HANDBOOK FOR TECHNICAL
ADVISORY COMMITTEES

ALVIN COMMUNITY COLLEGE

Revised October, 1998
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Dear Advisory Committee Member:

Technical education, perhaps more than any type of educational program, requires close cooperation with the community. Our technical programs at Alvin Community College prepare adults to enter the labor force. Therefore, these programs must be evaluated and re-evaluated by persons engaged in the various occupational fields. The establishment of advisory committees is an efficient and logical way of providing evaluation.

The potential of advisory committees cannot be overestimated. You are the recognized specialist in your field, and your awareness of the needs of the individual and the community afford the educator a base for instituting and maintaining a realistic technical program.

The State of Texas education plan, based on the requirements of the Vocational Education Act of 1963, requires that advisory committees be established for all technical programs. Before a new program can be started or approved by the State of Texas, it is a responsibility of the participating institution and the advisory committee to (1) ascertain the interest of the community in the particular vocational; (2) assess the specific needs of the area; (3) set up standards for equipment and instruction; and (4) review instructional content.

After the program has become well-established, the advisory committee’s role changes somewhat; and now the responsibility is to make recommendations regarding changes in the program that will best meet the needs of the occupational market and the student. The committee should also help the instructor to keep abreast with current trends in his occupational field.

I would like to take this opportunity to thank you for your participation as a member of our advisory committee. If you have any questions or suggestions regarding our programs, please do not hesitate to contact us.

Sincerely,

[Signature]

John Bethscheider
Dean of Technical Programs

/dc
PROFILE OF THE COLLEGE

A private normal school and business college, established in Alvin in 1890, operated until its buildings were destroyed in the tropical storm of 1900; but the catastrophe which overtook the normal school did not kill interest in higher education in the community. This interest found public expression in 1948, when the voters created Alvin Junior College.

Alvin Junior College began classes on September 12, 1949, and enrolled 134 students during the first year. It was housed in the high school building of the Alvin Independent School District with grades 11 and 12, and Alvin schools were operated under a system called the 6-4-4 plan. On February 14, 1955, the Board of Trustees voted to build a junior college classroom building separate from the high school plant. This building, constructed in 1956, marked the beginning of a two-year junior college in Alvin, although such facilities as cafeteria and science and business laboratories continued to be shared by both high school and junior college classes. The organizational plan changed from a 6-4-4 pattern to a 6-3-3-2 pattern and the program was strengthened by additional facilities, by an enlarged faculty, and by fulfillment of the standards of the Southern Association of Colleges and Secondary Schools (1959).

At its inception, the boundaries of Alvin Junior College were the same as those of the Alvin Independent School District, whose Board of Trustees was also the governing board of the college. Mr. A. G. Welch, Superintendent of Alvin public school, was named the first president of the college; and Mr. W. H. Meyers, Principal of Alvin High School, was named the first dean.

On February 1, 1961, the Board of Trustees called an election to determine whether $1,500,000 in bonds should be issued and a tax for the payment thereof levied for a new and separate junior college plan. This bond issue was approved by an overwhelming majority of seven to one. In the summer of 1963, the college moved to its present location, 3110 Mustang
Road, with facilities consisting of an academic building, a gymnasium, a combination assembly-library-student center, and a maintenance building. These new accommodations were needed to serve a rapidly growing student body.

The college has had a continuing interest in the rehabilitation program of the Texas Department of Criminal Justice. Extension classes were begun in 1956 and are taught currently at Ramsey 1, Ramsey 2, Ramsey 3, Central, Darrington, and Jester TDCJ units.

In 1971-72 a separate administration, tax district, and Board of Trustees assumed the management and operation of the newly created Alvin Junior College District. Subsequently, in 1974, by a vote of both the original district and voters of adjoining territories, the college district was enlarged to nearly twice its original size.

In the spring of 1975, and $8,000,000 bond election was called for by the Board of Trustees to provide funds for the expansion of facilities necessary to accommodate growing enrollment. A campaign was waged for approval of the bond issue through the concerned efforts of the institution’s staff, faculty, students, former students, and community citizens. This goal was achieved in April of 1975. Groundbreaking ceremonies for the new building program were held on March 1, 1976. Newly constructed buildings total 200,000 square feet, bringing total square footage of campus buildings to approximately 300,000.

