Office, leading to improved employability or job opportunities. This type of program is designated as Short-Term Vocational or Workforce Preparation.

NARRATIVE:

All new and modified noncredit certificates must include a narrative that addresses:

Program Goals and Objectives - must address a valid transfer preparation, workforce preparation, basic skills, civic education, or lifelong learning purpose. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives. Select an appropriate program goal of either: CTE, for short-term vocational or local, for all other certificates. Note: If the certificate program goal selected is "Career Technical Education (CTE)," then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire

Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal

Program Requirements – includes course requirements and sequencing that reflect program goals. The courses specified must coincide with the courses associated with the certificate proposal record. Within the program requirements table, specify the total student contact hours of each course

Master Planning – describe how the certificate program fits into the mission, curriculum, and master planning of the college and higher education in California

Labor Market Information (LMI) - All new and modified noncredit CDCP certificates in the **short-term vocational** instructional domain must provide Labor Market Information that is less than two years old. For program proposals in the CDCP category of short-term vocational with high employment potential, colleges must provide evidence of high employment potential in one of two ways. They can identify the area of instruction on the [list of occupational titles with high employment potential](#)

(<http://www.labormarketinfo.edd.ca.gov>) or attach another data source containing current labor market or job availability data with an explanation of how the data is verified. Unlike credit CTE programs, proposals do not require advisory committee nor regional consortium recommendation.