

Workforce Education
Division

**Texas Higher
Education**
COORDINATING BOARD

Career and Technical Education Guidelines

April 2025

Table of Contents

Chapter 1 - Introduction.....	1
A. Overview and Purpose of the Guidelines.....	1
B. Overview of Programs and Credentials.....	1
C. Effective Date.....	2
D. Contact Us.....	2
E. Glossary of Terms	3
Chapter 2 - Applied Associate Degree Approval.....	12
A. Overview of the Applied Associate Degree Approval Process	12
B. New Applied Associate Degree Program Planning Notification Required.....	12
C. Applied Associate Degree Program Approval Required for a Proposed New Program	13
D. Applied Associate Degree Program Approval Required for a Proposed Revision	15
E. Applied Associate Degree Criteria for Approval	16
F. Applied Associate Degree Maximum Number of Semester Credit Hours.....	17
G. Applied Associate Degree Program Deactivation and Phasing Out	18
Chapter 3 - Certificate Approval	19
A. Overview of the Certificate Program Approval Process.....	19
B. Certificate Program Titles.....	19
C. Certificate Program Criteria for Approval.....	19
D. New Certificate Program Approval Required.....	21
E. Requests and Steps for Approval of Proposed New CTE Certificates.....	21
F. Certificate Program Approval Required for a Proposed Revision	22
G. Certificate Program Phase-Out and Closure.....	24
Chapter 4 - Local Need Course Approval	25
A. Overview of Local Need Course.....	25
B. Local Need or Special Topics Course Development.....	25
C. Local Need Course Approval Requirements.....	25
Chapter 5 - Career and Technical Education Course Maintenance and Approval.....	28
A. Overview and Purpose of Career and Technical Education Course Maintenance.....	28
B. Career and Technical Education Course Maintenance Process	29
C. Career and Technical Education Course Maintenance Review.....	29
D. Career and Technical Education Course Maintenance Revision.....	30
E. Career and Technical Education Course Maintenance Addition.....	31

F.	Career and Technical Education Course Maintenance Archival.....	32
G.	Course Maintenance Revision or Addition Approval	32
Chapter 6 - Guidance Resources.....		34
A.	Overview and Purpose of Guidance Resources.....	34
B.	Advisory Committee with Business and Industry	34
C.	Apprenticeship Characteristics	37
D.	Background and Purpose of the WECM Database	38
E.	Career and Technical Education Allowable Contact Hours	38
F.	Career and Technical Education Course Components.....	40
G.	Career and Technical Education Course Repeatability Clauses	43
H.	Career and Technical Education Course Structure	43
I.	Career and Technical Education Instruction Types	44
J.	Career and Technical Education Program Competency Identification.....	44
K.	Career and Technical Education Program Course Selection	45
L.	Career and Technical Education Program General Education Requirements.....	45
M.	Career and Technical Education Semester Credit Hour and Continuing Education Unit Assignment.....	46
N.	Career and Technical Education Semester Credit Hour Single-Course Delivery	47
O.	Career and Technical Education Local Need and/or Special Topics Courses in Credit Programs Use Limitation.....	47
P.	Career and Technical Education Work-Based Learning Characteristics.....	47
Q.	Career and Technical Education Work-Based Learning Courses.....	49
R.	Career and Technical Education Workplace Competency Verification.....	53
S.	Classification of Instructional Programs	53
T.	Distance Education, Off-Campus, and On-Campus Extension Programs	54
U.	Career and Technical Education Guidelines Hyperlinks	55

Tables

Table 1: Lecture - Lab Credit/Contact Hour Combinations for SCH, Local Need, and Special Topics Courses	39
Table 2: CTE Course Description Phrases	42
Table 3: General Education Courses by Texas Core Curriculum Component Area	46
Table 4: Work-Based Learning Guides and Parameters.....	50
Table 5: Work-Based Learning Course SCH and Contact Hour Ranges.....	51

Figures

Figure 1: Example of Advisory Committee Meeting Minutes	36
Figure 2: Example of an active CTE course in the WECM database.....	43
Figure 3: Example of Work-Based Learning Student Evaluation Form	52

Chapter 1 - Introduction

A. Overview and Purpose of the Guidelines

The new career and technical education (CTE) guidelines, developed after the passage of House Bill 8 (88th Texas Legislature, Regular Session), represent a significant advancement from the previous Guidelines for Instructional Programs in Workforce Education (GIPWE). These guidelines were developed with input from a stakeholder workgroup of workforce and continuing education leaders from community and technical colleges throughout the state to integrate Texas Administrative Code (TAC) rule requirements and resources for both semester credit hour and continuing education unit program approval. By blending these elements, the updated guidelines promote a cohesive framework for delivering high-quality offerings for students in Texas community and technical colleges.

These guidelines represent a departure from the previous GIPWE by including more references to the TAC rules. The guidelines contain a clearer framework for both new and revised applied associate degree program approvals, emphasizing the process to ensure alignment with current industry standards and workforce needs. The new guidelines also incorporate a detailed Local Need course development and approval process, which requires programs to demonstrate specific regional demand for their offerings. The updated guidelines lay out career and technical education course maintenance and approval, including regular review cycles to keep curricula current and responsive to evolving job market trends. Additionally, the guidelines establish a formalized system for career and technical education certificate approvals, ensuring certificates are consistent with industry needs and educational outcomes. Lastly, the inclusion of a resources chapter provides the field with examples of best practices. This comprehensive approach aims to better align educational programs with business and industry needs, improve the quality and effectiveness of workforce and continuing education programs in Texas, and align program approvals with the new community college finance model established in House Bill 8.

These guidelines include rules adopted by the Texas Higher Education Coordinating Board (THECB or Coordinating Board), codified in TAC, Title 19, Part 1. For the purposes of these guidelines, all references to “must” mean the same as “shall” in the applicable Texas Administrative Code subchapter and require an institution to carry out the action.

B. Overview of Programs and Credentials

A CTE program consists of a coherent sequence of Workforce Education Course Manual (WECM) and Academic Course Guide Manual (ACGM) courses designed to prepare students for employment in a career field. A CTE program is developed by an institution in close collaboration with business and industry, using labor market information, to satisfy a need for timely and effective education. Business and industry experts provide substantial input into the curriculum design of a CTE program, including profession-specific knowledge, skills, and abilities, and appropriate general skills, such as oral and written communication, mathematics, computer literacy, and industry-related workplace practices.

A CTE program may lead to a single credential (applied associate degree or certificate) or offer multiple credential/exit options (degree and/or certificates). Colleges may offer Associate of Applied Arts, Associate of Applied Science, Advanced Technical Certificates, Continuing Education Certificates, Enhanced Skills Certificates, Institutional Credentials Leading to Licensure or Certification, Level 1 Certificates, Level 2 Certificates, Occupational Skills Awards, and Third-Party Credentials based on statewide or regional workforce demand. These credentials are defined in greater detail in the glossary of terms.

The type and number of credentials provide the building blocks for a student to acquire basic to advanced workplace competencies. Ideally, each certificate enables a student to build toward an associate degree. The total number of institutional credentials available in a specific discipline can be found on the Degree Program (Clearinghouse) Inventory.

Approval processes for the following programs and credentials are covered in the Career and Technical Education Guidelines:

- Associate of Applied Science
- Associate of Applied Arts
- Advanced Technical Certificate
- Continuing Education Certificate
- Enhanced Skills Certificate
- Institutional Credential Leading to Licensure or Certification
- Level 1 Certificate
- Level 2 Certificate
- Occupational Skills Awards
- Third-Party Credential

These guidelines do not apply to academic associate degrees, such as the Associate of Arts, the Associate of Science, and the Associate of Arts in Teaching, or to certificate programs in the academic core curriculum.

References to statute, rules, or other resources may be found in Section U of Chapter 6.

C. Effective Date

The Career and Technical Education Guidelines are effective April 1, 2025.

D. Contact Us

Mailing address:

Texas Higher Education Coordinating Board
Workforce Education Division
1801 Congress Avenue, Suite 12.200
P.O. Box 12788
Austin, Texas 78701-2788
Telephone Number: 512-427-6101
Email: WECM@highered.texas.gov

E. Glossary of Terms

This comprehensive glossary is designed to provide clarity and enhance understanding of the terminology relevant to CTE programs and credentials. By defining key concepts, this resource aims to support educators, administrators, and stakeholders in navigating these guidelines effectively. This glossary serves as an essential tool for ensuring that there is a consistent and accurate understanding of the terms that underpin CTE program approvals and delivery.

Academic associate degree. This type of degree program is intended to transfer to an upper-level baccalaureate program that will satisfy the lower-division requirements for a baccalaureate degree in a specific discipline. The academic associate degree includes, but is not limited to, the Associate of Arts, Associate of Science, and Associate of Arts in Teaching degrees.¹

Academic Course Guide Manual. See “Lower-Division Academic Course Guide Manual.”

Accreditation (Institutional). Holding institutional accreditation by name as a U.S.-based institution from an accreditor recognized by the U.S. Department of Education is a requirement. The process of accreditation signifies that an institution has a purpose appropriate to higher education and resources, programs, and services sufficient to accomplish its purpose on a continuing basis. The Coordinating Board recognizes institutions of higher education that offer an associate degree or higher and are accredited by one of the following organizations:

- Accrediting Commission for Community and Junior Colleges
- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission of Higher Education
- Northwest Commission of Colleges and Universities
- Southern Association of Colleges and Schools Commission on Colleges
- Western Association of Schools and Colleges Senior College and University Commission

This also includes any revisions to the names of these organizations moving forward.²

Accreditation (Program). “Accreditation” is review of the quality of higher education institutions and programs. In the United States, accreditation is a major way that students, families, government officials, and the press know that an institution or program provides a quality education.³

Advanced Technical Certificate. The Advanced Technical Certificate has a specific associate degree, baccalaureate degree, or junior level standing in an approved baccalaureate degree program as a prerequisite for admission. It consists of at least 16 semester credit hours and no more than 45 semester credit hours and is focused, clearly related to the prerequisite degree, and justifiable to meet industry or external agency requirements.⁴

¹ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(1\)](#)

² TAC, Title 19, Part 1, Chapter 4, Subchapter J, [Rule 4.191](#) & TAC, Title 19, Part 1, Chapter 4, Subchapter J, [Rule 4.192](#)

³ Council for Higher Education Accreditation. (n.d.) [About Accreditation](#). Retrieved February 1, 2025.

⁴ TAC, Title 19, Part 1, Chapter 2, Subchapter L, [Rule 2.262\(b\)\(1\)](#)

Agency or Board staff. This term refers to staff of the Texas Higher Education Coordinating Board who perform the agency's administrative functions and services.⁵

Applied associate degree. An applied associate degree may be called an Associate of Applied Arts (AAA) or Associate of Applied Science (AAS). The AAS program may serve as a foundation for the Bachelor of Applied Science (BAS), Bachelor of Applied Arts and Sciences (BAAS), and the Bachelor of Applied Technology (BAT) degree. Each applied associate degree program shall provide the necessary workforce skills, knowledge, and abilities necessary to attain entry-level employment in an occupation.

- The curriculum shall include a minimum of 15 semester credit hours of general education courses.
- The remaining curriculum may include both Workforce Education Manual and Lower-Division Academic Course Guide Manual courses directly related to the discipline.
- Business and industry experts shall provide substantial input into curriculum design through participation in an advisory committee.
- The institution shall ensure basic, and career technical/workforce skills are integrated into the curriculum.
- The institution has an enrollment management plan for the program.
- The institution shall review and consider for inclusion in the program skill standards recognized by the Texas Skill Standards Board, if they exist for the discipline.⁶

Apprenticeship training program. A training program for apprentices that provides on-the-job training, preparatory instruction, supplementary instruction, or related instruction and that has been certified as an apprenticeable occupation by the U.S. Department of Labor, Employment and Training Administration, Office of Apprenticeship. An apprenticeship is a structured system of training designed to prepare individuals for occupations by combining training under the supervision of an experienced worker with job-related classroom instruction. While historically offered in skilled trades and crafts, modern apprenticeships are now offered in more diverse occupations, such as healthcare and teaching.⁷

Assistant Commissioner. For purposes of this manual, the Assistant Commissioner is defined as the Assistant, Associate, or Deputy Commissioner designated by the Commissioner of Higher Education.⁸

Board. This term refers to the governing body of the agency known as the Texas Higher Education Coordinating Board.⁹

Career and technical education certificate. A postsecondary credential, other than a degree, which a student earns upon successful completion of a career and technical education workforce or continuing education program offered by an institution of higher education. Courses that comprise career and technical education certificates are listed in the Workforce

⁵ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(9\)](#)

⁶ TAC, Title 19, Part 1, Chapter 2, Subchapter K, [Rule 2.233\(a-c\)](#)

⁷ Department of Labor. (n.d.) [Apprenticeship](#). Retrieved February 1, 2025.

⁸ TAC, Title 19, Part 1, Chapter 2, Subchapter M, [Rule 2.293\(1\)](#)

⁹ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(8\)](#)

Education Course Manual and the Academic Course Guide Manual and are subject to Board approval.¹⁰

Career and technical education course. As a college-level workforce or continuing education course offered by an institution of higher education, a career and technical education course earns either semester credit hours or continuing education units toward satisfaction of a requirement necessary to obtain an industry-recognized credential, certificate, or applied associate degree. Career and technical education courses are listed in the Workforce Education Course Manual.¹¹

CIP code. See "Texas Classification of Instructional Programs."

