



Curriculum Committee
Butte College
3536 Butte Campus Drive
Oroville, CA 95965

TO: Program Research and Recommendation Members
FROM: Erik Shearer and Irma Gonzalez Cuadros, Co-Chairpersons
SUBJECT: Program Research and Recommendation Committee

Program Research and Recommendation meeting is Monday, April 13, 2026, 3:00-5:00 p.m.
(SAS 360 Board Room)

AGENDA

1. Agenda Adoption

2. Minutes Approval

 - A. March 9, 2026
3. General Announcements

Program Research and Recommendation members are invited to make announcements to the committee
4. Public Comments

Members of the public are invited to comment on items that are not on the agenda
5. Consent Agenda

6. Information Item(s)

 - A. None
7. Action Item(s)

 - A. New Educational Program(s)
 1. Application for Noncredit NC-COE Electrician Trainee-Electrical Applications
 2. Application for Noncredit NC-COE Electrician Trainee-Electrical Theory
 3. Application for Noncredit NC-COE Construction Management
 4. Application for Noncredit NC-COE Construction Technology
8. Discussion Item(s)

 - A. Future Meeting Dates
 - May 11, 2026
9. Adjournment



Program Research and Recommendation **MINUTES** March 2, 2026

Members Present

Irma Gonzalez Cuadros, Co-Chairperson
Dr. Robert White, Co-Chairperson
John Dahlgren, Drafting
Teresa Doyle, Dean
Colin Ferguson, Physical Sciences
Jessica Jackson, Articulation Officer

Kim Kirkwood, Academic Senate VP
Patrick McDougall, Curriculum Chair
Brian Murphy, Director, Institutional Research
Luke Sathrum, Computer Science
Bobby Walden, Counselor

Members Absent

Bobby Walden, Kim Kirkwood

Guests Present

Danielle Gray-Rising Scholars Rising Scholars Jacob Vazquez-Associate Dean

AGENDA

1. **Agenda Adoption - 1 minute (passed at 3:02)**
Request for unanimous consent to approve agenda; M/S/P
2. **Minutes Approval - 1 minute (passed at 3:04)**
A. December 8, 2025
Motion to approve minutes as amended; M/S/P
 - Typo "Acadea" technical edit
3. **General Announcements - 3 minutes**
Program Research and Recommendation members are invited to make announcements to the committee
 - None
4. **Public Comments - 3 minutes**
Members of the public are invited to comment on items not on the agenda
 - None
5. **Consent Agenda**
 - None
6. **Information Item(s) - 2 minutes**
A. Curriculum Committee Report – Patrick McDougall
 - Spring curriculum review ITEC COI
 - CCN Phase III Webinar 3/2/26 – templates on hold until earliest Fall 2028
 - Berman SB 2286 pending to require ICAS articulation
 - TMC new/changes effective Fall 2027

7. Action Item(s)

A. Project Advisory Team (PAT) Report

- Certificate of Completion in College and Community Transitions
- Certificate of Completion in Employment and Resource Management

Danielle Gray represented Rising Scholars and presented CDCP certificates in conjunction with BCSO and Parole efforts.

Committee commended the PAT Report in a show of support.

- Motion to Leadership for Certificate 1; M/S/P/ (Abstentions 1)
- Motion to Leadership for Certificate 2; M/S/P/ (Abstentions 1)

B. New Educational Programs

1. Certificate of Achievement in Heavy Equipment Operator Technician

- Motion to table until the department is available to represent at the next meeting
- P. McDougall stated the department should submit two separate new program proposals

2. Noncredit Certificate of Completion for Electrician Trainee Program Electrical Applications

3. Noncredit Certificate of Completion for Electrician Trainee Program Electrical Theory

- John Dahlgren represented Electrician Trainee Programs
- Seeking ACC approval
- Noncredit opportunities to provide electrical trainee groundwork – level 1 theory (to become trainee) and level 2 application (trainee established, renewal of hours)
- C10 license – non-union license for limited application
- Trainee card – qualifies for IBEW programs external, apprenticeships
- Discussion of interaction, if any, with credit program – ECC approval of credit course not yet granted; noncredit certificates give immediate opportunity while waiting for full credit approvals – noncredit intended for use Fall 2026, credit version goal Fall 2027
- Non-credit courses should be 300-level courses; can be “reverse mirrored” to credit courses once that program is externally approved
- Questioned need for credit program version if students can take noncredit: if demand for electricians in state increases by 10% annually as projected by NFN, students would be interested in degree programs
- Theory should precede Applications, but Application can be taken alone to renew C10 license
- Expensive programs to run; should be demand and need to run both credit and noncredit programs; noncredit version will have to be mirrored or costs will double
- Having taken noncredit program, students could use CPL to fulfill credit courses
- Reorganization of previously approved electrician trainee program
- Will taking ELEC 1-7 (both noncredit certificates) last? How often will a refresher be needed to stay current? Every three years, but curriculum would have to be modified to reflect current content
- Separating theory from application is not ideal – time delay from classroom learning to practice
- Discussion of industry application of certificate training – difference between residential and commercial contract work
- CR/NC curriculum would be the same, but CR version would be designed to meet state regulations and would provide more job opportunities
- Discussion of PRR direction options
- Outcomes are renewal of license hours or prepare to sit for state exams; coursework plus pass state exam = C10 license and ability to apply for apprenticeships; certificate training not intended for student placement in jobs and/or apprenticeships (controlled by IBEW)

