

Minutes 11/1/21

In attendance: Katheryn Horton, Kathleen Antokhin, Ron Palmer, Nancy Willet, Wende Bohlke, Alex Jones, Alina Varona, Anna Pilloton

Voting members: Katheryn, Ron, Nancy, Wende, Alex

Definition of Career Technical Education

At College of Marin, Career Education (also known as career technical education and formerly called vocational education) is, as the California Community College Chancellor's Office (CCCCO) explains, a series of credit and noncredit "pathways that allow students to learn by exploring, collaborating, and doing." At the state level, these pathways are organized by the following thematic clusters: 1. advanced manufacturing, 2. advanced transportation and renewables, 3. agriculture, water, and environmental technologies, 4. energy construction and utilities, 5. global trade and logistics, 6. health, information and 7. hospitality management, retail, and tourism. This thematic bundling of courses, majors, and programs aligns with statewide movement towards a student-centered, student-facing pathways framework that enhances institutional organization and better supports how we advance equitable access, progression, and outcomes for all students. The College also has a division called Career Education which houses some but not all of the College's Career Technical Education Programs.

Katheryn Horton provided historical Context of SWAC as mechanism for transparency and participatory body for grant and categorical funding decisions related to Career Education. Open discussion Ron Palmer, Nancy Willet.

Nancy Willet shared perspective on need to expand function of this committee beyond funding and categorical oversight and genesis of motion to reconstitute committee. Alina Varona outlined opportunity for information sharing and gathering centralized through a committee mechanism to include instructional, strategic planning, professional development, partnership conversations, and other relevant CTE information. Anna Pilloton talked about how community partnerships and dual enrollment utilizing more integrated approach to programs for high school students and move away from bifurcating student choices of pathways: "traditional" academic vs CTE and instead looking at theoretical and applied studies.

Open discussion with questions and recommendations for new committee. If participation is unlimited, each program should still have only one voting member to ensure equitable decision making. More students should be engaged in committee including student ambassadors. Should reach out to ASCOM and honor society for student reps. A subcommittee should form to review categorical applications and the existing SWAC elements and processes should be integrated into reconstituted CTE Committee. A co or tri-chair model should be used to ensure broad representation, ample participation, and equitable participation of all stakeholders. Reconstitution should occur in the spring. The new committee may report to both PRAC and Academic Senate, though we will need to consult with both committees first regarding structure and future process. An email should be sent to absent members and participants

keeping them informed of discussion and providing time for additional thoughts and comments prior to routing proposal to PRAC for review.

Nancy Willet: Motion to accept proposed recommendation to reconstitute SWAC to CTEC
Wende Bohlke seconded.

Katheryn Horton called for vote.

Yays: Nancy, Ron, Wende, Katheryn, Alex

Nays: None

Abstained: non-voting members Anna, Alina, Kathleen