Commissioner. This term refers to the Commissioner of Higher Education.¹²

Contact hour. This time unit of instruction used by community, junior, state, and technical colleges consist of 60 minutes, of which 50 minutes must be direct instruction.¹³

Continuing Education Certificate. This certificate is awarded for the completion of a program of instruction that meets or exceeds 360 contact hours but less than 780 contact hours and earns continuing education units. The certificate program is intended to prepare the student to qualify for employment, to qualify for employment advancement, or to update a student's knowledge or skills in a particular field or profession.¹⁴

Continuing education unit. This is the basic unit for continuing education courses. One continuing education unit is 10 contact hours of participation in an organized continuing education course.¹⁵

Coordinating Board. This term refers to the agency known as the Texas Higher Education Coordinating Board.¹⁶

Credential. A grouping of subject matter courses or demonstrated mastery of specified content which entitles a student to documentary evidence of completion. This term encompasses certificate programs, degree programs, and other kinds of formal recognitions, such as short-term workforce credentials, or a combination thereof.¹⁷

Credentialing examination. A licensure, certification, or registration exam provided by a state or national agency or by professional organization.¹⁸

End-of-course outcomes. These outcomes define the specific and measurable statements that define the knowledge, and skills learners will demonstrate by the completion of a course.¹⁹

Enhanced Skills Certificate. An Enhanced Skills Certificate (ESC) is associated with an applied associate degree program and is intended to provide advanced skills identified by business and

¹⁰ TAC, Title 19, Part 1, Chapter 2, Subchapter L, [Rule 2.262\(a\)](#)

¹¹ TAC, Title 19, Part 1, Chapter 2, Subchapter M, [Rule 2.293\(2\)](#)

¹² TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(14\)](#)

¹³ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(15\)](#)

¹⁴ TAC, Title 19, Part 1, Chapter 2, Subchapter L, [Rule 2.262\(b\)\(2\)](#)

¹⁵ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(16\)](#)

¹⁶ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(8\)](#)

¹⁷ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(17\)](#)

¹⁸ TAC, Title 19, Part 1, Chapter 13, Subchapter P, [Rule 13.472\(11\)](#)

¹⁹ TAC, Title 19, Part 1, Chapter 2, Subchapter N, [Rule 2.322\(3\)](#)

industry that are not part of the applied associate degree. The certificate must be clearly defined in course content and outcomes. It must consist of at least six semester credit hours and no more than 12 semester credit hours. An ESC may extend an applied associate degree to an overall total that must not exceed 72 semester credit hours. An ESC is awarded concurrently with a degree but may not be considered to be an intrinsic part of the degree or be used to circumvent the 60-semester-credit-hour associate-degree limitation.²⁰

Institution. A public two-year institution of higher education, including a public junior, technical, or state college.²¹

Institutional Credential Leading to Licensure or Certification. This credential is awarded by an institution upon a student's completion of a course or series of courses that represent the achievement of identifiable skill proficiency leading to licensure or certification. This definition includes a credential that meets the definition of an Occupational Skills Award in all respects except that the program may provide training for an occupation that is not included in the Local Workforce Development Board's target occupations list.²²

Level 1 Certificate. This certificate is designed to provide the necessary academic skills and the workforce skills, knowledge, and abilities necessary to attain entry-level employment or progression toward a Level 2 Certificate or an applied associate degree, with at least 50% of course credits drawn from a single technical specialty. A Level 1 Certificate is designed for a student to complete in one calendar year or less and consists of at least 15 semester credit hours and no more than 42 semester credit hours. Level 1 Certificates are not subject to the Texas Success Initiative.²³

Level 2 Certificate. This certificate consists of at least 30 semester credit hours and no more than 51 semester credit hours. Level 2 Certificates are subject to the requirements of the Texas Success Initiative.²⁴

Local Need course. These courses are not contained in the Workforce Education Course Manual database, and for which approval is requested by a specific institution. A Local Need course, upon approval, is added to the institution's course inventory in the WECM database for use in a career and technical education program. A Special Topics Course is excluded from this definition.²⁵

Local Workforce Development Board. These entities are authorized under Texas Government Code, Chapter 2308. Each of the 28 Local Workforce Development Boards in Texas plays a significant role in determining its region's target occupations list, which is linked to both state and regional high-demand fields used in the community college finance model. Current target occupations for each of the workforce development areas are located on the Texas Workforce Commission website.

²⁰ TAC, Title 19, Part 1, Chapter 2, Subchapter L, [Rule 2.262\(b\)\(3\)](#)

²¹ TAC, Title 19, Part 1, Chapter 2, Subchapter M, [Rule 2.293\(3\)](#)

²² TAC, Title 19, Part 1, Chapter 2, Subchapter L, [Rule 2.262\(b\)\(4\)](#)

²³ TAC, Title 19, Part 1, Chapter 2, Subchapter L, [Rule 2.262\(b\)\(5\)](#)

²⁴ TAC, Title 19, Part 1, Chapter 2, Subchapter L, [Rule 2.262\(b\)\(6\)](#)

²⁵ TAC, Title 19, Part 1, Chapter 2, Subchapter M, [Rule 2.293\(4\)](#)

Lower-Division Academic Course Guide Manual. A Coordinating Board-approved publication listing academic courses that public two-year colleges may teach without special approval from the Coordinating Board.²⁶

Must. For the purposes of these guidelines, all references to “must” mean the same as “shall” in the applicable Texas Administrative Code subchapter and require an institution to carry out the action.

Occupational Skills Award. These programs consist of a sequence of courses that meets the minimum standard for program length specified by the Texas Workforce Commission for the federal Workforce Innovation and Opportunity Act program (9-14 semester credit hours for credit courses or 144-359 contact hours for continuing education courses). An Occupational Skills Award must possess the following characteristics:

- The content of the credential must be recommended by an external workforce advisory committee or the program must provide training for an occupation that is included on the local Workforce Development Board's target occupations list.
- In most cases, the credential should be composed of Workforce Education Course Manual courses only. However, non-stratified lower-division academic courses from the Academic Course Guide Manual may be used if recommended by the external committee and if appropriate for the content of the credential.
- The credential complies with the single course delivery guidelines for Workforce Education Course Manual courses.
- The credential prepares students for employment in accordance with guidelines established for the Workforce Innovation and Opportunity Act.²⁷

New content. As determined by the institution, new content is content that the institution does not currently offer at the same instructional level as the proposed program. A program with sufficient new content to constitute a “significant departure” from existing offerings under Code of Federal Regulations, Title 34, Section 602.22(a)(1)(ii)(C) meets the 50% new content threshold.²⁸

Planning notification. This formal notification is required from an institution that intends to develop a plan and submit a degree program proposal or otherwise notify the Coordinating Board of intent to offer a new degree program.²⁹

Program inventory. This official list of all approved degree and certificate programs offered by a public community college, university, or health-related institution is maintained by agency staff.³⁰

Program revision. An institution may request a revision or modification to an approved certificate program under Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.9, relating to Revisions and Modifications to an Approved Program.

²⁶ TAC, Title 19, Part 1, Chapter 4, Subchapter B, [Rule 4.23\(13\)](#)

²⁷ TAC, Title 19, Part 1, Chapter 2, Subchapter L, [Rule 2.262\(b\)\(7\)](#)

²⁸ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(24\)](#)

²⁹ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(26\)](#)

³⁰ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(28\)](#)

- If the proposed certificate program revision contains not greater than 49% new content, the proposal will be subject to approval by notification.
- If the proposed certificate program revision is a change to the Classification of Instructional Program code that will result in the funding reclassification of the certificate program to a high-demand field, the proposal will be subject to Assistant Commissioner review and approval.
- If the proposed certificate program revision includes any of the following, the proposal will be subject to approval by notification:
 - A change to the name of a certificate.
 - A change to the Classification of Instructional Program code of the certificate program that will not result in the funding reclassification of the certificate.
 - The revised certificate program is included in the inventory of certificates that the Coordinating Board previously identified as credentials of value.
 - The addition of a new credential to an approved program, including a Level 1 Certificate or Level 2 Certificate to an Applied Associate Degree or an Occupational Skills Award to a Level 1 Certificate or Level 2 Certificate. If a new credential is added to an approved program, the new credential content shall consist of courses included in the approved program.
 - The phase-out and closure of a credential, including the suspension of new student enrollment, under TAC, Chapter 2, Subchapter H, Rule 2.171 (relating to Program Phase-Out Notification).
 - The certificate revision includes any of the following:
 - Special Topics or Local Need courses are added to or removed from the curriculum.
 - The number of semester credit hours in the credential is changed or, for a Continuing Education Certificate, the length is changed by 100 or more contact hours.
 - The length of the credential is changed by one semester or more.
 - The certificate level is changed from Level 1 to Level 2.
 - The certificate is changed from a Level 2 to a Level 1.³¹

Public two-year college. A public two-year college includes community, junior, state, and technical colleges.³²

Rubric. This identifier is assigned to a career and technical education course for classifying, recording, and reporting workforce education courses. A rubric is not intended to influence the selection of course offerings; rather it is intended to serve as a guide once an institution has identified the course description and end of course outcomes.³³

³¹ TAC, Title 19, Part 1, Chapter 2, Subchapter L, [Rule 2.266\(1-3\)](#)

³² TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(31\)](#)

³³ TAC, Title 19, Part 1, Chapter 2, Subchapter N, [Rule 2.322\(6\)](#)

Semester. This is the minimum length of courses and limitation on the amount of credit that a student may earn in a given time period.

- Traditionally delivered three-semester-credit-hour courses contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam.
- Every college course is assumed to involve a significant amount of non-contact-hour time for out-of-class student learning and reflection. To ensure the quality of student learning, institutions do not allow students to carry more courses in any term (regular or shortened semester) that allows the student to earn more than one semester credit hour per week over the course of the term. For example, in a five-and-a-half-week summer term, students generally are not enrolled for more than six semester credit hours.
- Institutions have a formal written policy for addressing any exceptions to bullet number two of this definition.
- Courses delivered in shortened semesters are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester.
- Institutions may offer a course in a non-traditional way (for example, over the internet, or through a shortened, intensive format) that does not meet these contact hour requirements, if the course has been reviewed and approved through a formal, institutional faculty review process that evaluates the course and its learning outcomes and determines that the course does, in fact, have equivalent learning outcomes to an equivalent, traditionally delivered course.³⁴

Semester credit hour. This unit of measure of instruction consists of 60 minutes, of which 50 minutes must be direct instruction, and is offered over a 15-week period in a semester system or a 10-week period in a quarter system. One semester credit hour is equivalent to 16 contact hours.³⁵

Special populations. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) defines special populations as:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (United States Code, Title 42, Section 11434a)
- Youth who are in, or have aged out of, the foster care system

³⁴ TAC, Title 19, Part 1, Chapter 4, Subchapter A, [Rule 4.6\(a-e\)](#)

³⁵ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(34\)](#)

- Youth with a parent who is a member of the armed forces (as such term is defined in Section 101(a)(4) of Title 10, United States Code) and on active duty (as such term is defined in Section 101(d)(1) of such title)³⁶

Special Topics course. A course that is for temporary use or transitional content. A Special Topics course is used only when course content and end of course outcomes do not exist in a career and technical education course contained in the Workforce Education Course Manual database. A Special Topics course may address temporary or transitional content such as recently identified current events, knowledge, and skills pertinent to the technical area and relevant to the occupational development of the student.³⁷

Subject matter expert. During course maintenance and review, this public community, junior, state, or technical college representative who is an expert in the knowledge, skills, and abilities of a specific career and technical education course provides technical input into the content of a course.³⁸

Texas Classification of Instructional Programs. This is the Texas adaptation of the federal Classification of Instructional Programs (CIP) taxonomy developed by the National Center for Education Statistics and used nationally to classify instructional programs and report educational data. The 8-digit CIP codes define the authorized teaching field of the specified program, which is based on the occupation(s) that the program is designed to prepare its graduates for employment.³⁹

Texas core curriculum. Curriculum required at each institution of higher education students are required to complete as required by TAC, Title 19, Rule 4.23(3).⁴⁰

Texas Higher Education Coordinating Board. For the purpose of these guidelines, the Texas Higher Education Coordinating Board may be referred to as either the agency, Coordinating Board, or THECB.⁴¹

Third-Party Credential. A third-party credential meets the following requirements:

- The third-party credential is listed in the American Council on Education's ACE National Guide with recommended semester credit hours.
- The third-party credential program content is either embedded in a course, embedded in a program, or is a stand-alone program.
- The third-party credential is conferred for successful completion of the third-party instructional program in which a student is enrolled.
- The third-party credential is included on the workforce education, continuing education, or academic transcript from the college.
- The third-party provider of the certificate develops the instructional program content, develops assessments to evaluate student mastery of the instructional content, and confers the third-party credential.

³⁶ Public Law 115-224, Section 3(48), 115th Congress, <https://www.congress.gov/115/plaws/publ224/PLAW-115publ224.pdf>.

³⁷ TAC, Title 19, Part 1, Chapter 2, Subchapter M, [Rule 2.293\(5\)](#)

³⁸ TAC, Title 19, Part 1, Chapter 2, Subchapter N, [Rule 2.322\(8\)](#)

³⁹ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(35\)](#)

⁴⁰ TAC, Title 19, Part 1, Chapter 2, Subchapter A, [Rule 2.3\(36\)](#)

- The third-party credential meets the requirements for fundable outcomes in the community college finance rules, including that the third-party credential includes no fewer than the equivalent of nine semester credit hours or 144 contact hours; or
- The third-party credential is awarded in a high-demand field as defined in Coordinating Board rule and includes no fewer than the equivalent of five semester credit hours or 80 contact hours.⁴²

Workforce Education Course Manual. The online database that is composed of the Coordinating Board's statewide inventory of approved career and technical education courses and Local Need courses, which are available for institutions to use in industry-recognized credentials, certificates, and applied associate degree programs.⁴³

Workforce Education Course Manual Advisory Committee. The Workforce Education Course Manual Advisory Committee provides the Coordinating Board with advice regarding the content, structure, and currency of courses in the WECM database. The committee is responsible for field engagement in the maintenance and use of the WECM database and courses contained within the database.⁴⁴

⁴² TAC, Title 19, Part 1, Chapter 2, Subchapter L, Rule [2.262\(b\)\(8\)](#)

⁴³ TAC, Title 19, Part 1, Chapter 2, Subchapter M, [Rule 2.293\(6\)](#)

⁴⁴ TAC, Title 19, Part 1, Chapter 2, Subchapter N, [Rule 2.322\(10\)](#)

Chapter 2 - Applied Associate Degree Approval

[Texas Administrative Code, Title 19, Part 1, Chapter 2, Subchapter K, Rules 2.230–2.241]

A. Overview of the Applied Associate Degree Approval Process

The purpose of this chapter is to establish the process for an institution to request approval for an applied associate degree program from the Coordinating Board. These guidelines establish the requirements for both new and revised applied associate degree program approvals, emphasizing the process to ensure alignment with current industry standards and workforce needs.