- C10 license prequalification and apprenticeship preparation
- Motion to recommend Workflow #2, curriculum development without PAT; M/S/P (Abstentions – 1)
- Motion to re-visit items; M/S/P
- Motion to block items and recommend for Workflow #2; M/S/P (Abstentions – 1)

9. **Discussion Item(s)**

- Next meetings: April 13,2026

10. **Adjournment**

Motion to adjourn; M/S/P

Program Research & Recommendation

New Program Proposal Form

New Program Title:	Electrician Trainee Program Electrical Applications
Initiator:	Tom Williams (NC development by John Dahlgren)
First Semester Intended to Offer:	Fall 2027

Type of Program

Use AS for any Science, Technology, Engineering, or Mathematics (STEM) field and for all CTE programs. Use AA for all others.

- ☐ AA-T/AS-T
- ☐ AA/AS (18 units minimum w/o GE)
Vocational programs must be approved by NFN
- ☐ CA-Certificate of Achievement (16 units minimum)
Vocational programs must be approved by NFN
Non-vocational programs are not eligible for Financial Aid and will not be shown in CCC Apply, CAP tool, or Degree Planner
- ☐ CA-Certificate of Achievement (8 units minimum)
Only needed if required on a student's official transcript; All others use Certificate
Vocational programs must be approved by NFN
Non-vocational programs are not eligible for Financial Aid and will not be shown in CCC Apply, CAP tool, or Degree Planner
- ☐ Certificate – Certificate in... (15.5 units maximum)
Not chaptered, not FA eligible, will not be shown in CCC Apply or student's official transcript
Non-vocational programs will not show in CAP tool or Degree Planner
- ☒ Noncredit Certificate of Completion (*Leads to job; minimum 2 courses*)
- ☐ Noncredit Certificate of Competency (*Bridges to credit coursework; minimum 2 courses*)

Program Codes

TOP Code:	095220
CIP Code:	46.0302
What COI will this program be in?:	Industrial Technologies Programs

Program Description:

Certificate of Completion (NC) establishes a noncredit mirror to the Certificate of Achievement in Electrical Applications in support of ongoing entry training of individuals pursuing qualification for their Electrical Trainee clearance and card. **The Electrician Training program is an approved training program by the California Division of Labor Standards.** Students enrolled in this program can obtain their Electrician Trainee card to seek employment with a C-10 contractor and earn their required on-the-job hours. The program will prepare Students to pass the State Electrical Examination and Certification process. Students in this program will acquire skills in the principles of electricity, circuitry, and power distribution, electrical construction processes, and safety codes.

Program Courses:

Course No.	Title	Units
ELEC 340	Electrical Training 4	0
ELEC 350	Electrical Training 5	0
ELEC 360	Electrical Training 6	0
ELEC 370	Electrical Training 7	0

How does the program align with the College Mission Statement, District Educational Plan, and Strategic Plan?

This proposed noncredit CTE program directly supports **Butte College's mission** by expanding **high-quality, accessible education and workforce training** through a structured pathway leading to industry skills, employment readiness, and certificates. The program strengthens career pathways by preparing diverse learners for **economic and personal success** and aligns with the College's emphasis on **career and transfer pathways** and equity-centered access.

The proposal also aligns with institutional planning priorities by:

- Expanding **workforce-relevant training** tied to verified regional demand (LMI + advisory validation)
- Increasing **short-term, high-value pathway options** for students seeking rapid entry or reentry to employment
- Strengthening **industry engagement** through ongoing advisory input (a core CTE planning expectation)

Explain how the program is appropriate to the Community College mission of providing the first two years of a baccalaureate degree?

While the primary purpose is workforce entry, the program supports the "first two years" mission in two ways:

1. **On-ramp to credit pathways**

Noncredit programming increases access for adult learners and displaced workers who may later transition into credit certificates/degrees in related areas (e.g., Industrial Technology, Construction, Engineering Support, or other technology pathways). This "stackable" structure supports degree momentum.

2. **Foundational academic and career readiness**

A well-designed noncredit CTE sequence can reinforce foundational competencies (technical math, code literacy, documentation practices, safety, employability skills) that are directly supportive of later credit coursework and degree completion.

This is consistent with Butte College's stated mission of supporting both **career and transfer pathways** through accessible education and workforce training.

How does the proposal demonstrate need for the program?

