



CTE Course Identification Numbering System (C-ID) Model Curricula (MCs) 10 + 1

The use of C-ID as mandated for numerous transfer courses has established C-ID as a mechanism for identifying comparable courses while respecting local needs and variations. The use of C-ID and MCs can facilitate the expansion of locally-developed opportunities for students. In light of the new funding formula, our focus should be on ensuring that students complete their program of study – even if this means they choose to take a course or two elsewhere. The reasons for expanding the role of C-ID and MCs in CTE areas include:

1. Providing students with the skills to fill employer needs for specified training.
 2. Establishing appropriate program consistency in awards across the colleges.
 3. Facilitating student goal completion and simplifying student movement between colleges by establishing intra-segmental (within the CCCs) articulation.
 4. Increasing student access to statewide offerings of C-ID aligned online CTE courses applicable to programs at their local college.
 5. Increasing faculty access to C-ID model curricula and descriptors to assist in developing or updating courses and programs.
 6. Providing a benchmark for quality and currency, C-ID descriptors and model curricula are regularly reviewed and developed with input from faculty and industry, benefiting faculty, students, and industry.
 7. Enabling CTE disciplines to participate in Open Educational Resources Initiative (OERI), Guided Pathways, and other critical statewide initiatives.
 8. Increasing opportunities for students through the development of C-ID model curricula articulated to Bachelor's Degrees in the CCCs or other colleges or universities.
 9. Allowing for "one-to-many" articulation or acceptance by industry partners by establishing that a C-ID descriptor or model curricula fills a transfer or employer need.
 10. Leveraging C-ID alignment to support increased funding for programs to ensure currency of instructional equipment.
- +1. Providing an opportunity for a community of faculty to engage in dialogue impacting programs.