In 1975, in keeping with the concept of the college program to aid and identify the educational needs and aims of the greater Alvin area, the Board of Trustees changed the name of the institution to Alvin Community college.
PHILOSOPHIES AND PURPOSES OF
THE SCHOOL AND OF TECHNICAL PROGRAMS

Alvin Community College is a locally controlled and administered institution dedicated to the diversified educational needs of the residents of the district. Recognizing that students and adults differ in their educational needs, interests, abilities and aspirations, the college has organized its total program to assist the student and/or adult to prepare for his work as an individual, as a member of a family, and as a citizen. Alvin Community College seeks to undertake the fulfillment of the following:

Career Preparation

Career preparation programs of study are available for students who desire to pursue careers in business, technical, professional, or occupational specialties. These programs have been planned to prepare students to be gainfully employed at an entry level, to improve their present skills, or to teach them new proficiencies. The college seeks to provide curricula which reflect the rapidly changing social and technological demands of our society.

College Transfer Education

The college transfer-oriented programs parallel freshman and sophomore programs of study offered at four-year colleges and universities in both content and quality. It is possible for a student who pursues these programs to earn a baccalaureate degree by transferring to a four-year institution and successfully completing the required courses.

Adult Evening and Continuing Education

One of the major purposes of the school is to provide continuing education, community service programs, courses, and activities of a cultural, educational, recreational, and occupational nature for both credit and noncredit.
Pupil Personnel Services (Advising and Counseling)

Professional counseling services are available to assist each student – whether full-time, part-time, day, or evening – with their educational program. These services have also been designed to enable the student to identify areas and directions of career endeavor which are compatible with his/her interests and aptitude.

BASIC POLICY REGARDING ADVISORY COMMITTEE

An advisory committee may be defined as a group of persons chosen from the community, student body, state, or nation to advise educators regarding technical educational programs. The advisory committee is usually a formally organized committee appointed by proper authority or authorities for a defined term. The primary purpose of an advisory committee is to provide a link between the community and the college district. The function of the advisory committee is to provide closer cooperation and better understanding of career education by industry, the general public, professions, and the college. It provides a two-way system of communication between the college and community which is essential to all educational programs. The advisory committee serves in an advisory capacity and has no legislative or administrative authority.

ADVISORY COMMITTEES AND THEIR FUNCTION

The attainment of high quality career preparation programs, which are realistic in light of actual or anticipated opportunities for gainful employment, is not possible without the close involvement of knowledgeable persons from agriculture, business, industry, and labor. The nature of occupational change requires that educators, particularly those who are charged with decision-making, be kept informed of the current anticipated skill needs of industry. Since the
college is designed to meet so many needs, it is not possible for a single type of advisory committee to adequately serve or advise for all needs in all occupations.

Specialized Occupational Advisory Committee

The specialized occupational advisory committee is usually organized to advise the college administrators regarding instructional programs in specific trades, crafts, or clusters of occupations. Most probably there will be a specific committee for each curriculum or career program area. Some specific functions of the committee are:

1. To speak on behalf of employers and employees from specific occupation areas.

2. To serve as a communication channel between the college and community occupational groups.

3. To list the specific competencies and suggest related and technical information for the program and courses required for entry into and promotion within a career area.

4. To advise on the type of skills, knowledge, and attitudes needed to prepare students for entering into a specific occupation.

5. To recommend physical facilities and types of equipment needed for a specific career program.

6. To make suggestions which will promote and assure the highest quality program.

7. To recommend competent personnel with appropriate educational, business, and industrial experience as potential instructors.

8. To assist with an evaluation of the program of instruction.

9. To suggest ways for improving the dissemination of program information to potential students and employers.
10. To assist in recruiting potential students, providing internships, and locating appropriate jobs for qualified graduates.

11. To keep the college informed on current specific needs and changes in the labor market.

12. To provide a means for the college to inform the community of needed career programs.

13. To assess program needs in terms of the needs of the community.

14. To assist in long-term program planning.


ADVISORY COMMITTEE ORGANIZATION

(1) **Personal Qualifications** – The degree of expertise possessed by each member is the influencing factor in the invitation he receives to serve on the advisory committee. This knowledge, coupled with a general understanding of the field of education, affords the school a rich source of information.