1. An applied associate degree may be called an Associate of Applied Arts or Associate of Applied Science.
2. The AAS program may serve as a foundation for the Bachelor of Applied Science, the Bachelor of Applied Arts and Sciences and the Bachelor of Applied Technology degree.
3. Each applied associate degree program must provide the workforce skills, knowledge, and abilities necessary to attain entry-level employment in an occupation.
 - The curriculum must include a minimum of 15 semester credit hours of general education courses.
 - The remaining curriculum may include both Workforce Education Course Manual and Lower-Division Academic Course Guide Manual courses directly related to the discipline.
 - Business and industry experts must provide substantial input into curriculum design through participation in an advisory committee.
 - The institution must ensure basic, and career technical/workforce skills are integrated into the curriculum.
 - The institution has an enrollment management plan for the program.
 - The institution must review and consider for inclusion in the program skill standards recognized by the Texas Skill Standards Board if such exist for the discipline.

B. New Applied Associate Degree Program Planning Notification Required

An institution of higher education seeking approval to offer a new degree program must submit a Planning Notification to agency staff in accordance with Texas Administrative Code, Chapter 2, Subchapter C, Rule 2.41, relating to preliminary planning process for new degree programs prior to submitting an administratively complete request for a new applied associate degree proposal.

Institution Responsibility

The process for an institution to submit a planning notification follows:

- A requesting institution may only submit a planning notification in accordance with Texas Administrative Code, Chapter 2, Subchapter C, Rule 2.41, relating to the

preliminary planning process for new degree programs using the forms available on the agency's website through the CBPass portal.

The submission of the notice of intent to plan is as follows:

Prior to the institution seeking approval for a new degree program from its governing board, each institution's chief academic officer, or delegate, must provide notification to agency staff of the institution's intent to engage in planning for a new degree program. The planning notification must contain the following information:

- The title of the degree
- The degree designation
- CIP code
- Anticipated date of submission

THECB Responsibility

Not later than 60 days after receipt of the planning notification, agency staff must provide to that institution a report including available labor market information and other relevant data to inform the institution's planning for the proposed program, including data about the number of similar programs approved in an area likely to be served by the applicant institution.

C. Applied Associate Degree Program Approval Required for a Proposed New Program

A public community, junior, state, technical college, or any general academic institution authorized by statute to offer the program may request approval for a new applied associate degree. A proposed applied associate degree program is subject to Assistant Commissioner approval. A proposed program may be approved if the program is administratively-complete as described in Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.6.

1. Public Two-Year College Responsibility

- The institution must demonstrate that the proposed program obtained institution and governing board approval prior to submission.
- A requesting institution may only submit an application to offer a new applied associate degree using the forms available on the agency's website. The complete application for a new applied associate degree is submitted to the Coordinating Board for review through the CBPass portal.
- An institution must submit a fully completed application that is administratively complete for each proposed program for which approval is required. The application will include:
 - Each element or item of information required by Texas Administrative Code, Chapter 2, Subchapter A, Rules 2.5 and 2.8.
 - Each element or item of information required by Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.4 governing the type of program approval required.

- The required THECB form for the type of program approval required.
- Fully executed certifications.
- If agency staff determines that the application is incomplete or additional information or documentation is needed, the institution must respond with all the requested information or documentation within 10 business days or the request will be deemed incomplete and returned to the institution.
- An institution may resubmit an application that was returned as incomplete as soon as it has obtained the requested information or documentation. This submission will be considered a new application.

2. Additional Texas State Technical College Responsibility

An institution in the Texas State Technical College system may offer the associate of applied science degree in accordance with the provisions of Texas Education Code Section 135.04, which reads as follows:

- Educational programs wholly or partially financed from state funds are subject to the prior approval or disapproval and continuing review of the Coordinating Board.
- Before any program may be offered by a campus or extension center within the tax district of a public two-year college that is operating a vocational and technical program, it must be established that the public two-year college is not capable of offering or is unable to offer the program. After it is established that a need for the program exists and that the program is not locally available, the campus or extension center may offer the program, provided approval is secured from the Coordinating Board. Approval of technical-vocational programs under this section does not apply to Brown, McLennan, Cameron, Fort Bend, Comal, Denton, Guadalupe, Williamson, and Potter Counties.
- Where a local government, business, or industry located in a county or a portion of a county that is not operating a public two-year college district requests that the campus or extension center offer a program, the campus or extension center may offer the program provided program approval is secured from the Coordinating Board for that location.

THECB Responsibility

Once an application is submitted, the Coordinating Board will review the proposal from the institution:

1. Agency staff must determine whether an application is administratively complete and notify the institution not later than the fifth business day after receipt.
2. Not later than the 60th day after an institution submits an administratively complete application for approval, agency staff must provide informal notice and opportunity for comment to other institutions of higher education in the region in accordance with Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.7, relating to informal notice and comment on proposed local programs.

3. The Assistant Commissioner, Commissioner, or Board, as applicable, must approve or deny the proposed program within the timelines specified in Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.4, relating to types of approval required, after receipt of the complete program proposal. If the Assistant Commissioner, Commissioner, or Board does not act to approve or deny the proposal within one year of administrative completeness, the program is considered approved.
4. If the Assistant Commissioner recommends denial of a program or does not take action to approve the program within six months of agency staff's determination that the program proposal is administratively complete, then the program approval will be subject to the process for Commissioner approval.
5. Upon approval, the agency's staff will add the new degree program to the institution's official program inventory. The program inventory contains the list of degrees and certificates with Coordinating Board approval.

D. Applied Associate Degree Program Approval Required for a Proposed Revision

An institution may request a revision or modification to an approved applied associate degree program.

1. If the proposed applied associate degree program revision contains not greater than 50 percent new content, the proposal will be subject to approval by notification in accordance with Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.4(1), relating to types of approval required (referenced in section B of this chapter under institutional responsibility).
2. If the proposed applied associate degree program revision is a change to the CIP code that will result in the funding reclassification of the program to a high-demand field, the proposal will be subject to Assistant Commissioner review and approval.
3. If the proposed applied associate degree program revision includes any of the following, the proposal is subject to approval by notification in accordance with Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.4(1) (referenced in section B of this chapter under institutional responsibility):
 - A change to the name of an applied associate degree.
 - A change to the CIP code of an applied associate degree program that will not result in the funding reclassification of the degree.
 - The addition of a new Level 1 or Level 2 Certificate to an approved applied associate degree program. If a new Level 1 or Level 2 Certificate is added to an approved applied associate degree program, the new certificate content must consist of courses included in the approved applied associate program.
 - The phase-out and closure of a credential and the suspension of new student enrollment under Texas Administrative Code, Chapter 2, Subchapter H, Rule 2.171, relating to program phase-out notification referenced in section G of this chapter.
 - The discontinuation of a credential to close the program and remove it from the institution's program inventory.

- Special Topics or Local Need courses are added to or removed from the curriculum.
- The number of semester credit hours (SCHs) in the credential is changed or, for a continuing Education program, the length is changed by 100 or more contact hours.
- The length of the credential is changed by one semester or more.

E. Applied Associate Degree Criteria for Approval

1. A proposed applied associate degree program must meet the criteria in Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.5, relating to general criteria for program approval.
2. Agency staff must ensure that the institution certifies and provides required evidence that a proposed applied associate degree meets the criteria in Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.5:
 - In addition to any criteria specified in statute or Texas Administrative Code, Chapter 2 for a specific program approval, the Assistant Commissioner, Commissioner, or Board, as applicable, must consider the following factors:
 - Evidence that the program is needed by the state and the local community, as demonstrated by student demand for similar programs, labor market information, and value of the credential
 - Whether the program unnecessarily duplicates programs offered by other institutions of higher education or private or independent institutions of higher education, as demonstrated by capacity of existing programs and need for additional graduates in the field
 - Comments provided to the Coordinating Board from institutions of higher education that offer substantially similar programs in the region, as defined by the Coordinating Board, where the program will be delivered and that were provided informal notice
 - Agency staff must provide notification of the applicant institution's request for approval and allow not fewer than 30 days for a noticed institution to provide comments to agency staff regarding:
 - State or local need for the proposed program
 - Evidence of whether the program unnecessarily duplicates programs offered by public, private, or independent institutions in the Higher Education Regions that offer substantially similar programs
 - When considering whether to approve a program requiring approval under Texas Administrative Code, Chapter 2, Subchapter A, the Assistant Commissioner, Commissioner, or Board must consider the comments that the noticed institutions provide to the Coordinating Board.
 - An institution may submit a Public Information Request to receive a copy of all institutional comments received during the 30-day comment period.
 - Whether the program has adequate financing from legislative appropriation, funds allocated by the Coordinating Board, or funds from other sources

- Whether the program's cost is reasonable and provides a value to students and the state when considering the cost of tuition, source(s) of funding, availability of other similar programs, and the earnings of students or graduates of similar credential programs in the state to ensure the efficient and effective use of higher education resources
 - Whether and how the program aligns with the metrics and objectives of the Board's long-range strategic plan for higher education
 - Whether the program has necessary faculty and other resources, including support staff, to ensure student success
 - Whether the program meets academic standards specified by law or prescribed by Board rule or skill standards recognized by the Texas Workforce Investment Council, if they exist for the discipline
 - Past compliance history and program quality of the same or similar programs, where applicable
- A request for approval of a joint degree program that does not include existing degree programs is considered a new degree program and is subject to new degree program approval requirements.
3. The institution must certify that the proposed program complies with all applicable provisions contained in Texas Administrative Code, Chapter 2, Subchapter A, Rules 2.3-2.10, relating to general provisions rules.

F. Applied Associate Degree Maximum Number of Semester Credit Hours

An applied associate degree is limited to 60 SCHs unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree (Texas Education Code Section 61.05151). If the minimum number of semester credit hours required to complete a proposed applied associate program exceeds 60 SCHs, the institution must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 60-SCH limit. Agency staff will review the documentation provided and make a determination to approve or deny a request to exceed the 60-SCH limit. The Coordinating Board has approved exemptions for the following disciplines:

Discipline (CIP Code)	Approved SCH Exemption
American Sign Language (16.1603)	65
Cancer Data Management (51.0707)	61
Dental Hygiene (51.0602)	68
Diagnostic Medical Sonography (51.0910)	65
Physical Therapist Assistant (51.0806)	66
Radiation Therapy (51.0907)	65
Radiologic Technology (51.0911)	64
Respiratory Care (51.0908)	66

The exemptions apply to all programs statewide in the disciplines listed. If a college had previously completed the process to reduce a listed program to 60 SCHs, it may revise its program to the approved SCH exemption listed above. However, a college is not required to adopt the approved exemption. Approved exemptions may be superseded at a future date.

G. Applied Associate Degree Program Deactivation and Phasing Out

An institution may request to phase out an applied associate degree program under Texas Administrative Code, Chapter 2, Subchapter H, Rule 2.171, relating to phasing out degree and certificate programs.

Institution Responsibility

The process for an institution for phasing out a degree program is as follows:

1. If the institution where the program is located wishes to close the program, the institution must:
 - Develop and execute a teach-out plan.
 - Give appropriate notification to the federally recognized institutional accreditor and the program's accreditor, as applicable.
 - Cease to admit new students to the program.
 - Ensure that all courses necessary to complete the program are offered on a timely basis.
 - Close the program when the last student enrolled in the program has graduated or the teach-out period has lapsed.
2. Public institutions of higher education must notify agency staff of intent to phase out a degree or certificate program prior to closure of the program.
3. The institution must provide the information required in this section by submitting the Phase Out Notification Form on the agency's website. The notification form will require the institution to submit the following information:
 - The name, designation, and CIP Code of the degree or program, as listed in the institution's program inventory
 - The anticipated closure date of the program
4. If the institution chooses not to phase a program out after providing prior notification to the Coordinating Board of intent to phase out the program, the institution must submit an update that the program will continue to the agency's staff.

THECB Responsibility

1. Upon receiving the Phase Out Notification form, agency staff will update the institution's program inventory to reflect the phase-out date of the program. Agency staff will remove the program from the program inventory at the time of the date of closure, as reported by the institution.

Chapter 3 - Certificate Approval

[Texas Administrative Code, Title 19, Part 1, Chapter 2, Subchapter L, Rules 2.260–2.268]

A. Overview of the Certificate Program Approval Process

The purpose of this chapter is to establish the process for an institution to request approval of a career and technical education certificate program from the Coordinating Board. These guidelines establish the requirements for both new and revised certificate program approvals, emphasizing the process to ensure alignment with current industry standards and workforce needs.