Need is demonstrated through a **triangulation** model expected for CTE:

- **Labor Market Information (LMI)** from the North Far North Centers of Excellence (regional demand, projected openings, wages, and occupational need)
- **Industry advisory committee minutes** documenting employer validation, hiring needs, and/or requested competencies
- **Regulatory/industry conditions** that require trained individuals and verified competencies for safe installation work

Together, these sources provide both **quantitative** (LMI) and **qualitative** (industry communications) evidence that the program addresses a documented workforce gap.

Annual Completers: How many students do you anticipate completing this program each year?

Projected annual completers: 24 students per year (2 cohorts of ~12 completers).

- A cohort size of ~12 is realistic for safe lab instruction, equipment access, and faculty workload in a hands-on electrical program.
- Two cohorts per year supports steady throughput while balancing constrained lab/lecture space needs.

What are the impacts on existing programs (enrollment, staffing, section offerings)?

Enrollment impacts

- Positive impact through **new-to-college** and returning adult learners who may not be ready for credit entry.
- Potential feeder effect into existing credit programs in Industrial Technology and related areas.

Staffing impacts

- Requires **1 new full-time faculty** for core noncredit program delivery and coordination.
- Continued use of **Associate Faculty** for ITEC-55 courses reduces disruption to existing staffing patterns.

Section offerings

- Some scheduling displacement risk due to the need for lecture and lab space; however, with identified alternative lecture buildings (LRC/MC/LS), impacts can be mitigated through coordinated scheduling and block planning.

Enter the number of new faculty positions, both part- and full-time. If existing faculty are sufficient, enter zero (0)

- **Full-time faculty positions (new): 1**
- **Part-time/Associate faculty positions (new): 0** (continuing current Associate Faculty utilization for ITEC-55)

Minimum/preferred qualifications strengthen program quality:

- State certification as residential/commercial installer (required)
- CSLB **C-10** preferred (credibility + industry alignment)

Is there sufficiency of institutional resources to support the long-term vitality of the program?

Yes—with stated conditions addressed.

Sufficiency is supported by:

- **Recurring operating budget** identified: **\$40,000 annually** for consumables/small tools
- **Capital equipment covered by Catalyst grant funds**, reducing long-term General Fund capital burden (<https://www.labor.ca.gov/jobs-first-catalyst-phase-awardees/>)
- Clear identification of lecture space alternatives and lab footprint requirements

Key long-term viability conditions:

- Confirm sustained annual funding for consumables
- Confirm **dedicated lab access** comparable to HVAC lab size (40' x 40')
- Confirm ability to recruit/retain qualified FT faculty given external wage competition

New Equipment needed (include cost)

Initial startup need for hand tools, simulator systems and construction costs for student work areas likely **\$150,000 including computers and associated hardware for 24 students**. This consideration includes annual costs associated with eLearning licensing access for students

New/Remodeled Facilities (include cost)

Facilities requirement:

- **Lab space: 40' x 40'** (HVAC-lab-equivalent)
- **Lecture space:** classroom in **LRC, MC, or LS** buildings

Cost: TBD (depends on whether you repurpose existing space or remodel/build out a dedicated lab). Typical cost drivers to note (without inventing figures): power distribution, safety systems, benches/workstations, storage, code-compliant egress, ventilation (if applicable), and instructional technology.

Library Acquisitions (include cost)

Recommended baseline acquisitions to support instruction, safety, and documentation:

- National Electrical Code (NEC) references (current edition as required by program)
- Electrical installation textbooks/workbooks aligned to curriculum
- Code interpretation guides and exam-prep references (if pathway connects to licensing)
- Safety and standards references relevant to electrical work and lab instruction

Estimated annual library acquisition cost: \$3,500 (initial build-out may be higher if starting from minimal holdings).

Is the program compliant with all applicable laws, regulations, and curriculum standards?

Yes, the program is designed to be compliant, assuming standard approval steps are followed:

- Title 5 and CCCCCO curriculum approval requirements for noncredit CTE
- Local curriculum committee and Board approval processes
- Advisory committee validation and periodic review (CTE expectation)
- Instructor qualification requirements consistent with district hiring standards and program needs
- Facilities and lab safety compliance for hands-on electrical training

Will the program be eligible for Financial Aid (CA's with vocational TOP and degrees)?

For **noncredit**, traditional federal Title IV financial aid is typically **not available in the same way as credit degrees/certificates**.

Distance Education - Indicate the extent to which the courses associated with the degree are conducted via distance education ____0% ____1-49% **X** 50-99% ____100%

For Career Education Programs: Provide labor market information (LMI) and other employers demand documentation demonstrating that there are jobs and careers available for program graduates

Signature: _____

Date: _____

Contact Information: _____

Return This Form to Scheduling Center for processing at Centersh@butte.edu

Program Research & Recommendation

New Program Proposal Form

New Program Title:	Electrician Trainee Program Electrical Theory
Initiator:	Tom Williams (NC development by John Dahlgren)
First Semester Intended to Offer:	Fall 2027

Type of Program

Use AS for any Science, Technology, Engineering, or Mathematics (STEM) field and for all CTE programs. Use AA for all others.