The criteria for membership on an advisory committee includes:

A. willingness to devote valuable time to the committee;

B. a wide range of experience;

C. recognized leadership;

D. career commitment; and

E. an interest in the college.

(2) **Term of Membership** – While Alvin Community College is appreciative of the cooperation and contribution of all the individuals who have consented to serve on the different advisory committees, the college realizes that members often have commitments and busy schedules. Therefore, it is our policy to appoint all committees on a one-year basis. We expect that some individuals can and would be willing to serve additional terms. In addition, there are those who will be involved in some facet of the program which will make a continuing relationship with the committees as asset. In consideration of the above, we expect to rotate the membership so that it will not be burdensome and so that other individuals who have expressed an interest in the program may have the opportunity to make a contribution. Even though basic policy calls for membership of one year, we hope approximately two-thirds of the committee members would be reappointed to serve as experienced members. Using a staggered replacement rate of one-
third per year, there will always be new members coming into the committee with
experienced members providing the needed stability and leadership. When a term has
expired, a new committee member will be appointed by the college.

(3) **Selection of Committee Members** – Advisory committee members must meet the criteria
previously spelled out and are usually nominated by the many different professional
organizations, educational organizations, labor and manufacturing organizations within a
community, by faculty, and by others. Final selection and approval of advisory
committee members will be made by the college.

(4) **Selection of the Chairman** – The different committee members of each committee will
select their own chairman to preside over the meetings.

(5) **Duties of the Chairman** – The chief duty of the chairman is to preside at all meetings of
the committee. He will be expected to work closely with the administration at all times
and will be consulted when the agenda for the meeting is prepared. The chairman will
appoint subcommittees and represent the advisory committees when appropriate.

(6) **Duties of the College Representative** (Advisory Committee Coordinator) – The college
representative is present mainly to seek advice, not to give it. One of the duties of the
college representative, in consultation with the chairman, is the preparation of the agenda
at each meeting. It is the responsibility of the chairman and the college representative to
outline the tasks to be accomplished by the committee and to present items or problems
needing action to the advisory committee for discussion and recommendations. Other
duties of the college representative include reproduction of the minutes, arranging for
meeting rooms at the college, and preparing reports of progress. The college will assume
the task of providing all clerical assistance needed in the work of the committee, including minutes, reports, recommendations, and special notices.

(7) **Lines of Communication** – It has been common practice at Alvin Community College to send copies of the minutes, including recommendations, to the following individuals and agencies: (A) administration officers of the school; (B) the different department chairmen of the school; (C) the members of the advisory committee; and (D) the organizations represented by the committee members.

(8) **Numbers of Members on the Advisory Committees** – The number of members on an advisory committee will vary with the nature of the program served. This group normally should not exceed 12 to 15 members, which will be large enough to lend itself to informal, constructive discussion and yet provide an adequate cross section of the different community interest groups.

(9) **Number of Advisory Committee Meetings** – Each technical program advisory committee should meet no less than twice in an academic year. Ideally, there should be one meeting in the fall semester and one in the spring semester. Other meetings may be done by e-mail, telephone or mail questionnaire.
CONDUCTING THE ADVISORY COMMITTEE MEETINGS

In conducting an advisory committee meeting the chairman will preside at the meeting and discuss the topics on the previously prepared agenda. A typical agenda for an advisory committee ORGANIZATIONAL meeting might include:

1. Introduction of all committee members by either the chairman or the college representative.

2. Brief review of the total college educational program, total school occupational education program, or the specific occupational area, depending upon the specific advisory committee.

3. The relationship of the committee to the program, including their duties and functions.

4. Development of an organizational structure:
   A. Selection of a chairman and a secretary
   B. Selection of a place, time, and dates for the meetings
   C. Adoption of rules, such as listed in the advisory committee handbook, to govern the conduct of the meetings.

5. Tasks to be accomplished by the committee. (Annual Advisory Committee Plan)

6. Discussion of initial tasks.

7. Future committee plans and future specific tasks to be completed by the committee.

8. Adjournment.

9. Tour of the occupational facilities.
A typical agenda for a regular advisory committee meeting may include:

1. Call to order by the chairman.
2. Report of previous meetings or reading of minutes.
3. Reading of communications.
5. Specific topics for discussion as per the predetermined agenda.
6. Future committee plans and future specific tasks to be completed by the committee.
7. Adjournment.

Records of the Meeting

The following records will be maintained of each advisory committee meeting:

(The different advisory committees and their membership are listed under this section.)