B. Certificate Program Titles

1. A CTE certificate is a post-secondary credential, other than a degree, which a student earns upon successful completion of a career and technical education workforce, or continuing education program offered by an institution of higher education. Courses that comprise career and technical education certificates are listed in the Workforce Education Course Manual and the Academic Course Guide Manual and are subject to Coordinating Board approval.
2. Certificates include:
 - Advanced Technical Certificate
 - Continuing Education Certificate
 - Enhanced Skills Certificate
 - Institutional Credential Leading to Licensure or Certification
 - Level 1 Certificate
 - Level 2 Certificate
 - Occupational Skills Award
 - Third-Party Credential

C. Certificate Program Criteria for Approval

1. Each certificate program must meet the requirements of Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.5, except Subsection (a)(3), of Chapter 2, Subchapter A, relating to general criteria for program approval:
 - In addition to any criteria specified in statute or this chapter for a specific program approval, the Assistant Commissioner, Commissioner, or Board, as applicable, must consider the following factors:
 - Evidence that the program is needed by the state and the local community, as demonstrated by student demand for similar programs, labor market information, and value of the credential
 - Whether the program unnecessarily duplicates programs offered by other institutions of higher education or private or independent institutions of higher

- education, as demonstrated by capacity of existing programs and need for additional graduates in the field
- Whether the program has adequate financing from legislative appropriation, funds allocated by the Board, or funds from other sources
 - Whether the program's cost is reasonable and provides a value to students and the state when considering the cost of tuition, source(s) of funding, availability of other similar programs, and the earnings of students or graduates of similar credential programs in the state to ensure the efficient and effective use of higher education resources
 - Whether and how the program aligns with the metrics and objectives of the Board's long-range strategic plan for higher education
 - Whether the program has necessary faculty and other resources, including support staff, to ensure student success
 - Whether the program meets academic standards specified by law or prescribed by rule or skill standards recognized by the Texas Workforce Investment Council, if they exist for the discipline
 - Past compliance history and program quality of the same or similar programs, where applicable
2. Each certificate program must provide the necessary technical and workforce skills necessary to attain entry-level or advanced employment in a related occupation, and must meet the following requirements:
 - The certificate program may include both WECM and Lower-Division ACGM courses that are directly related to the discipline.
 - Business and industry experts must provide substantial input into curriculum design through participation in an advisory committee.
 - The institution must integrate basic and career technical/workforce skills into the curriculum.
 - The institution has reviewed and considered for inclusion in the curriculum of the program applicable skill standards recognized by the Texas Workforce Investment Council, if they exist for the discipline.
 3. A Level 1 Certificate, composed of either workforce or continuing education courses, may only be approved if the program meets or exceeds 360 contact hours.
 4. A course or program that meets or exceeds 780 contact hours in length must result in the award of appropriate semester credit hours and be applicable to a career and technical education certificate or an applied associate degree program.
 5. The institution must certify that the proposed certificate program complies with all applicable provisions contained in divisions of Texas Administrative Code, Chapter 2, Subchapter A, Rules 2.5 and 2.8, relating to general provisions.
 6. A proposed new certificate for which there is no graduate and wage data must be determined to be a credential of value, as defined in Rule 13.556(b) of this part (relating to Performance Tier: Fundable Outcomes), based on one or more of the following documentation criteria:

- An attestation from one or more regional employers that the employer will hire graduates of the program and the starting wage at which the employer would pay the graduate
 - Graduate employment and wage data for an essentially similar program from a different institution of higher education in Texas
 - Graduate employment and wage data for an essentially similar program from an institution of higher education in a state other than Texas
7. The Coordinating Board must ensure that each institution certifies and provides required evidence that a proposed career and technical education certificate program meets the criteria in Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.5, except Subsection (a)(3), relating to general criteria for program approval (refer to applied associate degree, Section E, Item 2 for the complete criteria for approval of an applied associate degree and certificate).

D. New Certificate Program Approval Required

An application for approval of a new certificate program is subject to the following levels of approval:

1. If the proposed certificate program, other than a third-party credential, contains 50% or more new content, the proposal will be subject to expedited review and approval under Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.4(2)(B)(ii) relating to types of approval required.
 - Expedited Review – an institution submits for review and approval the information required by rule and obtains approval from agency staff once staff confirms that the institution's request is administratively complete, and the Assistant Commissioner confirms that the institution's request qualifies for Expedited Review. This type of review is authorized only where expressly indicated in rules under Texas Administrative Code, Chapter 2, Subchapter A.
2. A third-party credential, Occupational Skills Award, Advanced Technical Certificate, and Enhanced Skills Certificate will be subject to approval by notification under Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.4(1) as follows:
 - Notification – this approval is obtained when the institution of higher education successfully submits and receives confirmation of its submission to agency staff.

E. Requests and Steps for Approval of Proposed New CTE Certificates

Institution Responsibility

The process for an institution is as follows:

1. An institution must submit an application prior to offering any new certificate, including a new Continuing Education Certificate, Level 1 Certificate, Level 2 Certificate, Advanced Technical Certificate, Enhanced Skills Certificate, Occupational Skills Award, Institutional Credential Leading to Licensure or Certification, or third-party credential using the forms available from the agency for review through the CBPass portal. See

Chapter 6, Section U for link to instructions for accessing and submitting forms through the new portal.

2. The institution's application must demonstrate that the institution's governing board approved the proposed certificate program prior to submission.
3. Agency staff will make the determination of administrative completeness in accordance with Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.6, relating to administrative completeness. "Administrative completeness" is defined as follows:
 - An institution must submit a fully completed online application for each proposed certificate program for which approval is required, using the required agency forms for the type of program approval and including all required fully executed certifications.

THECB Responsibility

Once the application is submitted, the Coordinating Board will review the proposal from the institution as follows:

1. The Assistant Commissioner must approve or deny the proposed certificate program within 60 days after receipt of the complete certificate program proposal. If the Assistant Commissioner does not act to approve or deny the proposal within one year of administrative completeness, the certificate program is considered approved.
2. Upon approval, agency staff will add the new career and technical education certificate program to the institution's program inventory. The program inventory contains the institution's list of degrees and certificates approved by the Coordinating Board.
3. If the Assistant Commissioner denies the proposed certificate program, the institution may appeal the decision to the Commissioner. The Commissioner may, within 60 days after appeal, at his or her sole discretion:
 - Deny the proposed certificate program.
 - Approve the proposed certificate program.
 - Allow the institution the opportunity to cure deficiencies in the proposed program.
4. A new certificate program must be implemented within 24 months of the approved implementation date stated in the Coordinating Board approval letter. After 24 months, the institution must submit an application for approval of a new certificate program.

F. Certificate Program Approval Required for a Proposed Revision

An institution may request a revision or modification to an approved certificate program under Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.9(c), relating to revisions and modifications to an approved program:

- Non-substantive revisions and modifications that do not materially alter the nature of the program, location, or modality of delivery, as determined by the Assistant Commissioner, include, but are not limited to:

- Increasing the number of semester credit hours of a program for reasons other than a change in programmatic accreditation requirements;
 - Consolidating a program with one or more existing programs;
 - Offering a program in an off-campus face-to-face format;
 - Altering any condition listed in the program approval notification;
 - Changing the CIP code of the program;
 - Increasing the number of semester credit hours if the increase is due to a change in programmatic accreditation requirements;
 - Reducing the number of semester credit hours, so long as the reduction does not reduce the number of required hours below the minimum requirements of the institutional accreditor, program accreditors, and licensing bodies, if applicable;
 - Changing the degree title or designation; and
 - Other non-substantive revisions that do not materially alter the nature of the program, location, or modality of delivery, as determined by the Assistant Commissioner.
1. If the proposed certificate program revision contains not greater than 49% new content, the proposal will be subject to approval by notification.
 2. If the proposed certificate program revision is a change to the CIP code that will result in the funding reclassification of the certificate program to a high-demand field, the proposal will be subject to Assistant Commissioner review and approval.
 3. If the proposed certificate program revision includes any of the following, the proposal will be subject to approval by notification:
 - A change to the name of a certificate.
 - A change to the Classification of Instructional Programs code of the certificate program that will not result in the funding reclassification of the certificate.
 - The revised certificate program is included in the inventory of certificates that the Coordinating Board previously identified as credentials of value.
 - The addition of a new credential to an approved program, including a Level 1 Certificate or Level 2 Certificate to an applied associate degree or an Occupational Skills Award to a Level 1 Certificate or Level 2 Certificate. If a new credential is added to an approved program, the new credential content must consist of courses included in the approved program.
 - The phase-out and closure of a credential, including the suspension of new student enrollment, under Texas Administrative Code, Chapter 2, Subchapter H, Rule 2.171, relating to program phase-out notification referenced in Section G of this chapter.
 - The certificate revision includes any of the following:
 - Special Topics or Local Need courses are added to or removed from the curriculum.
 - The number of semester credit hours in the credential is changed or, for a Continuing Education Certificate, the length is changed by 100 or more contact hours.
 - The length of the credential is changed by one semester or more.
 - The certificate level is changed from Level 1 to Level 2.

- The certificate is changed from a Level 2 to a Level 1.

G. Certificate Program Phase-Out and Closure

An institution may request to phase-out and close a certificate program under Texas Administrative Code, Chapter 2, Subchapter H, Rule 2.171, relating to program phase-out notification.

Institution Responsibility

1. If the institution where the program is located wishes to close the program, the institution must:
 - Develop and execute a teach-out plan.
 - Give appropriate notification to the federally recognized institutional accreditor and the program's accreditor, as applicable.
 - Cease to admit new students to the program.
 - Ensure that all courses necessary to complete the program are offered on a timely basis.
 - Close the program when the last student enrolled in the program has graduated or the teach-out period has lapsed.
2. Public institutions of higher education must notify agency staff of intent to phase out a certificate program prior to closure of the program.
3. The institution must provide the information required in this section by submitting the Phase Out Notification form on the agency's website. The notification form will require the institution to submit the following information:
 - The name, designation, and CIP code of the certificate program, as listed in the institution's program inventory
 - The anticipated closure date of the program
4. If the institution chooses not to phase a program out after providing prior notification to the Coordinating Board of intent to phase out the program, the institution must submit an update that the program will continue to agency staff.

THECB Responsibility

1. Upon receiving the Phase Out Notification form, agency staff will update the institution's program inventory to reflect the phase-out date of the program. Agency staff will remove the program from the program inventory at the time of the date of closure, as reported by the institution.

Chapter 4 - Local Need Course Approval

[Texas Administrative Code, Title 19, Part 1, Chapter 2, Subchapter M, Rules 2.290-2.297]

A. Overview of Local Need Course

The purpose of this chapter is to establish the process for an institution to request approval of a Local Need course from the Coordinating Board. These guidelines establish the requirements for Local Need course approvals.

Content that is not contained in a career and technical education course and that will be offered repeatedly over several years is most appropriate for Local Need status. Evidence of need for the course should be substantiated by support from business and industry in the local geographical area. A Local Need course should be submitted to the Coordinating Board through the CBPass portal. Local Need courses are identified by a “7” in the third digit of the course number.

Local Need courses may be used to respond to unique local or regional conditions or regulatory changes, to expand an existing discipline to include a new specialty, or to create courses in new disciplines (new disciplines are those with no course rubrics in the Workforce Education Course Manual database inventory of courses).

B. Local Need or Special Topics Course Development

The process for development and submission of a Local Need or Special Topics course is as follows:

- Determine if there is a suitable CTE course available and whether the course should be offered in a Local Need or Special Topics format.
- Submit a Local Need course application (for distinct content that will be offered repeatedly) or a Special Topics course application (for transitional content). The Local Need and Special Topics course forms are available for electronic submission through the CBPass portal under “Other Options.”

C. Local Need Course Approval Requirements

The Coordinating Board requires an institution to obtain approval of a proposed Local Need course for inclusion in the WECM database and the institution's course inventory. An institution must designate a proposed Local Need course as offering semester credit hours or continuing education units.

Institution Responsibility

The course submission process for an institution is as follows:

1. An institution must submit a fully completed application for each proposed course for which approval is required, that is administratively complete, and that includes:

- Each required element in Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.296, relating to criteria for proposed course approval:
 - There is no career and technical education course in the WECM database that has equivalent end of course outcomes to the proposed course.
 - The proposed course is designated as either semester credit hours or continuing education units and assigned actual contact hours.
 - The submission for consideration of the proposed course is complete and includes:
 - The course title that is related to the course content
 - A six-digit Classification of Instructional Programs code
 - A course description
 - The type of instruction
 - Suggested prerequisite, if applicable
 - A justification of the need for the course
 - End of course outcomes
 - Contact information for the individual authorized to request approval of the proposed course
 - Contact information for the individual who is authorized to respond to questions regarding the submission
- The required Coordinating Board form for the proposed course approval

The complete application for a Local Need course is submitted to the Coordinating Board for review. A Local Need course should be submitted through the CBPass portal.

THECB Responsibility

Once the application is submitted, the agency's staff will review the proposal from the institution as follows:

1. A proposed local need course may be approved by the Assistant Commissioner if the course is administratively complete as described in Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.295, relating to administrative completeness (referenced in section C, number 1) and meets all the requirements established in Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.296, relating to criteria for proposed course approval (referenced in Section C, Bullet 1).
2. The required form for the proposed course approval is submitted with the proposal.
 - Agency staff must determine whether an application is administratively complete and notify the institution not later than the 30th business day after receipt.
 - If the agency's staff determines that the application is incomplete or additional information or documentation is needed, the institution must respond with all the requested information or documentation within 30 business days, or the request will be deemed incomplete and returned to the institution.
 - An institution may resubmit an application that was returned as incomplete as soon as it has obtained the requested information or documentation. This submission will be considered a new application.

3. If the Assistant Commissioner recommends denial of a proposed Local Need course or does not take action to approve the proposed course within 60 days of agency staff's determination that the course proposal is administratively complete, then the proposed Local Need course approval will be subject to the process for Commissioner approval. The Commissioner's decision is final and may not be appealed.
4. Upon approval, a Local Need course will be listed in Local Need course section of the WECM database and available to the institution for use in a CTE certificate or applied associate degree.

Chapter 5 - Career and Technical Education Course Maintenance and Approval

[Texas Administrative Code, Title 19, Part 1, Chapter 2, Subchapter N, Rules 2.320-2.330]

A. Overview and Purpose of Career and Technical Education Course Maintenance

The purpose of this chapter is to establish the process for maintenance and approval of a career and technical education course in the Workforce Education Course Manual database. After a development period of three years, the WECM database became fully operational in 1998. The WECM database provides public community, junior, state, and technical colleges with an inventory of pre-approved courses developed in close partnership with subject matter experts representing a wide variety of technical fields. The WECM database is supported by a mechanism for continually reviewing, developing, revising, and/or archiving courses, and it is complemented by a process for the implementation of courses developed to meet local needs. Refer to chapter four for the overview of the development and approval of a Local Need course.

Purposes of the WECM

- Contribute to the quality and consistency of career and technical education courses.
- Provide Texas public community, junior, state, and technical colleges increased assistance and flexibility in responding to employer needs.
- Enhance the portability of credits and credentials for students.
- Provide increased access to workforce education degrees and career advancement.
- Incorporate industry-established skill standards into Texas workforce education.