- ☐ AA-T/AS-T
- ☐ AA/AS (18 units minimum w/o GE)
Vocational programs must be approved by NFN
- ☐ CA-Certificate of Achievement (16 units minimum)
Vocational programs must be approved by NFN
Non-vocational programs are not eligible for Financial Aid and will not be shown in CCC Apply, CAP tool, or Degree Planner
- ☐ CA-Certificate of Achievement (8 units minimum)
Only needed if required on a student's official transcript; All others use Certificate
Vocational programs must be approved by NFN
Non-vocational programs are not eligible for Financial Aid and will not be shown in CCC Apply, CAP tool, or Degree Planner
- ☐ Certificate – Certificate in... (15.5 units maximum)
Not chaptered, not FA eligible, will not be shown in CCC Apply or student's official transcript
Non-vocational programs will not show in CAP tool or Degree Planner
- ☒ Noncredit Certificate of Completion (*Leads to job; minimum 2 courses*)
- ☐ Noncredit Certificate of Competency (*Bridges to credit coursework; minimum 2 courses*)

Program Codes

TOP Code:	095220
CIP Code:	46.0302
What COI will this program be in?:	Industrial Technologies Programs

Program Description:

Certificate of Completion (NC) establishes a noncredit mirror to the Certificate of Achievement in Electrical Applications in support of ongoing entry training of individuals pursuing qualification for their Electrical Trainee clearance and card. The Electrician Training program is an approved training program by the California Division of Labor Standards. Students enrolled in this program can obtain their Electrician Trainee card to seek employment with a C-10 contractor and earn their required on-the-job hours. The program will prepare Students to pass the State Electrical Examination and Certification process. Students in this program will acquire skills in the principles of electricity, circuitry, and power distribution, electrical construction processes, and safety codes.

Program Courses:

Course No.	Title	Units
ITEC 355	Introduction to Industrial Trades	0
ELEC 300	Introduction to Electrical Training	0
ELEC 310	Electrical Training 1	0
ELEC 320	Electrical Training 2	0
ELEC 330	Electrical Training 3	0

How does the program align with the College Mission Statement, District Educational Plan, and Strategic Plan?

This proposed noncredit CTE program directly supports **Butte College's mission** by expanding **high-quality, accessible education and workforce training** through a structured pathway leading to industry skills, employment readiness, and certificates. The program strengthens career pathways by preparing diverse learners for **economic and personal success** and aligns with the College's emphasis on **career and transfer pathways** and equity-centered access.

The proposal also aligns with institutional planning priorities by:

- Expanding **workforce-relevant training** tied to verified regional demand (LMI + advisory validation)
- Increasing **short-term, high-value pathway options** for students seeking rapid entry or reentry to employment
- Strengthening **industry engagement** through ongoing advisory input (a core CTE planning expectation)

Explain how the program is appropriate to the Community College mission of providing the first two years of a baccalaureate degree?

While the primary purpose is workforce entry, the program supports the "first two years" mission in two ways:

1. **On-ramp to credit pathways**

Noncredit programming increases access for adult learners and displaced workers who may later transition into credit certificates/degrees in related areas (e.g., Industrial Technology, Construction, Engineering Support, or other technology pathways). This "stackable" structure supports degree momentum.

2. **Foundational academic and career readiness**

A well-designed noncredit CTE sequence can reinforce foundational competencies (technical math, code literacy, documentation practices, safety, employability skills) that are directly supportive of later credit coursework and degree completion.

This is consistent with Butte College's stated mission of supporting both **career and transfer pathways** through accessible education and workforce training.

How does the proposal demonstrate need for the program?

Need is demonstrated through a **triangulation** model expected for CTE:

- **Labor Market Information (LMI)** from the North Far North Centers of Excellence (regional demand, projected openings, wages, and occupational need)
- **Industry advisory committee minutes** documenting employer validation, hiring needs, and/or requested competencies
- **Regulatory/industry conditions** that require trained individuals and verified competencies for safe installation work

Together, these sources provide both **quantitative** (LMI) and **qualitative** (industry communications) evidence that the program addresses a documented workforce gap.

Annual Completers: How many students do you anticipate completing this program each year?

Projected annual completers: 24 students per year (2 cohorts of ~12 completers).

- A cohort size of ~12 is realistic for safe lab instruction, equipment access, and faculty workload in a hands-on electrical program.
- Two cohorts per year supports steady throughput while balancing constrained lab/lecture space needs.

What are the impacts on existing programs (enrollment, staffing, section offerings)?

Enrollment impacts

- Positive impact through **new-to-college** and returning adult learners who may not be ready for credit entry.
- Potential feeder effect into existing credit programs in Industrial Technology and related areas.

Staffing impacts

- Requires **1 new full-time faculty** for core noncredit program delivery and coordination.
- Continued use of **Associate Faculty** for ITEC-55 courses reduces disruption to existing staffing patterns.

Section offerings

- Some scheduling displacement risk due to the need for lecture and lab space; however, with identified alternative lecture buildings (LRC/MC/LS), impacts can be mitigated through coordinated scheduling and block planning.