1. Members present and members absent.
2. The date of the meeting, time, room, and adjournment time.
3. A copy of the meeting agenda and any handouts to the committee.
4. A brief summary of committee proceedings.
5. A listing of committee recommendations.
6. The time, date, and agenda for the next meeting.
### SAMPLE: Advisory Committee Meeting Minutes

<table>
<thead>
<tr>
<th>CHAIRPERSON:</th>
<th>MEETING DATE:</th>
<th>MEETING TIME:</th>
<th>MEETING PLACE:</th>
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<tbody>
<tr>
<td>RECORDER:</td>
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<td>PREVIOUS MEETING:</td>
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#### MEMBERS PRESENT:

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#### OTHERS PRESENT:

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#### Agenda Item

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CHAIRPERSON SIGNATURE:         DATE:        NEXT MEETING:
**TECHNICAL DEGREES AND CERTIFICATES**

**Degree:** Associate in Applied Science (A.A.S.)

**Length:** Two years

**Purpose:** The Associate in Applied Science Degree (A.A.S.) is awarded to students who fulfill the requirements in one of the following programs:

<table>
<thead>
<tr>
<th>Program</th>
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<tbody>
<tr>
<td>Aerospace Technology - Computer Prog</td>
<td>Legal Office Professional</td>
</tr>
<tr>
<td>Child Development &amp; Early Childhood</td>
<td>Management Development</td>
</tr>
<tr>
<td>Computer Science Technology</td>
<td>Medical Office Professional</td>
</tr>
<tr>
<td>Computer Repair Technology</td>
<td>Mental Health</td>
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<tr>
<td>Correctional Science</td>
<td>Nursing ADN</td>
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<tr>
<td>Court Reporting</td>
<td>Office Professional</td>
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<tr>
<td>Drafting Technology</td>
<td>Process Technology</td>
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<tr>
<td>Electronic Technology</td>
<td>Radio Broadcasting</td>
</tr>
<tr>
<td>Emergency Medical Technology</td>
<td>Respiratory Care</td>
</tr>
<tr>
<td>Law Enforcement &amp; Administration</td>
<td>Retail Management &amp; Marketing</td>
</tr>
<tr>
<td>Legal Assistant</td>
<td>Television Broadcasting</td>
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</tbody>
</table>

These programs are two years in length, and they prepare the student for immediate occupational employment.
CERTIFICATE PROGRAMS

The Certificate of Completion in Technical Education is awarded to students who fulfill the requirements in one of the following programs:

- Accounting Clerk
- Child Development & Early Childhood Administration
- Communications - Radio Broadcasting
- Communications - Television
- Computer Science - Data Processing
- Computer Science - Networking
- Court Reporting
- Courting Scopist
- Criminal Justice - Correctional Admin.
- Criminal Justice - Correctional Science
- Criminal Justice - Crime Scene Technician
- Criminal Justice - Police Administration
- Criminal Justice - Texas Peace Officer
- Drafting
- Electronics
- Emergency Medical Technology
- Instrumentation Technology
- Legal Stenography
- Legal Assistant
- Management Development
- Mental Health
- Office Assistant
- Process Technology
- Respiratory Care Technology
- Retail Management & Marketing
- Vocational Nursing
- Word Processing

These programs vary in length from one to three semesters, and they prepare the student for immediate occupational employment.

TEXAS DEPARTMENT OF CRIMINAL JUSTICE CERTIFICATE PROGRAMS

These certificate programs are designed to provide skills which enable the student to be placed in entry-level employment within a chosen specialty.

- Automotive Technology 720 hours
- Computer Repair 800 hours
- Computer Science 800 hours
- Horticulture 720 hours
- Welding 720 hours
CERTIFICATE PROGRAMS

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Accounting Clerk
Child Development & Early Childhood
Child Development & Early Childhood Administration
Communications - Radio Broadcasting
Communications - Television
Computer Science - Data Processing
Computer Science - Networking
Court Reporting
Courting Scopist
Criminal Justice - Correctional Admin.
Criminal Justice - Correctional Science
Criminal Justice - Crime Scene Technician
Criminal Justice - Police Administration
Criminal Justice - Texas Peace Officer
Drafting
Electronics
Emergency Medical Technology
Instrumentation Technology
Legal Stenography
Legal Assistant
Management Development
Mental Health
Office Assistant
Process Technology
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TEXAS DEPARTMENT OF CRIMINAL JUSTICE CERTIFICATE PROGRAMS

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Automotive Technology
Computer Repair
Computer Science
Horticulture
Welding

720 hours
800 hours
800 hours
720 hours
720 hours
TECHNICAL PROGRAMS

VOCABULARY
GLOSSARY OF TERMS

1 + 1 program: An articulated higher education program offered by community and technical colleges where the first year of academic and technical study is offered by one institution, and the second year is offered by a second participating institution that offers the applied associate degree.