When the heavy lift of course creation was completed in 2017, triggers became the mechanism that initiated the course review and maintenance process. At the same time, the responsibilities of the original WECM project were incorporated into the role of the Coordinating Board and the WECM Leadership Committee was redesigned and codified in statute as the WECM Advisory Committee for the following purpose:

The WECM Advisory Committee is created to provide the Coordinating Board with advice regarding content, structure, currency and presentation of the WECM and its courses; coordinating field engagement in processes, maintenance, and use of the WECM; and assistance in identifying new courses, new programs of study, developments within existing programs represented by courses in the manual, vertical and horizontal alignment of courses within programs, and obsolescence of programs of study and courses.

Goal of CTE Course Maintenance and Approval Process

The goal of career and technical education course maintenance and approval is to utilize various triggers to maintain the WECM database of courses to be proactive and responsive to program and course needs. Subject matter experts in the associated disciplines will be asked to provide input on new courses, revision of courses, and archival based on triggers. The

utilization of technology to facilitate this maintenance process will enhance the responsiveness to the field. Public community, junior, state, and technical colleges have a clear understanding of employer expectations resulting in career and technical education courses that are relevant to employers and the workplace by creating a curriculum based on skill standards and maintaining continued relevance.

B. Career and Technical Education Course Maintenance Process

The career and technical education course maintenance process includes the following activities:

1. Career and technical education course maintenance addition — The development and addition of a new career and technical education course to the WECM database. The content of the new course may be drawn from industry-defined skill and knowledge requirements or a local need course that is used by four or more institutions. The development of a course is performed by a team of subject matter experts.
2. Career and technical education course maintenance archival — The archiving of a career and technical education course to remove an unused, obsolete, or duplicate course from the WECM database. The review of a course to be archived is performed by a team of subject matter experts.
3. Career and technical education course maintenance review — The review of a course contained in the WECM database. The review of a course is performed by a team of subject matter experts.
4. Career and technical education course maintenance revision — The revision to a career and technical education course contained in the WECM database to ensure that content and outcomes align with current need and/or regulations. The revision of a course is performed by a team of subject matter experts.
5. Career and technical education course maintenance workshop — A workshop to determine the relevance and currency of a career and technical education course contained in the WECM database. The workshop must be conducted by a team of subject matter experts. The WECM Advisory Committee must determine the schedule and the Classification of Instructional Programs code for each course to be reviewed. A course maintenance workshop may result in:
 - The revision of a career and technical education course.
 - The addition of a career and technical education course.
 - The archiving of a career and technical education course.

C. Career and Technical Education Course Maintenance Review

1. A team of subject matter experts must review a career and technical education course every four years to ensure the currency of the course content. A team of subject matter experts may review a career and technical education course more frequently as indicated by career and technical education course maintenance triggers.

2. The WECM Advisory Committee must consider several factors in determining the need to conduct a course maintenance review workshop, including:
 - Emerging and/or changing technologies
 - Change in business/industry standards
 - State or national credentialing requirements
 - Employer-defined skill requirements
 - Comments from one or more institutions
 - Need identified by a statewide curriculum project
 - Coordinating Board request for a course maintenance review
 - The timeline of a course's maintenance review cycle, as specified by a schedule developed by the WECM Advisory Committee
3. The WECM Advisory Committee will determine a schedule for career and technical education course maintenance review workshop in a designated CIP code.
4. A team of subject matter experts must perform the review.
5. The review must determine:
 - If a course will continue to be offered in the WECM database in its current form.
 - If a course requires revision.
 - If a course requires archiving.
 - If a new course is necessary to address knowledge, skills, and abilities to meet the needs of business and industry.
 - If two or more local need courses with similar end of course outcomes should be consolidated into one career and technical education course to address the needs of multiple institutions.
 - If two or more special topics courses with similar end of course outcomes should be consolidated into one career and technical education course to address the needs of multiple institutions.

D. Career and Technical Education Course Maintenance Revision

1. Subject matter experts at a career and technical education course maintenance workshop may recommend revising a course in the WECM database.
2. Revised course elements may include:
 - End of course outcomes
 - Course description
 - Course title
 - Contact hour range
 - Semester credit hours or continuing education units
 - Classification of Instructional Programs code
 - Rubric
3. The team of subject matter experts may vote to recommend the elements to be revised and the final revisions to the WECM Advisory Committee.

4. The team of subject matter experts must present the revised course to the WECM Advisory Committee.

WECM Advisory Committee Responsibility

The WECM Advisory Committee must review the revised course and, following any action required based on the review, the chair of the WECM Advisory Committee must transmit the course on the requisite form to the Coordinating Board with a request for approval.

THECB Responsibility

An Assistant Commissioner must review and approve each career and technical education course submitted for inclusion in the WECM database as specified in Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.328, relating to career and technical education course approval.

If approved, institutions may use the revised course when posted by the Coordinating Board in the WECM database.

E. Career and Technical Education Course Maintenance Addition

1. Subject matter experts at a career and technical education course maintenance workshop may recommend adding a course to the WECM database.
2. A new course must include the following elements:
 - End of course outcomes
 - Course description
 - Course title
 - Contact hour range
 - Semester credit hours or continuing education units
 - Classification of Instructional Programs code
 - Rubric
3. The team of subject matter experts may vote to recommend the elements of the new course to the WECM Advisory Committee.
4. The team of subject matter experts must present the new course to the WECM Advisory Committee.

WECM Advisory Committee Responsibility

The WECM Advisory Committee must review the new course and, following any action required based on the review, the chair of the WECM Advisory Committee must transmit the course on the requisite form to the Coordinating Board with a request for approval.

THECB Responsibility

The Assistant Commissioner must review and approve each career and technical education course submitted for inclusion in the WECM database as specified in Texas Administrative

Code, Chapter 2, Subchapter N, Rule 2.328, relating to career and technical education course approval.

If approved, institutions may use the new course when posted by the Coordinating Board in the WECM database.

F. Career and Technical Education Course Maintenance Archival

1. Subject matter experts at a career and technical education course maintenance workshop may recommend archiving a course in the WECM database.
2. A course may be archived if:
 - The end of course outcomes duplicate those of another course.
 - The course has not been used for five years, as determined by the agency's Data Frequency Report.
 - The course is composed of content that no longer meets the needs of industry.
3. An archived course will remain active for a minimum of one year, beginning September 1 and ending August 31 of the following year.
4. An institution must not use an archived course in a career and technical education program after August 31 in the year after archival.
5. A team of subject matter experts will identify courses that have not been used for five years or that are no longer relevant to the needs of industry for archiving each January. These courses are archived effective the following August 31st.

G. Course Maintenance Revision or Addition Approval

THECB Responsibility

The Assistant Commissioner must consider the following factors:

1. There is no career and technical education course in the WECM database that has equivalent end of course outcomes to the proposed course.
2. The proposed course is designated as either semester credit hours or continuing education units and assigned contact hours.
3. The submission for consideration of the proposed course is complete and includes:
 - A course title
 - A six-digit Classification of Instructional Programs code
 - A course description
 - The type of instruction
 - Suggested prerequisite, if applicable
 - A justification of the need for the course
 - End of course outcomes
4. The Assistant Commissioner may approve a proposed career and technical education course if the course meets all the requirements of administrative completeness.

5. If the Assistant Commissioner recommends denial of a proposed career and technical education course or does not take action to approve the proposed course within 60 days of agency staff's determination that the proposed course approval request is administratively complete, then the proposed career and technical education course approval will be subject to the process for Commissioner approval. The Commissioner's decision is final and may not be appealed.

Upon approval, a revised or new (addition) career and technical education course will be listed in the WECM database.

All courses in the WECM database may be taught by any institution without prior approval by the Coordinating Board. Courses in the WECM database are valid for institutions to use in career and technical education programs.

Approved career and technical education courses remain in the WECM database until they are archived.

Chapter 6 - Guidance Resources

A. Overview and Purpose of Guidance Resources

The guidance resource chapter in the new career and technical education guidelines offers a comprehensive collection of best practice materials designed to support educational practitioners. This resource chapter integrates valuable content from a variety of established sources, including the previous Guidelines for Instructional Programs in Workforce Education, protocols from the Workforce Education Course Manual, and insights gathered from the workforce education stakeholder workgroup. The information presented within this chapter serves as guidance only. It shares strongly encouraged processes rather than codified rules within Texas Administrative Code. By drawing on a wealth of experience and expertise from subject matter experts, this chapter provides public community, junior, state, and technical college educators with practical tools and recommendations to enhance CTE programs across Texas.

B. Advisory Committee with Business and Industry

Effective Use of an Advisory Committee

Institutions usually establish an industry-based advisory committee for each career and technical education program. Advisory committees may be organized by career cluster, provided that 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:

- Help a college document the need for a career and technical education program.
- 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.

Advisory Committee Functions

- Evaluate the goals and objectives of the program curriculum.
- Establish workplace competencies for the program occupation(s).
- Suggest program revisions as needed.
- Evaluate the adequacy of existing college facilities and equipment.
- Advise college personnel on the selection and acquisition of new equipment.
- Identify local business and industry leaders who will provide students with work-based learning experiences, employment, and placement opportunities.
- Assist in the professional development of the faculty.
- Assist in promoting and publicizing the program to the community and to business and industry.
- Represent the needs of students from special populations as defined in Perkins V.

- Identify potential industry-based certifications that could complement student success in the program.

Advisory Committee Composition

The membership of an advisory committee represents 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 are well informed about the knowledge, skills, and abilities required for the occupation for which they provide information and guidance.

Full-time faculty and staff of a college can be members of the advisory committee in a non-voting ex-officio capacity. Part-time faculty who holds 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.

Advisory Committee Meetings and Minutes

Advisory committees of existing programs typically meet in real time, either in person or virtually, at least once per year and have a quorum present. Additionally, committee members are kept apprised of the program's performance throughout the year.

During the development of new programs, advisory committees generally meet, either in person or virtually, at least twice prior to submission of the program and communicate throughout the program development and approval process.

All meetings of an advisory committee are recorded as official minutes. Minutes are maintained by the institution and made available to agency staff upon request. See Figure 1: Example of Advisory Committee Meeting Minutes template. Comprehensive minutes include the following information:

- Committee members (name, title, and affiliation)
- Committee members' presence or absence from the meeting
- Names, titles, and affiliation of others present at the meeting
- Signature of the recorder and date
- Evidence that industry partners have taken an active role in making decisions that affect the program

Figure 1: Example of Advisory Committee Meeting Minutes

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 (List all members)	Title	Affiliation

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:

C. Apprenticeship Characteristics

Apprenticeship programs are registered with the U.S. Department of Labor’s Office of Apprenticeship. These programs are under the direction of an Apprenticeship Committee as described in Texas Education Code (TEC), Chapter 133. The related classroom instruction may provide semester credit hours or continuing education units (CEUs) and may be part of an applied associate degree or career and technical education certificate.

State Funding Sources

State funds are available for job-related classroom instruction costs. State funds may be accessed from the Texas Workforce Commission (TWC). Authorization for state funding of the classroom costs of apprenticeship programs from TWC is found in TEC Chapter 133. Funding for all other components of apprenticeship programs is subject to the rules and regulations of TWC as prescribed under Chapter 133. For further information on TWC processes, contact TWC. Additional information is available on TWC’s Apprenticeship Program website, see Section U for link.

Institutions may provide up to 144 hours of job-related classroom instruction as CEUs or SCHs, following Coordinating Board rules for degree and certificate programs. The college may enroll non-apprenticeship students as well as apprenticeship students in such courses. These courses are chosen from the WECM database. Tuition and fees apply. See TEC Section 54.051 and guidelines in this manual.

College Credit

Colleges may transcript the 144 hours of job-related classroom instruction per year as CEUs or SCHs, resulting in a maximum award of 14.4 CEUs or approximately 6-9 SCHs per year.

The institution has a governing board-approved process for determining what courses to transcript and the number of CEUs or SCHs to be awarded. For continuing education courses, the ratio of one CEU to 10 contact hours should be used, resulting in a maximum of 100.8 CEUs. For credit courses the ratio of one SCH to 7-10 contact hours of apprenticeship training per week for 16 weeks should be used, resulting in a program maximum of nine SCHs for students. Previous sentence is referencing Table 4: Work-Based Learning Guides and Parameters, first two columns, row #8, “SCH to Contact Hour Ratio.” SCH and contact hour range is referenced in Table 5: Work-Based Learning Course SCH and Contact Hour Ranges, cooperative education and practicum. Row #7 and #18, 2 SCH, which have a range from 112-160 contact hours, are the examples referenced in the above narrative.

Table 4: Work-Based Learning Guides and Parameters summarizes the instructional structure for work-based learning activities.

Table 5: Work-Based Learning Course SCH and Contact Hour Ranges provides the SCH and contact hour ranges for work-based learning activities.

Additional information is available in Texas Education Code, Chapter 61, and Chapter 133; Texas Administrative Code, Chapter 9, Subchapter B, Rule 9.27; and Texas Administrative Code, Title 40, Part 20, Rule 837.

D. Background and Purpose of the WECM Database

The WECM database is the agency's web-based inventory of current CTE courses available for use by Texas public community, junior, state and technical colleges. Courses may be searched by numerous attributes, including CIP code, course rubric, course title, and others.

The agency's Workforce Education Overview page has a shortcut link to the WECM database. CTE educators are invited and encouraged to submit comments concerning WECM database courses and processes by downloading the form from the WECM comments link available on the page and emailing the completed form to WECM@highered.texas.gov.

CTE courses may not be used to provide developmental instruction. Developmental education courses include compensatory material that is below college level and cover topics such as reading, writing, mathematics, study skills, and English as a second language. Developmental education courses are available only in the Lower-Division Academic Course Guide Manual (ACGM).