Enter the number of new faculty positions, both part- and full-time. If existing faculty are sufficient, enter zero (0)

- **Full-time faculty positions (new): 1**
- **Part-time/Associate faculty positions (new): 0** (continuing current Associate Faculty utilization for ITEC-55)

Minimum/preferred qualifications strengthen program quality:

- State certification as residential/commercial installer (required)
- CSLB **C-10** preferred (credibility + industry alignment)

Is there sufficiency of institutional resources to support the long-term vitality of the program?

Yes—with stated conditions addressed.

Sufficiency is supported by:

- **Recurring operating budget** identified: **\$40,000 annually** for consumables/small tools
- **Capital equipment covered by Catalyst grant funds**, reducing long-term General Fund capital burden (<https://www.labor.ca.gov/jobs-first-catalyst-phase-awardees/>)
- Clear identification of lecture space alternatives and lab footprint requirements

Key long-term viability conditions:

- Confirm sustained annual funding for consumables
- Confirm **dedicated lab access** comparable to HVAC lab size (40' x 40')
- Confirm ability to recruit/retain qualified FT faculty given external wage competition

New Equipment needed (include cost)

Initial startup need for hand tools, simulator systems and construction costs for student work areas likely **\$150,000 including computers and associated hardware for 24 students**. This consideration includes annual costs associated with eLearning licensing access for students

New/Remodeled Facilities (include cost)

Facilities requirement:

- **Lab space: 40' x 40'** (HVAC-lab-equivalent)
- **Lecture space:** classroom in **LRC, MC, or LS** buildings

Cost: TBD (depends on whether you repurpose existing space or remodel/build out a dedicated lab). Typical cost drivers to note (without inventing figures): power distribution, safety systems, benches/workstations, storage, code-compliant egress, ventilation (if applicable), and instructional technology.

Library Acquisitions (include cost)

Recommended baseline acquisitions to support instruction, safety, and documentation:

- National Electrical Code (NEC) references (current edition as required by program)
- Electrical installation textbooks/workbooks aligned to curriculum
- Code interpretation guides and exam-prep references (if pathway connects to licensing)
- Safety and standards references relevant to electrical work and lab instruction

Estimated annual library acquisition cost: \$3,500 (initial build-out may be higher if starting from minimal holdings).

Is the program compliant with all applicable laws, regulations, and curriculum standards?

Yes, the program is designed to be compliant, assuming standard approval steps are followed:

- Title 5 and CCCCCO curriculum approval requirements for noncredit CTE
- Local curriculum committee and Board approval processes
- Advisory committee validation and periodic review (CTE expectation)
- Instructor qualification requirements consistent with district hiring standards and program needs
- Facilities and lab safety compliance for hands-on electrical training

Will the program be eligible for Financial Aid (CA's with vocational TOP and degrees)?

For **noncredit**, traditional federal Title IV financial aid is typically **not available in the same way as credit degrees/certificates**.

Distance Education - Indicate the extent to which the courses associated with the degree are conducted via distance education ____0% ____1-49% **X** 50-99% ____100%

For Career Education Programs: Provide labor market information (LMI) and other employers demand documentation demonstrating that there are jobs and careers available for program graduates

Signature: _____

Date: _____

Contact Information: _____

Return This Form to Scheduling Center for processing at Centersh@butte.edu

Program Research & Recommendation

New Program Proposal Form

New Program Title:	Certificate of Completion (Noncredit) in Construction Management
Initiator:	Tom Williams (NC development by John Dahlgren)
First Semester Intended to Offer:	Fall 2027

Type of Program

Use AS for any Science, Technology, Engineering, or Mathematics (STEM) field and for all CTE programs. Use AA for all others.

☐ AA-T/AS-T

☐ AA/AS (18 units minimum w/o GE)

Vocational programs must be approved by NFN

☐ CA-Certificate of Achievement (16 units minimum)

Vocational programs must be approved by NFN

Non-vocational programs are not eligible for Financial Aid and will not be shown in CCC Apply, CAP tool, or Degree Planner

☐ CA-Certificate of Achievement (8 units minimum)

Only needed if required on a student's official transcript; All others use Certificate

Vocational programs must be approved by NFN

Non-vocational programs are not eligible for Financial Aid and will not be shown in CCC Apply, CAP tool, or Degree Planner

☐ Certificate – Certificate in... (15.5 units maximum)

Not chaptered, not FA eligible, will not be shown in CCC Apply or student's official transcript

Non-vocational programs will not show in CAP tool or Degree Planner

☒ Noncredit Certificate of Completion (*Leads to job; minimum 2 courses*)

☐ Noncredit Certificate of Competency (*Bridges to credit coursework; minimum 2 courses*)

Program Codes

TOP Code:	0952.00 – Construction Management
CIP Code:	52.2001
What COI will this program be in?:	Industrial Technologies Programs

Program Description:

The **Construction Management noncredit program** provides an entry-level pathway that prepares students for transition into credit coursework leading to an associate degree and potential transfer to baccalaureate programs in construction management or related fields. The program introduces foundational concepts in construction methods, project coordination, safety, estimating, and scheduling while building academic readiness and career awareness. This noncredit pathway supports students seeking accessible preparation for continued education and advancement within construction management career pathways.