2 + 2 program: An articulated, competency-based technical education program that links the last two years of secondary education with the first two years of higher education to create a strong four-year academic and technical curriculum.

2 + 2 + 2 program: An articulated, competency-based technical education program that links a 2 + 2 program to the last two years of higher education and that results in a baccalaureate degree.

Academically disadvantaged (educationally disadvantaged): This refers to an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, who has secondary school grades below 2.0 on a 4.0 scale (on which the grade “A” equals to 4.0), or who fails to attain minimum academic competencies. This definition does not include individuals with learning disabilities [Perkins]. See the term disadvantaged for a broader definition that includes both academically disadvantaged and economically disadvantaged.

Adult vocational course: A Coordinating Board-approved higher education technical course offered for credit or non-credit and conducted in a competency-based format. Such a course provides a quick and flexible response to business, industry, and student needs for intensive preparatory, supplemental or upgrade training and has specific occupational, related instruction and/or apprenticeship training objectives.

Advanced associate degree: An associate of applied science degree awarded concurrently with an advanced skills certificate to a graduate of a Tech-Prep associate of applied science degree program requiring a skill proficiency level that goes beyond the traditional associate degree and that results in the concurrent award an advanced skills mastery certificate with the applied associate degree.

Advanced placement: Any agreement or plan between educational institutions, or any other method of recognizing student achievement, that enables students to receive credit for and/or bypass courses in a higher education program.

Applied associate degree program: Refers to the associate of applied arts and the associate of applied science degrees. The term “applied” in an associate degree name is the distinguishing characteristic of the technical certificate of collegiate rank.

Automated Student Follow-up System: An automated process, using employment and education databases, intended to analyze the employment status of former technical education students.
**Associate of applied science (AAS) degree program:** A program of study designed for immediate employment and/or career advancement that is composed of an orderly, identifiable sequence of courses designed to meet specific occupational competencies and outcomes. The degree program is composed of technical courses, general education courses, related instruction, and, as appropriate, elective courses to prepare students for employment as technicians or professionals.

**Capstone experience:** An experience such as cooperative education, clinical work or internship that allows the student an opportunity to apply all previous learning to real-world situations, resulting in a consolidation and synthesis of the entire educational experience. It may also be a licensure exam or comprehensive, discipline-specific exam.

**Clinical education:** A method of instruction between a sponsoring clinical agency, the higher education institution, and the student that provides student training and experience in the work place with the goal of reaching established learning objectives as outlined in a formal plan developed by college staff. Clinical practice is supervised by qualified faculty members employed by the educational institution sponsoring the program.

**Contract instruction:** The delivery of a course or courses to meet the needs of a contracting entity, which may be a business, industry or external agency. The course(s) must consist of 50 percent or more the enrollees designated by the contracting entity. For example, if a JTPA student is enrolled in and mainstreamed into a class open to the general public, it would not be considered instruction [as defined by the state auditor].

**Cooperative education:** A method of technical education instruction for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternating study in school with a job in any occupational field. The two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

**Competency-based education (CBF):** An educational program designed to each applied and/or job-related clusters of skills, knowledge and attitudes, as well as expected performance levels required for successful employment within a defined job or cluster of jobs. The skills are collaboratively defined by educators, business, industry and labor and form the basis upon which a student is evaluated.

**Competency-based format:** Any material, instructional program or curriculum based on criterion-referenced requirements.

**Competency-based instruction:** A process that is designed to deliver instruction based on specific tasks, predetermined standards or performance and a continuum or difficulty.
DACUM: An acronym for Developing a Curriculum, a process of identifying specific duties and associated tasks required by a particular job or occupation.

Developmental courses: Courses designated as remedial, accelerated instruction, or compensatory education courses in the Community College General Academic Course Guide Manual.

Disadvantaged: Individuals, other than those individuals with disabilities, who have economic or academic (educational) disadvantages and who require special services and assistance in order to enable these individuals to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school [Perkins].