E. Career and Technical Education Allowable Contact Hours

For SCH and CEU program formats, the institution assigns consistent and appropriate ratios of contact hours to SCH or CEU for each course in the program according to the ratios and parameters established by Coordinating Board guidelines. A chart showing the allowable range of contact hours is available in Table 1: Lecture - Lab Credit/Contact Hour Combinations for SCH, Local Need, and Special Topics Courses.

Table 1: Lecture - Lab Credit/Contact Hour Combinations for SCH, Local Need, and Special Topics Courses

Semester Credit Hour	PREFERRED* Contact Hour Range per Semester	Lecture /wk	Lab/ wk	Contact /sem	ALLOWABLE** Contact Hour Range per Semester***	Lecture /wk	Lab /wk	Contact /sem
1	16-48	1	0	16	16-64	1	1	32
		0	2	32		0	4	64
		0	3	48				
2	32-80	2	0	32	32-128	2	1	48
		1	2	48		0	5	80
		1	3	64		0	6	96
		1	4	80		0	7	112
		0	4	64		0	8	128
3	48-96	3	0	48	48-144	3	1	64
		2	2	64		1	5	96
		2	3	80		1	6	112
		2	4	96		1	7	128
		1	4	80		1	8	144
4	64-128	4	0	64	64-160	4	1	80
		3	2	80		2	5	112
		3	3	96		2	7	144
		3	4	112		2	8	160
		2	4	96		1	9	160
		2	6	128				
5	80-144	5	0	80	80-176	5	1	96
		4	2	96		3	5	128
		4	3	112		3	7	160
		4	4	128		3	8	176
		3	4	112		2	9	176
		3	6	144				

*Preferred contact hours and combinations are those that typically represent best practices or the most common course patterns.

**Allowable Range includes Preferred Combinations and Other Allowable Combinations.

***Other allowable combinations are available for specific circumstances.

F. Career and Technical Education Course Components

Course CIP

CTE courses in the WECM database are assigned six-digit CIP codes that represent instructional codes, titles, and descriptions of academic and occupational programs offered at postsecondary levels. Courses are assigned to CIP codes based on the alignment between course outcomes and title and CIP code descriptions. While subject matter experts or other practitioners may make recommendations, course CIP codes are assigned by the Coordinating Board. The Coordinating Board assigns CIP codes and rubrics to CTE courses in the WECM database for the purpose of classifying, recording, and reporting of career and technical education courses. The CIP codes and rubrics are not intended to drive the selection of course offerings; rather, they serve as a guide once a college has identified the outcomes for a course and/or program. CTE courses are selected based on course descriptions and end-of-course outcomes, rather than on CIP codes or rubrics. A program may include courses with different rubrics as long as the course content is applicable to the overall program.

Course Rubric

Rubrics (prefixes) provide a common set of unique course designations for each occupational discipline. Each four-letter rubric (e.g., DFTG) identifies a cluster of knowledge and skills to be used in determining both course equivalency and degree applicability for transfer on a statewide basis. The rubric does not identify the only discipline eligible to use for a course. Courses are chosen based on course descriptions and end-of-course outcomes, not on rubrics.

Rubrics are created in accordance with the following considerations:

- Prior use.
- Description associated with the CIP code.
- Association between rubric and description.
- Absence of vendor or product identification.
- Absence of unintended meaning. (i.e., slang, profanity).
- New rubrics are approved by the Coordinating Board in consultation with Texas Association of Collegiate Registrars and Admissions Officers.

Course Number

The four-digit number after the rubric indicates the course level, the SCH and/or CEU value, the course type, and the suggested sequence.

- The first digit identifies the course level. For SCH and CEU courses, an introductory course is denoted by a “1,” and an advanced course is denoted by a “2.” An intermediate course may be denoted with either a “1” or a “2.”
- The second digit defines the SCH or CEU value. For example, a “3” indicates a three SCH course and a “0” denotes a non-credit course (e.g., a CEU course.) Courses follow the established ratios discussed in this chapter. Approved contact hour and credit hour combinations can be found in Table 1: Lecture - Lab Credit/Contact Hour Combinations

for SCH, Local Need, and Special Topics Courses. The number of CEUs awarded is calculated by setting ten instructional contact hours equal to one CEU.

- The third and fourth digits establish the type of course and course sequence.
 - 00-59 - Lecture-Lab
 - 60-63 - Clinical
 - 64-69 - Practicum
 - 70-79 - Local Need
 - 80-85 - Cooperative education
 - 86-89 - Internship
 - 90-99 - Special Topics
- For both SCH and CEU courses, the published CTE course rubric and number are used in official college publications.

Course Title

Course titles are brief topical statements that are, except for work-based learning and professional certification courses, unique to each course. Subject matter experts are encouraged to write succinct titles to accommodate various student information systems. The CTE title for SCH courses appears in college publications and on transcripts. For CEU courses, workforce marketing titles may be used to better describe the nature of the courses being offered. For CEU courses, workforce marketing titles may be listed in transcripts. However, all CEU mirror courses use the published CTE course title. CTE course titles cannot contain product, vendor, or version specific names unless the course is a vendor specific course.

Course Level

The course level indicates whether the course is introductory, intermediate, or advanced, as recommended by subject matter experts. The first digit in the course number specifies the course level, as described in the section titled Course Rubric and Number.

Course Suggested Prerequisite

If subject matter experts at a CTE course maintenance workshop agree on a course prerequisite, a specific list of prerequisite WECM or ACGM course(s), knowledge, or skills, is included in the description.

Course Description

Provides an overview of CTE course content or subject matter. Colleges use the complete CTE course descriptions from the WECM database for SCH courses and CEU mirror courses, but they may enhance or add to the course descriptions as long as the enhancements are consistent with CTE approved end-of-course outcomes and not so extensive that they result in a substantially different course. Colleges may revise the description of a course offered only for CEU provided that the integrity and intent of the course remains intact, and the description is consistent with CTE approved end-of-course outcomes.

Course descriptions contain no less than 25 words and no greater than 100 words. If an abbreviation is used, the full written word or phrase precedes the shorter form. Each CTE course description begins with one of the following phrases:

Table 2: CTE Course Description Phrases

Operation of	Mastery of	A study of	Topics Address
A course in	Projects in	Identification of	Examination of
Exploration of	Skill Development in	Practice of	Preparation of
Presentation of	Discussion of	Survey of	Operation of
An overview of	An introduction to	Fundamentals of	Advanced concepts of
Topics on	In-depth coverage of	Instruction in	
Repair of	General principles of	A continuation of	

Course End-of-Course Outcomes

The distinguishing feature of each CTE course. Minimum outcomes are intended for student attainment of specific competencies and are meant to be taught and measured for the award of either SCH or CEU.

End-of-course outcomes include the following characteristics:

- “Heart” of a CTE course;
- “Over-arching” outcomes that encompass enabling objectives; Distinguish one course from another;
- May be augmented;
- Describe what students can demonstrate in terms of knowledge, skills, and abilities upon completion of a course;
- Focus on student behavior and use simple, specific action verbs to describe what students are expected to demonstrate upon completion of a course; and
- Measured or observed.

Course Contact Hour Ranges and SCH Options

Each CTE course in the WECM database has a suitable range of semester credit hours and/or contact hours necessary to master minimum end-of-course outcomes. Ranges reflect an essential premise of CTE course construction, that is, minimum required outcomes are linked with maximum SCH and/or contact hour ranges to afford each college a choice of instructional strategies via lecture/lab components. To maintain instructional integrity SCH ranges are limited to two consecutive SCH options (i.e., 1-2, 2-3, 3-4, 4-5 SCH), however, it is acceptable to have only one option (i.e., only a 3 SCH). SCH courses are assigned contact hour ranges based on the ratios outlined in Table 1: Lecture - Lab Credit/Contact Hour Combinations for SCH, Local Need, and Special Topics Courses. Colleges follow the established ratios for semester credit hour and contact hour assignments.

No lecture/lab CEU course can have more than 176 contact hours. CEU work-based learning courses follow the same contact hour limits as the SCH work-based learning courses.

G. Career and Technical Education Course Repeatability Clauses

Special Topics and CEU Professional Development courses may be repeated multiple times. These courses contain the following sentence at the end of the course description:

This course was designed to be repeated multiple times.

Other CTE courses that are designed to improve student proficiency through repeat enrollment may be designated as eligible to be “repeatable” upon recommendation by subject matter experts and approval by the WECM Advisory Committee. Individual institutions have the responsibility to appropriately document the multiple use of such courses. These courses contain the following sentence at the end of the course description:

This course was designed to be repeated multiple times to improve student proficiency.

Certain CTE courses that are designed to provide different course content through repeat enrollment may be designated as eligible to be “repeatable” upon recommendation by subject matter experts and approval by the WECM Advisory Committee. Individual institutions have the responsibility to appropriately document the multiple use of such courses. These courses contain the following sentence at the end of the course description:

This course was designed to be repeated multiple times if content varies.

H. Career and Technical Education Course Structure

CTE courses contain standard components. Figure 2: Example of an active CTE course in the WECM database below illustrates these standard components.

Figure 2: Example of an active CTE course in the WECM database

Introduction to Automotive Technology

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
47.0604	AUMT	1005	Introduction to Automotive Technology	Active	0	64	128
47.0604	AUMT	1305	Introduction to Automotive Technology	Active	3	64	96
47.0604	AUMT	1405	Introduction to Automotive Technology	Active	4	80	128

Course Level: Introductory

Course Description: An introduction to the automotive industry including automotive history, safety practices, shop equipment and tools, vehicle subsystems, service publications, professional responsibilities, and basic automotive maintenance. May be taught manufacturer specific.

End-of-Course Outcomes: Utilize appropriate safety procedures; describe historical development and career information of the automotive industry; demonstrate safe, professional, and responsible work practices; demonstrate the proper use of shop equipment and tools; describe the eight Automotive Service Excellence (ASE) vehicle subsystems; use service information; and perform basic automotive maintenance.

Lab Recommended

CIP Code Description: 47.0604 (Automobile/Automotive Mechanics Technology/Technician)

Effective Date: September 1, 2022

I. Career and Technical Education Instruction Types

Lecture

Instruction that presents new material with additional cognitive and/or affective learning outcomes is classified as lecture.

Laboratory

Instruction that provides skill development, application, and practice of knowledge under direct supervision of college personnel is classified as laboratory instruction. Activities conducted in simulation facilities to develop or practice skills are also classified as laboratory activities.

Work-Based Learning

Instruction that involves the presentation or application of knowledge in a workplace setting is classified as work-based learning. The integration of knowledge gained through work-based learning with previously learned concepts or practices is included in the instructional design of work-based learning. For definitions of specific types of work-based learning, see work-based learning characteristics in section P, Career and Technical Education Work-Based Learning Characteristics.

- A maximum of 47 contact hours of clinical experience may be included as laboratory experience in SCH lecture/lab courses. Continuing education courses may include a maximum of nine contact hours of clinical experience. Clinical experiences that exceed these limits are designated as separate clinical courses.

J. Career and Technical Education Program Competency Identification

Institutions demonstrate that each credential, whether for credit or continuing education, provides the necessary academic skills and the workforce knowledge, skills, 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.

- Skill standards recognized by the Texas Workforce Investment Council (Council) are developed and endorsed by business and industry groups through a statewide job analysis that consists of work functions, key activities, and performance criteria. Council-recognized skill standards identify occupational, employability, and academic knowledge and skills 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 Council-recognized skill standards, see the Texas Skill Standards Repository on the Texas skill standards website (<https://tssb.org/>). Information about how skill standards have been incorporated into CTE programs is available on the Recognized Community and Technical College Programs page. Programs recognized by the Council can be easily adopted by other institutions.

- The U.S. Department of Labor has developed several tools to support linking competencies to occupational fields including ONET Online Skills Search.
- The U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE) has developed a framework on Employability Skills for CTE as part of a national initiative. The framework has defined competencies essential for career navigation. OCTAE also offers resources on Stackable Credentials which includes tools and examples of how CTE pathways may be designed with occupational tasks, industry skill standards and instructional mode in mind.

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

K. Career and Technical Education Program Course Selection

To select program courses, faculty and administrators refer to the WECM and the Lower Division ACGM. These databases describe established courses for the creation of Local Need, Special Topics, and Academic Unique Need courses.

Choice of Prerequisites

College-level, non-developmental courses that require course prerequisites and/or requirements for entry into a degree or certificate are included in the total hours for the credential and are clearly identified in the proposed curriculum plan. Developmental education course hours are not included in the total credit hours for the credential.

An associate degree program is structured so that it can be completed within two and one-half years of full-time attendance, including prerequisites.

Course Sequencing

Curricula demonstrates appropriate course sequencing to promote student attainment of knowledge, skills, and abilities. For example, a program may not enroll a student in both a course and its prerequisite course during the same semester, unless both courses can be delivered in a compressed format without an overlap in the two courses.

Instruction is to be scheduled in a manner that maximizes students' opportunities for success. When a program has a full-time, lock-step schedule, an institution is encouraged to provide alternative tracks such as part-time schedules or other means to provide students with broader opportunities to earn the credential.

L. Career and Technical Education Program General Education Requirements

Each applied associate degree has a minimum of 15 semester hours of general education courses. Courses are selected from the following areas and include at least 3 SCH in each area:

Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Table 3: General Education Courses by Texas Core Curriculum Component Area maps the Texas Core Curriculum component area categories. Courses are selected from the institution’s core curriculum. General education courses are transferable courses found in the ACGM or on the college’s approved academic unique need course inventory, although unique need courses cannot be part of a core curriculum. See the Texas Core Curriculum, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.28 for further information.

Table 3: General Education Courses by Texas Core Curriculum Component Area

Humanities/ Fine Arts	Social/ Behavioral Science	Natural Science and Math
<ul style="list-style-type: none"> • Communication • Language, Philosophy, and Culture • Creative Arts 	<ul style="list-style-type: none"> • American History • Government/Political Science • Social and Behavioral Sciences 	<ul style="list-style-type: none"> • Mathematics • Life and Physical Sciences

M. Career and Technical Education Semester Credit Hour and Continuing Education Unit Assignment

For CTE lecture/classroom instruction during a 16-week semester, a ratio of one SCH to one contact hour (1:1) should be used. If the instruction is compressed into less than a 16-week semester, the course should still require the same number of contact hours as it would in the 16-week semester.