Program Courses:

Course No.	Title	Units
CNST 301	Introduction to Construction	0
CNST 315	Materials and Methods of Construction	0
CNST 321	Analysis of Construction Drawings and Specifications	0
CNST 335	Electrical and Mechanical Systems	0
CNST 345	Construction Graphics	0
CNST 355	Computer Applications in Construction Management	0

How does the program align with the College Mission Statement, District Educational Plan, and Strategic Plan?

The **Certificate of Completion (Noncredit) in Construction Management** is appropriate to the California Community College mission of providing the first two years of a baccalaureate degree by offering foundational academic and technical preparation that supports student exploration, readiness, and transition into credit-based and degree-applicable coursework.

While the program is workforce-focused, it introduces students to college-level expectations, structured learning, and discipline-specific knowledge that aligns with lower-division construction, engineering technology, and applied science pathways. Students gain essential skills in problem solving, applied mathematics, technical terminology, safety, and construction principles that are relevant to continued study in credit certificate, associate degree, or transfer-aligned programs.

As a noncredit entry point, the program supports the community college mission by increasing access for students who may lack prior college experience or academic readiness. By providing a low-barrier pathway into postsecondary education, the program encourages persistence and advancement into credit-bearing coursework that can apply toward associate degrees or articulated baccalaureate pathways where applicable.

In this way, the Construction Technology noncredit certificate complements the community college's role in lower-division education by serving as a bridge to the first two years of college-level technical and academic study, while simultaneously helping students clarify career and educational goals within construction and related fields. Explain how the program is appropriate to the Community College mission of providing the first two years of a baccalaureate degree?

While the primary purpose is workforce entry, the program supports the "first two years" mission in two ways:

1. **On-ramp to credit pathways**

Noncredit programming increases access for adult learners and displaced workers who may later transition into credit certificates/degrees in related areas (e.g., Industrial Technology, Construction, Engineering Support, or other technology pathways). This "stackable" structure supports degree momentum.

2. **Foundational academic and career readiness**

A well-designed noncredit CTE sequence can reinforce foundational competencies (technical math, code literacy, documentation practices, safety, employability skills) that are directly supportive of later credit coursework and degree completion.

This is consistent with Butte College's stated mission of supporting both **career and transfer pathways** through accessible education and workforce training.

How does the proposal demonstrate need for the program?

Need is demonstrated through a **triangulation** model expected for CTE:

- **Labor Market Information (LMI)** from the North Far North Centers of Excellence (regional demand, projected openings, wages, and occupational need)
- **Industry advisory committee minutes** documenting employer validation, hiring needs, and/or requested competencies
- **Regulatory/industry conditions** that require trained individuals and verified competencies for safe installation work

Together, these sources provide both **quantitative** (LMI) and **qualitative** (industry communications) evidence that the program addresses a documented workforce gap.

Annual Completers: How many students do you anticipate completing this program each year?

Projected annual completers: 18-24 students per year (2 cohorts of ~9-12 completers).

- A cohort size of ~9-12 is realistic for safe lab instruction, equipment access, and faculty workload in a hands-on construction technology program.
- Two cohorts per year supports steady throughput while balancing constrained lab/lecture space needs.

What are the impacts on existing programs (enrollment, staffing, section offerings)?

Enrollment impacts

- Positive impact through **new-to-college** and returning adult learners who may not be ready for credit entry.
- Potential feeder effect into existing credit programs in Industrial Technology and related areas.

Staffing impacts

- Requires **1 new full-time faculty** for core noncredit program delivery and coordination.
- Continued use of **Associate Faculty** for ITEC-55 courses reduces disruption to existing staffing patterns.

Section offerings

- Some scheduling displacement risk due to the need for lecture and lab space; however, with identified alternative lecture buildings (LRC/MC/LS), impacts can be mitigated through coordinated scheduling and block planning.

Enter the number of new faculty positions, both part- and full-time. If existing faculty are sufficient, enter zero (0)

- **Full-time faculty positions (new): 1**
- **Part-time/Associate faculty positions (new): 0** (continuing current Associate Faculty utilization for ITEC-55)

Minimum/preferred qualifications strengthen program quality:

- Potential NCCER (National Association of Construction Education and Research) registration
- Trade-supported construction management pathways leading to baccalaureate degree
- Longterm applied effort to a construction management pathway and transfer

Is there sufficiency of institutional resources to support the long-term vitality of the program?

Yes—with stated conditions addressed.

Sufficiency is supported by:

- **Recurring operating budget** identified: **\$40,000 annually** for consumables/small tools
- **Capital equipment covered by Catalyst grant funds**, reducing long-term General Fund capital burden (<https://www.labor.ca.gov/jobs-first-catalyst-phase-awardees/>)
- Clear identification of lecture space alternatives and lab footprint requirements

Key long-term viability conditions:

- Confirm sustained annual funding for consumables
- Confirm **dedicated lab access** comparable to HVAC lab size (40' x 40')
- Confirm-ability to recruit/retain qualified FT faculty given external wage competition

New Equipment needed (include cost)

Initial startup need for hand tools, simulator systems and construction costs for student work areas likely **\$125,000 including computers and associated hardware for 30 students**. This consideration includes annual costs associated with eLearning licensing access for students

New/Remodeled Facilities (include cost)

Facilities requirement:

- **Lab space: 40' x 40'** (HVAC-lab-equivalent)
- **Lecture space:** classroom in **LRC, MC, or LS** buildings

Cost: TBD (depends on whether you repurpose existing space or remodel/build out a dedicated lab).

Typical cost drivers to note (without inventing figures): power distribution, safety systems, benches/workstations, storage, code-compliant egress, ventilation (if applicable), and instructional technology.

Library Acquisitions (include cost)

Recommended baseline acquisitions to support instruction, safety, and documentation:

- State of CA building code references (current edition as required by program)
- Green Building codes and standards (CA GBC and Title 24)
- NEC Electrical installation textbooks/workbooks aligned to curriculum
- Code interpretation guides and exam-prep references (if pathway connects to registration)
- Safety and standards references relevant to electrical work and lab instruction
- Graphics applications appropriate to Construction Management field (CAD, 3D modeling, Print Reading)

Estimated annual library acquisition cost: \$3,500 (initial build-out may be higher if starting from minimal holdings).

Is the program compliant with all applicable laws, regulations, and curriculum standards?

Yes, the program is designed to be compliant, assuming standard approval steps are followed:

- Title 5 and CCCC curriculum approval requirements for noncredit CTE
- Local curriculum committee and Board approval processes
- Advisory committee validation and periodic review (CTE and CSU transfer expectation)
- Instructor qualification requirements consistent with district hiring standards and program needs
- Facilities and lab safety compliance for hands-on training

Will the program be eligible for Financial Aid (CA's with vocational TOP and degrees)?

For **noncredit**, traditional federal Title IV financial aid is typically **not available in the same way as credit degrees/certificates**.

Distance Education - Indicate the extent to which the courses associated with the degree are conducted via distance education ____0% ____1-49% ____**X**____50-99% ____100%

For Career Education Programs: Provide labor market information (LMI) and other employers demand documentation demonstrating that there are jobs and careers available for program graduates

Signature: _____  _____ Date: 4/7/26

Contact Information: John Dahlgren (dahlgrenjo@butte.edu)

Return This Form to Scheduling Center for processing at Centersh@butte.edu

Program Research & Recommendation

New Program Proposal Form

New Program Title:	Certificate of Completion (Noncredit) in Construction Technology
Initiator:	Tom Williams (NC development by John Dahlgren)
First Semester Intended to Offer:	Fall 2027

Type of Program

Use AS for any Science, Technology, Engineering, or Mathematics (STEM) field and for all CTE programs. Use AA for all others.

☐ AA-T/AS-T

☐ AA/AS (18 units minimum w/o GE)

Vocational programs must be approved by NFN

☐ CA-Certificate of Achievement (16 units minimum)

Vocational programs must be approved by NFN

Non-vocational programs are not eligible for Financial Aid and will not be shown in CCC Apply, CAP tool, or Degree Planner

☐ CA-Certificate of Achievement (8 units minimum)

Only needed if required on a student's official transcript; All others use Certificate

Vocational programs must be approved by NFN

Non-vocational programs are not eligible for Financial Aid and will not be shown in CCC Apply, CAP tool, or Degree Planner

☐ Certificate – Certificate in... (15.5 units maximum)

Not chaptered, not FA eligible, will not be shown in CCC Apply or student's official transcript

Non-vocational programs will not show in CAP tool or Degree Planner

☒ Noncredit Certificate of Completion (*Leads to job; minimum 2 courses*)

☐ Noncredit Certificate of Competency (*Bridges to credit coursework; minimum 2 courses*)

Program Codes

TOP Code:	0952.00 – Construction Management
CIP Code:	52.2001
What COI will this program be in?:	Industrial Technologies Programs

Program Description:

The **Certificate of Completion (Noncredit) in Construction Technology** provides entry-level training for individuals preparing to enter the construction workforce. This program mirrors the credit Certificate of Achievement and emphasizes job-ready skills aligned with industry standards. Students develop foundational skills in construction methods and materials, blueprint reading, hand and power tool use, construction math, workplace safety, and applicable codes. The program prepares students for employment with licensed contractors and supports continued skill development and career advancement in the construction trades.

Program Courses:

Course No.	Title	Units
CNST 305	Plans, Specifications, & Surveying	0
CNST 310	Properties and Applications of Concrete	0
CNST 315	Materials and Methods of Construction	0
CNST 320	Foundations and Concrete Structures	0
CNST 325	Construction Framing	0
CNST 330	Interior and Exterior Finishes	0
CNST 335	Electrical and Mechanical Systems	0
CNST 345	Construction Graphics	0
CNST 355	Computer Applications in Construction Management	0

How does the program align with the College Mission Statement, District Educational Plan, and Strategic Plan?