Example of an eight-week course:

8 lecture hours per week = 64 total contact hours.

64 total contact hours/16 weeks is equivalent to 4 hours/week.

Therefore, the course is assigned 4 SCH.

For on-campus CTE laboratory instruction during a 16-week semester, a ratio of one SCH to between two and four laboratory contact hours (1:2, 3, or 4) should be used. Therefore, one SCH can be earned for two, three, or four contact hours per week of laboratory instruction. See Table 5: Work-Based Learning Course SCH and Contact Hour Ranges on page 57 for allowable work-based learning ranges.

Example of a four SCH course with lecture and laboratory:

3 lecture contact hours/week 3 SCH

3 laboratory contact hours/week 1 SCH

Total for the course 4 SCH

For continuing education units, a ratio of 1 CEU to 10 contact hours is used. The total number of contact hours is divided by 10 to determine the number of CEU, which may be expressed as a decimal. (For example, 17 contact hours equals 1.7 CEU.) Additional information about continuing education units is available on the International Accreditors for Continuing Education and Training website.

N. Career and Technical Education Semester Credit Hour Single-Course Delivery

In response to local demand or to explore new program viability, colleges may offer a limited number of individual CTE SCH courses even if the college does not have an approved program in the same CIP code. However, the recurrent offering of linked CTE courses outside a Coordinating Board approved program is not permitted. For each academic year and within any program CIP code, a college may offer a maximum of 14 SCH of courses in a CIP code area where no approved program exists, provided the following requirements are met:

- No more than two CTE courses or eight SCH (whichever is greater) may be offered in any one semester.
- Courses may be CTE courses, Local Need courses and/or Special Topics courses, but may not be work-based learning courses.

O. Career and Technical Education Local Need and/or Special Topics Courses in Credit Programs Use Limitation

Programs not addressing a new discipline or a new specialty within an existing discipline are limited to the following:

1. Associate of Applied Science degree or Advanced Technical Certificate:
 - three Local Need and/or Special Topics courses.
2. Level 2 Certificate:
 - two Local Need and/or Special Topics courses.
3. Level 1 Certificate:
 - one Local Need or Special Topics course.

A SCH Local Need lecture-lab course may not have fewer than 16 or more than 176 contact hours. The courses follow the established ratios for semester credit hour and contact hour assignments. Preferred and allowable combinations are outlined in Table 1: Lecture - Lab Credit/Contact Hour Combinations for SCH, Local Need, and Special Topics Courses. A range of contact hours with lecture-lab components is specified for each number of SCH.

Local Need work-based learning courses follow the established ratios for the appropriate type of work-based learning course outlined in Table 5: Work-Based Learning Course SCH and Contact Hour Ranges.

P. Career and Technical Education Work-Based Learning Characteristics

Work-based learning, paid or unpaid, enhances lecture and laboratory instruction and is provided at workplaces appropriate to the discipline. The inclusion of work-based learning in both Level 2 Certificate and applied associate degree plans is strongly encouraged. Work-based learning allows a student to receive practical, hands-on training and to apply learned concepts and theories in a workplace setting. There are five types of work-based learning in

two-year institutions: clinicals, internships, practica, cooperative education, and apprenticeships. See Section C, Apprenticeship Characteristics, for more information.

Clinical and internship provide workplace settings in which students learn and apply program theory and management of the workflow. Clinicals and internships are defined as closely supervised experiences with instruction in theory provided concurrently. Clinicals take place in a health care setting and students may or may not be paid for work-based learning. Paid clinicals are not allowed if they are expressly prohibited by a governing, licensing, or certification body. Internship experiences take place in any setting. Students may or may not be paid for work-based learning.

Practica and cooperative education provide workplace settings in which students gain practical experience in a discipline, enhance skills, and integrate knowledge. Each Cooperative Education course is required to include one hour per week of lecture (1 SCH) in addition to the total weekly external hours. Practica and cooperative education courses are less closely supervised, apply previously learned theory, and are suitable for the student who can work more independently and is either working in the discipline (cooperative education) or is preparing for career entry (practicum). Students may or may not be paid for work-based learning.

The following principles apply to work-based learning:

1. Work-based learning is under the control of the educational institution, although individuals in the sponsoring workplace may be responsible for the daily supervision of the student or for the lecture component of cooperative education.
2. Work-based learning is governed by a written, signed affiliation agreement between the higher education institution and the organization providing the experience. The affiliation agreement indicates what services each entity will be responsible for and the timeline for expiration or renewal. The renewal process for sites outside the institution's service area are timed to coincide with the Higher Education Regional Council's approval process. The higher education institution maintains copies of such agreements and have them available for review by agency staff.
3. Institutions are encouraged to provide access to liability insurance for students enrolled in work-based learning.
4. Each institution ensures that the work-based learning is consistent with industry standards, supports specific written objectives outlined by the educational institution, and emphasizes current practices in the field of specialization. The on-site supervisor of each work-based learning experience has the appropriate qualifications in the applicable discipline. Written evaluation records are maintained by the educational institution.
5. Prior to the beginning of the work-based learning, the institution provides both the student and the external site with written documentation of the objectives, instructional strategies, and evaluation mechanisms of the work-based learning.
6. A written Work-Based Learning Student Evaluation Form, based on the student's learning plan and describing student learning outcomes, is developed by the instructor in conjunction with the work-based learning supervisor prior to the start of the work-

based learning. See Figure 3: Example of Work-Based Learning Student Evaluation Form.

7. In clinicals, internships, and practicums formally scheduled discussion of the work-based learning with students is considered part of the learning experience, not a separate lecture component for credit hour assignment.

Q. Career and Technical Education Work-Based Learning Courses

Work-based learning enhances lecture and laboratory instruction and is provided at work sites appropriate to the discipline. Time used to present or apply knowledge in a workplace setting is classified as work-based learning. The integration of knowledge gained through the work-based learning experience with previously learned concepts or practices, regardless of setting, time, or evaluation, is included in the instructional design of work-based learning and is classified as external hours.

Advanced practice in a lab setting prior to performing an advanced or high-risk procedure may be included in this category. External hours may also include discussion of cases.

Work-based learning courses include cooperative education, practicum (field experience), internship, and clinical courses that are included in the WECM database in each six-digit CIP code area as appropriate.

Guides and parameters for work-based learning courses are summarized in Table 4: Work-Based Learning Guides and Parameters. Table 5: Work-Based Learning Course SCH and Contact Hour Ranges provides parameters for course SCH and contact hours for work-based learning. Subject matter experts at CTE course maintenance workshops will determine the type(s) of work-based learning that is appropriate for a particular discipline based on the following guides and industry standards.

If an institution has a continuing education program and offers a work-based learning course, the work-based learning course is submitted for approval as a Local Need course.

Agency staff will review the actual contact hours being taught for existing work-based learning courses and prepare a list for analysis by the WECM Advisory Committee.

Table 4: Work-Based Learning Guides and Parameters

Criteria	Practicum	Cooperative Education	Clinical Experience	Internship
1. Level of Instruction	Basic, Intermediate, or Advanced	Basic, Intermediate, or Advanced	Basic, Intermediate, or Advanced	Basic, Intermediate, or Advanced
2. Type of Learning	Required for health programs; required or elective for non-health programs	Required or elective	Required or elective	Required or elective
3. Student Outcomes	Gain practical experience in a discipline; enhance skills, and integrate knowledge	Gain practical experience in a discipline; enhance skills, and integrate knowledge	Synthesize new knowledge; and/or apply previous knowledge; and/or learn to manage the work flow	Synthesize new knowledge; and/or apply previous knowledge; and/or learn to manage the work flow
4. Method of Instruction	Supervised practice	Lecture with supervised practice	Practical experience related to theory simultaneously	Practical experience related to theory simultaneously
5. Type of Supervision	<u>Health Related:</u> Direct by faculty or a clinical preceptor <u>Non-Health Related:</u> Indirect by external site supervisor	Indirect by external site supervisor	Direct and/or close by faculty or clinical preceptor	Direct by external site supervisor
6. Lecture Component	Separate prerequisite or co-requisite course	1 hour/week required to be included	Separate prerequisite or co-requisite course	Separate prerequisite or co-requisite course
7. Role of College Faculty	Periodic visits	Lecture and/or periodic visits to external site	Primary instructor or periodic visits	Primary instructor or periodic visits
8. SCH to Contact Hour Ratio	1:7, 1:8, 1:9, or 1:10	1:7, 1:8, 1:9, or 1:10	1:3, 1:4, 1:5, or 1:6	1:3, 1:4, 1:5, or 1:6

Table 5: Work-Based Learning Course SCH and Contact Hour Ranges

#	Type	Course Number	SCH	Contact Hours
1	Clinical	XXXX 1160, 1161, 1162, or 1163 XXXX 2160, 2161, 2162, or 2163	1	48-96
2	Clinical	XXXX 1260, 1261, 1262, or 1263 XXXX 2260, 2261, 2262, or 2263	2	96-192
3	Clinical	XXXX 1360, 1361, 1362, or 1363 XXXX 2360, 2361, 2362, or 2363	3	144-288
4	Clinical	XXXX 1460, 1461, 1462, or 1463 XXXX 2460, 2461, 2462, or 2463	4	192-384
5	Clinical	XXXX 1560, 1561, 1562, or 1563 XXXX 2560, 2561, 2562, or 2563	5	240-480
6	Clinical	XXXX 1660, 1661, 1662, or 1663 XXXX 2660, 2661, 2662, or 2663	6	288-576
7	Cooperative Education	XXXX 1280, 1281, 1282, 1283, 1284, or 1285 XXXX 2280, 2281, 2282, 2283, 2284, or 2285	2	128-176 (16 Lec + 112-160 Ext)
8	Cooperative Education	XXXX 1380, 1381, 1382, 1383, 1384, or 1385 XXXX 2380, 2381, 2382, 2383, 2384, or 2385	3	240-336 (16 Lec + 224-320 Ext)
9	Cooperative Education	XXXX 1480, 1481, 1482, 1483, 1484, or 1485 XXXX 2480, 2481, 2482, 2483, 2484, or 2485	4	352-496 (16 Lec + 336-480 Ext)
10	Cooperative Education	XXXX 1580, 1581, 1582, 1583, 1584, or 1585 XXXX 2580, 2581, 2582, 2583, 2584, or 2585	5	464-656(16 Lec + 448-640 Ext)
11	Cooperative Education	XXXX 1680, 1681, 1682, 1683, 1684, or 1685 XXXX 2680, 2681, 2682, 2683, 2684, or 2685	6	576- 656 (16 Lec + 560-640 Ext)
12	Internship	XXXX 2186, 2187, 2188 or 2189	1	48-96
13	Internship	XXXX 2286, 2287, 2288 or 2289	2	96-192
14	Internship	XXXX 2386, 2387, 2388 or 2389	3	144-288
15	Internship	XXXX 2486, 2487, 2488 or 2489	4	192-384
16	Internship	XXXX 2586, 2587, 2588 or 2589	5	240-480
17	Internship	XXXX 2686, 2687, 2688 or 2689	6	288-576
18	Practicum	XXXX 1164, 1165, 1166, 1167, 1168, or 1169 XXXX 2164, 2165, 2166, 2167, 2168, or 2169	1	112-160
19	Practicum	XXXX 1264, 1265, 1266, 1267, 1268, or 1269 XXXX 2264, 2265, 2266, 2267, 2268, or 2269	2	224-320
20	Practicum	XXXX 1364, 1365, 1366, 1367, 1368, or 1369 XXXX 2364, 2365, 2366, 2367, 2368, or 2369	3	336-480
21	Practicum	XXXX 1464, 1465, 1466, 1467, 1468, or 1469 XXXX 2464, 2465, 2466, 2467, 2468, or 2469	4	448-640
22	Practicum	XXXX 1564, 1565, 1566, 1567, 1568, or 1569 XXXX 2564, 2565, 2566, 2567, 2568, or 2569	5	560-640

R. Career and Technical Education Workplace Competency Verification

To verify entry-level workplace competencies, the institution provides at least one of the following for each approved Level 2 Certificate and applied associate degree credential: capstone experience, eligibility for a credentialing exam, or work-based learning. The inclusion of work-based learning in both a Level 2 Certificate and applied associate degree plans is strongly encouraged. A capstone experience occurs during the last semester of the student's educational program.

Capstone Experience

The capstone is a learning experience resulting in consolidation of a student's educational experience and demonstrates mastery of entry-level workplace competencies. Methods of providing a capstone experience include the following:

- a comprehensive, discipline-specific examination prepared by the faculty of the career and technical education program and administered at the conclusion of the program; or
- a course involving simulation of the workplace, case studies, portfolios, and employment scenarios; or
- a discipline-specific project involving the integration of various teams of students performing activities to simulate situations that may occur in the workplace.

Credentialing Examinations

Credentialing examinations are licensure, certification, or registration exams provided by state or national agencies or by professional organizations.

Work-Based Learning

Work-based learning, paid or unpaid, enhances lecture and laboratory instruction and is provided at workplaces appropriate to the discipline. The inclusion of work-based learning in both Level 2 Certificate and applied associate degree plans is strongly encouraged. Work-based learning allows a student to receive practical, hands-on training and to apply learned concepts and theories in a workplace setting. There are five types of work-based learning in two-year institutions: clinicals, internships, practica, cooperative education, and apprenticeships.

S. Classification of Instructional Programs

The Classification of Instructional Programs (CIP) is a federal taxonomy developed by the U.S. Department of Education's National Center for Education Statistics. 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 online, see Section U. CIP codes may be crosswalked with Standard Occupational Classification codes commonly used in labor market data and analysis. The U.S. Department of Education has developed a crosswalk for this purpose.