The Certificate of Completion (Noncredit) in Construction Technology directly supports the College Mission by providing accessible, high-quality workforce education that promotes student success, economic mobility, and community development. As a noncredit program, it removes financial and academic barriers while offering practical, job-ready training that serves diverse learners seeking entry into the construction workforce.

The program aligns with the District Educational Plan by addressing regional workforce needs through career technical education, emphasizing hands-on learning, industry-aligned skills, and preparation for employment with licensed contractors. By focusing on foundational construction skills, safety, and applicable codes, the program supports the district's goals of workforce preparation, skills development, and alignment with local labor market demand.

The program also advances the College's Strategic Plan by supporting goals related to equitable access, workforce pathways, and student completion. The noncredit Construction Technology certificate serves as an entry point for students seeking rapid skill development, career exploration, or transition into credit-based CTE programs. Its emphasis on safety, employability skills, and career advancement contributes to long-term student success and strengthens partnerships with industry and the local community. While the primary purpose is workforce entry, the program supports the "first two years" mission in two ways:

1. **On-ramp to credit pathways**

Noncredit programming increases access for adult learners and displaced workers who may later transition into credit certificates/degrees in related areas (e.g., Industrial Technology, Construction, Engineering Support, or other technology pathways). This "stackable" structure supports degree momentum.

2. **Foundational academic and career readiness**

A well-designed noncredit CTE sequence can reinforce foundational competencies (technical math, code literacy, documentation practices, safety, employability skills) that are directly supportive of later credit coursework and degree completion.

This is consistent with Butte College's stated mission of supporting both **career and transfer pathways** through accessible education and workforce training.

How does the proposal demonstrate need for the program?

Need is demonstrated through a **triangulation** model expected for CTE:

- **Labor Market Information (LMI)** from the North Far North Centers of Excellence (regional demand, projected openings, wages, and occupational need)
- **Industry advisory committee minutes** documenting employer validation, hiring needs, and/or requested competencies
- **Regulatory/industry conditions** that require trained individuals and verified competencies for safe installation work

Together, these sources provide both **quantitative** (LMI) and **qualitative** (industry communications) evidence that the program addresses a documented workforce gap.

Annual Completers: How many students do you anticipate completing this program each year?

Projected annual completers: 30-36 students per year (2 cohorts of ~15-18 completers).

- A cohort size of ~15-18 is realistic for safe lab instruction, equipment access, and faculty workload in a hands-on construction technology program.
- Two cohorts per year supports steady throughput while balancing constrained lab/lecture space needs.

What are the impacts on existing programs (enrollment, staffing, section offerings)?

Enrollment impacts

- Positive impact through **new-to-college** and returning adult learners who may not be ready for credit entry.
- Potential feeder effect into existing credit programs in Industrial Technology and related areas.

Staffing impacts

- Requires **1 new full-time faculty** for core noncredit program delivery and coordination.
- Continued use of **Associate Faculty** for ITEC-55 courses reduces disruption to existing staffing patterns.

Section offerings

- Some scheduling displacement risk due to the need for lecture and lab space; however, with identified alternative lecture buildings (LRC/MC/LS), impacts can be mitigated through coordinated scheduling and block planning.

Enter the number of new faculty positions, both part- and full-time. If existing faculty are sufficient, enter zero (0)

- **Full-time faculty positions (new): 1**
- **Part-time/Associate faculty positions (new): 0** (continuing current Associate Faculty utilization for ITEC-55)

Minimum/preferred qualifications strengthen program quality:

- Potential NCCER (National Association of Construction Education and Research) registration
- Trade-supported construction technology to workforce openings

Is there sufficiency of institutional resources to support the long-term vitality of the program?

Yes—with stated conditions addressed.

Sufficiency is supported by:

- **Recurring operating budget** identified: **\$40,000 annually** for consumables/small tools
- **Capital equipment covered by Catalyst grant funds**, reducing long-term General Fund capital burden (<https://www.labor.ca.gov/jobs-first-catalyst-phase-awardees/>)
- Clear identification of lecture space alternatives and lab footprint requirements

Key long-term viability conditions:

- Confirm sustained annual funding for consumables
- Confirm **dedicated lab access** comparable to HVAC lab size (40' x 40')
- Confirm-ability to recruit/retain qualified FT faculty given external wage competition

New Equipment needed (include cost)

Initial startup need for hand tools, simulator systems and construction costs for student work areas likely **\$125,000 including computers and associated hardware for 30 students**. This consideration includes annual costs associated with eLearning licensing access for students

New/Remodeled Facilities (include cost)

Facilities requirement:

- **Lab space: 40' x 40'** (HVAC-lab-equivalent)
- **Lecture space:** classroom in **LRC, MC, or LS** buildings

Cost: TBD (depends on whether you repurpose existing space or remodel/build out a dedicated lab).

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