The Texas Education Agency developed and approved a list of CTE Programs of Study. A CTE program is usually identified by a four-digit CIP code while a credential is identified by a

six-digit CIP code. As more digits are added to a CIP code, the classification becomes more specific. A two-digit CIP code refers to a broad career field. A four-digit CIP code refers to a career pathway or similar levels of training but in differing occupations. A six-digit CIP code refers to a specific occupation or job title.

For example:

CIP code 50	Visual and Performing Arts
CIP code 50.04	Design and Applied Arts
CIP code 50.0402	Commercial and Advertising Art

T. Distance Education, Off-Campus, and On-Campus Extension Programs

Off-campus instruction adheres to Texas Administrative Code, Chapter 4, Subchapter Q. Distance Education must follow the requirements of Texas Administrative Code, Chapter 2, Subchapter J.

Off-Campus Course

A course in which a majority, more than 50%, of the instruction occurs when the students and instructor(s) are in the same physical location and which meets one of the following criteria: for public senior colleges and universities, Lamar state colleges, or public technical colleges, off-campus locations are locations away from the main campus; for public community colleges, off-campus locations are sites outside the service area.

Off-Campus Degree or Certificate Program

A program in which a student may complete a majority, more than 50%, of the credit hours required for the program through off-campus courses.

Off-Campus Instruction

The formal educational process in which a majority, more than 50%, of the instruction occurs when the students and instructor(s) are in the same physical location and which meets one of the following criteria: for public senior colleges and universities, Lamar state colleges, or public technical colleges, off-campus locations are locations away from the main campus; for public community colleges, off-campus locations are sites outside the service area.

Notification and approval procedures for distance education, off-campus, and on-campus extension programs and courses are available on the Coordinating Board's Distance Education webpage.

U. Career and Technical Education Guidelines Hyperlinks

Website References	URL	Location
Apprenticeship USA (one-stop source for federal apprenticeship resources)	https://www.apprenticeship.gov/	Chapter 6
CBPass Portal	https://www1.theccb.state.tx.us/CBPass/	Chapters 2, 3, 4
CBPass Portal Instructions	https://reportcenter.highered.texas.gov/raining-materials/new-proposal-form-data-submission-portal-access-guide-january-2024/	Chapters 2, 3, 4
Degree Program (Clearinghouse) Inventory	http://www.txhighereddata.org/interactive/CTCClearingHouse/	Chapter 1
International Accreditors for Continuing Education and Training	https://www.iacet.org/	Chapter 6
Lower-Division Academic Course Guide Manual	http://board.theccb.state.tx.us/apps/WorkforceEd/acqm/acqm.htm	Chapter 6
National Center for Education Statistics	https://nces.ed.gov/	Chapter 6
National Center for Education Statistics: CIP Code Crosswalk	https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56	Chapter 6
Planning Notification Form	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Freportcenter.highered.texas.gov%2Fagency-publication%2Fblank-forms-templates%2Fplanning-notification-form%2F&wdOrigin=BROWSELINK	Chapters 2, 3
Planning Notification Form Instructions	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Freportcenter.highered.texas.gov%2Fagency-publication%2Fblank-forms-templates%2Fcommunity-and-technical-college-degree-proposals%2F&wdOrigin=BROWSELINK	Chapters 2, 3
Target Occupations List by Board Area	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.twc.texas.gov%2Fsites%2Fdefault%2Ffiles%2Fwf%2Fdocs%2Fstatewide-targeted-occupations-twc.xlsx&wdOrigin=BROWSELINK	Chapter 1
Texas Education Agency: CTE Programs of Study	https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study	Chapter 6
Texas Higher Education Coordinating Board: Texas Core Curriculum	https://www.highered.texas.gov/new-program-development/texas-core-curriculum/	Chapter 6

Website References	URL	Location
Texas Higher Education Coordinating Board: Distance Education Resources	https://www.highered.texas.gov/new-program-development/distance-education-resources/	Chapter 6
Texas Higher Education Coordinating Board: Rules and Statutes	https://www.highered.texas.gov/about/government-relations-legal/rules-statutes/	Chapter 1
Texas Higher Education Coordinating Board: Workforce Education Overview	https://www.highered.texas.gov/workforce-education-overview/	Chapter 6
Texas Higher Education Data: Texas CIP Codes	http://www.txhighereddata.org/Interactive/CIP/	Chapter 6
Texas Workforce Commission: Apprenticeship Program	https://www.twc.texas.gov/programs/apprenticeship	Chapter 6
Texas Workforce Commission: List of Workforce Boards in Texas	https://www.twc.texas.gov/agency/workforce-development-boards	Chapter 1
U.S. Department of Education: Perkins Collaborative Resource Network (Employability Skills)	https://cte.ed.gov/initiatives/employability-skills-framework	Chapter 6
U.S. Department of Education: Perkins Collaborative Resource Network (Stackable Credentials)	https://cte.ed.gov/initiatives/community-college-stackable-credentials	Chapter 6
U.S. Department of Labor, Office of Apprenticeship	http://www.doleta.gov/OA/	Chapter 6
U.S. Department of Labor, O*NET Online	https://www.onetonline.org/skills/soft/	Chapter 6
Workforce Education Course Manual	http://board.thecb.state.tx.us/apps/WorkforceEd/wecm/	Chapter 6
WECM Database	http://board.thecb.state.tx.us/apps/WorkforceEd/wecm/	Chapter 6

State Statute References	URL	Location
Texas Administrative Code, Title 19, Part 1, Texas Higher Education Coordinating Board Chapters	https://texas-sos.appianportalsgov.com/rules-and-meetings?interface=VIEW_TAC&part=1&title=19	Chapter 1
Texas Administrative Code, Chapter 4, Subchapter A, Rule 4.6(a-e), Minimum Length of Courses and Limitation on the Amount of Credit that a Student May Earn in a Given Time Period	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=102433	Chapter 1
Texas Administrative Code, Chapter 2, Subchapter A, General Provisions	https://texas-sos.appianportalsgov.com/rules-and-meetings?chapter=2&interface=VIEW_TAC&part=1&subchapter=A&title=19	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.3, Definitions	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW	Chapter 2

State Statute References	URL	Location
	W_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220040	
Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.4, Types of Approval Required	https://www.sos.texas.gov/rules-and-meetings?locale=en_US&interface=VIEW_W_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=210977	Chapters 2, 3
Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.5, General Criteria for Program Approval	https://www.sos.texas.gov/rules-and-meetings?recordId=220041&queryAsDate=01%2F10%2F2025&interface=VIEW_TAC_SUMMARY&locale=en_US	Chapters 2, 3
Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.6, Administrative Completeness	https://www.sos.texas.gov/rules-and-meetings?recordId=210979&queryAsDate=01%2F10%2F2025&interface=VIEW_TAC_SUMMARY&locale=en_US	Chapters 2, 3
Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.7, Informal Notice and Comment on Proposed Local Program	https://www.sos.texas.gov/rules-and-meetings?recordId=220042&queryAsDate=01%2F10%2F2025&interface=VIEW_TAC_SUMMARY&locale=en_US	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.8, Time Limit on Implementing Approved Programs or Program Revisions	https://www.sos.texas.gov/rules-and-meetings?locale=en_US&interface=VIEW_W_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220043	Chapters 2, 3
Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.9, Revisions and Modifications to an Approved Program	https://www.sos.texas.gov/rules-and-meetings?recordId=220044&queryAsDate=01%2F10%2F2025&interface=VIEW_TAC_SUMMARY&locale=en_US	Chapters 2, 3
Texas Administrative Code, Chapter 2, Subchapter A, Rule 2.10, Audit and Non-Compliance	https://www.sos.texas.gov/rules-and-meetings?locale=en_US&interface=VIEW_W_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=210983	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter C, Rule 2.41, Planning Notification: Notice of Intent to Plan	https://www.sos.texas.gov/rules-and-meetings?recordId=220046&queryAsDate=01%2F10%2F2025&interface=VIEW_TAC_SUMMARY&locale=en_US	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter H, Rule 2.171, Program Phase-Out Notification	https://www.sos.texas.gov/rules-and-meetings?locale=en_US&interface=VIEW_W_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=211034	Chapters 2, 3

Approval Process for an Applied Associate Degree		
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.230, Purpose	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220065	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.231, Authority	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220066	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.232, Submission of Planning Notification	https://texas-sos.appianportalsgov.com/rules-and-meetings?recordId=220067&queryAsDate=01%2F10%2F2025&interface=VIEW_TAC_SUMMARY&\$locale=en_US	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.233, Applied Associate Degree Length and Program Content	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220068	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.234, Approval Required for an Applied Associate Degree	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220069	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.235, Presentation of Requests and Steps for Implementation for a New Applied Associate Degree	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220070	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.236, Approval Required for a Proposed Revision to an Applied Associate Degree Program	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220071	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.237, Criteria for An Applied Associate Degree	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220072	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.238, Approval and Semester Credit Hours	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220073	Chapter 2

Approval Process for an Applied Associate Degree		
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.239, Post-Approval Program Reviews	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220074	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.240, Deactivation and Phasing Out an Applied Associate Degree Program	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220075	Chapter 2
Texas Administrative Code, Chapter 2, Subchapter K, Rule 2.241, Effective Date of Rules	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220076	Chapter 2

Approval Process for a Career and Technical Education Certificate		
Texas Administrative Code, Chapter 2, Subchapter L, Rule 2.260, Purpose	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220077	Chapter 3
Texas Administrative Code, Chapter 2, Subchapter L, Rule 2.261, Authority	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220078	Chapter 3
Texas Administrative Code, Chapter 2, Subchapter L, Rule 2.262, Certificate Titles, Length, and Program Content	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220079	Chapter 3
Texas Administrative Code, Chapter 2, Subchapter L, Rule 2.263, Criteria for Approval	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220080	Chapter 3
Texas Administrative Code, Chapter 2, Subchapter L, Rule 2.264, Approval Required	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220081	Chapter 3
Texas Administrative Code, Chapter 2, Subchapter L, Rule 2.265, Presentation of Requests and Steps for Approval of Proposed New Career and Technical Education Certificates	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220082	Chapter 3

Approval Process for a Career and Technical Education Certificate		
Texas Administrative Code, Chapter 2, Subchapter L, Rule 2.266, Approval Required for a Proposed Revision to a Certificate Program	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220083	Chapter 3
Texas Administrative Code, Chapter 2, Subchapter L, Rule 2.267, Phase-Out and Closure of a Certificate Program	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220084	Chapter 3
Texas Administrative Code, Chapter 2, Subchapter L, Rule 2.268, Effective Date of Rules	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220085	Chapter 3

Approval Process for Local Needs Courses		
Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.290, Purpose	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220086	Chapter 4
Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.291, Authority	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220087	Chapter 4
Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.292, Applicability	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220088	Chapter 4
Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.293, Definitions	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220089	Chapter 4
Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.294, Local Need Course Approval Requirements	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220090	Chapter 4
Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.295, Administrative Completeness	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220091	Chapter 4

Approval Process for Local Needs Courses		
Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.296, Criteria for Proposed Course Approval	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220092	Chapter 4
Texas Administrative Code, Chapter 2, Subchapter M, Rule 2.297, Effective Date of Rules	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220093	Chapter 4

Career and Technical Education Course Maintenance and Approval		
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.320, Purpose	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220094	Chapter 5
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.321, Authority	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220095	Chapter 5
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.322, Definitions	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220096	Chapter 5
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.323, Career and Technical Education Course Maintenance Process	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220097	Chapter 5
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.324, Career and Technical Education Course Maintenance Review	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220098	Chapter 5
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.325, Career and Technical Education Course Maintenance Revision	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220099	Chapter 5
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.326, Career and Technical Education Course Maintenance Addition	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220100	Chapter 5

Career and Technical Education Course Maintenance and Approval		
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.327, Career and Technical Education Course Maintenance Archival	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220101	Chapter 5
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.328, Career and Technical Education Course Approval	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220102	Chapter 5
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.329, Criteria for Proposed Course Approval	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220103	Chapter 5
Texas Administrative Code, Chapter 2, Subchapter N, Rule 2.330, Effective Date of Rules	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=220104	Chapter 5
Texas Administrative Code, Chapter 4, Subchapter B, Rule 4.28(a-k), Transfer of Credit, Core Curriculum and Field of Study Curricula Core Curriculum	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=02%2F27%2F2025&recordId=204501	Chapter 6
Texas Administrative Code, Chapter 4, Subchapter Q, Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=144631	Chapter 6
Texas Administrative Code, Chapter 2, Subchapter J, Approval of Distance Education for Public Institutions	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=02%2F27%2F2025&recordId=213479	Chapter 6
Texas Administrative Code, Chapter 9, Subchapter B, Rule 9.27, Related-Instruction for Apprenticeship Programs	https://texas-sos.appianportalsgov.com/rules-and-meetings?\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=01%2F10%2F2025&recordId=143178	Chapter 6
Texas Administrative Code, Title 40, Part 20, Chapter 837, Apprenticeship Training Program Subchapters	https://texas-sos.appianportalsgov.com/rules-and-meetings?chapter=837&interface=VIEW_TAC&part=20&subchapter=B&title=40	Chapter 6
Texas Education Code, Chapter 54, Rule 54.051	http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.54.htm#54.051	Chapter 6

Career and Technical Education Course Maintenance and Approval		
Texas Education Code, Chapter 61, Rules 61.003(2); 61.003(16); 61.05151; 61.822	https://statutes.capitol.texas.gov/Docs/ED/htm/ED.61.htm	Chapter 1
Texas Education Code, Chapter 133	https://statutes.capitol.texas.gov/Docs/ED/htm/ED.133.htm	Chapter 6
Texas Education Code, Chapter 135, Rule 135.04	https://statutes.capitol.texas.gov/docs/ED/htm/ED.135.htm#135.04	Chapter 2
Texas Government Code, Chapter 2308	https://statutes.capitol.texas.gov/Docs/GV/htm/GV.2308.htm	Chapter 1

Texas Higher Education

COORDINATING BOARD

This document is available on the Texas Higher Education Coordinating Board website:
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For more information, contact:

Duane Hiller
Workforce Education Division
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
PHONE 512-427-6440
duane.hiller@highered.texas.gov