Emerging occupation: An occupation arising through forces related to technological changes in the work place. The occupation is expected to become increasingly visible and distinguishable as a separate career area within the next 10 years. The occupation is growing, or is expected to grow, rapidly with the industry. Workers from other occupations cannot perform the work without at least two months of vocational-technical education or training [defined by the Texas Innovation Network System].

Foundation skills: According to the federal secretary of labor’s Commission on Achieving Necessary Skills (SCANS), these are comprised of three parts:

1) basic skills – reading, writing, performing arithmetic and mathematical operations, listening and speaking;

2) thinking skills – thinking creatively, making decisions, solving problems, visualizing, knowing how to learn and reasoning; and

3) personal qualities – displaying responsibility, self-esteem, socialability, self-management, integrity and honesty.

Full-time equivalent (FTE): The total number of semester credit hours reported by an institution divided by the equivalent hours for one full-time student (12 semester credit hours).

Full-time students: Students enrolled for a minimum of 12 semester credit hours per long term or the equivalent.

Gender equity: The goal of increasing the representation of either gender in programs or occupations that are underrepresented by that gender.

Gender occupational skills: Skills that indicate strong experience in, and understanding of, all aspects of an industry.
Graduate: A student who completes a Coordinating Board-approved associated degree or certificate program.

Guaranteed Graduate Policy: A policy that allows graduates who are judged by an employer to be lacking in technical job skills identified as exit competencies for their specific degree program to return to the college for up to nine tuition-free hours of training.

Internship: A supervised, practical experience in the work setting that is intended for advanced students in specialized fields.

Limited English proficiency (LEP): If used with reference to individuals, these are those:

1) (a) who were not born in the United States or whose native language is not English;
   (b) who come from environments where a language other than English is dominant; or
   (c) who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

2) who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society [Perkins].

Local Apprentice Training Committee: A committee whose members are appointed by employers of apprentices, bargaining agents representing members of an apprenticeable trade, a trade association representing an apprenticeable trade, or a combination of these, whose responsibility is to direct and administer the apprenticeship program consistent with rules and regulations of the Coordinating Board and the higher education institution through which related instruction is provided.

Marketable skills achievers: These may be identified as either:

1) Students who have declared an intent to upgrade their skills for employment and have completed at least one technical education credit course; or

2) Students who have completed at least nine semester credit hours (or the equivalent) in the same HEGIS code;

AND who did not re-enroll at the same institution the following fall semester. All students taking courses that are reported as regular technical courses (credit and contact hour) are included in this definition.
**Occupational employment statistics (OES) codes:** Five-digit identifiers for approximately 700 occupational clusters that comprise a coding system designed by the federal Bureau of Labor Statistics. These codes are used by the Texas Employment Commission to generate occupational projections and expected industry staffing patterns for Texas.

**Performance Measures and Cores Standards for Postsecondary Technical Education Programs:** A document for institutions that outlines a series of performance measures and core standards drafting in response to mandates of the Carl Perkins Act of 1990. The document also includes information on reporting requirements as well as necessary reporting forms. The final document was sent to institutions in August 1992 and became effective September 1, 1992.

**Program advisory committees:** Formal groupings of individuals selected from business, industry and labor who provide advice and assistance to one or more technical education programs.

**Program approval:** The process whereby an institution requests and is granted authorization to implement a new technical education certificate or degree program.

**Program closure:** The process whereby a program is officially discontinued and removed from the program inventory either voluntarily by the institution or by the Coordinating Board through the sunset review process.

**Program deactivation:** The process whereby an institution suspends all new student enrollments for a maximum of three years in order to assess program vitality and make revisions without loss of eligibility for state funding or dropping the program and its courses from the program/course inventory. Deactivated programs are subject to Coordinating Board evaluation, but are not subject to sunset review.

**Program reactivation:** A formal process to reinstate a program that has previously been deactivated.

**Services to special populations:** Services, programs and/or activities supplemental to the basic student services offered by the institution. These could include curriculum, classroom and/or equipment modification; supportive personnel; instructional aids and devices; child care; transportation; remedial courses; vocational guidance and counseling; or other programs, services and/or activities that are targeted to the needs of special populations students.

**Sex equity program:** Program, services, comprehensive career guidance and counseling and other activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education.

**Single parent:** An individual who is unmarried or legally separated from a spouse; and (i) has a minor child or children for which the parent has either custody or joint custody, or (ii) is pregnant.
**Smart Job Program:** A part of the Texas Skills Development Program that directs education, training, employment, human service and correctional agencies in the development of a world-class work force for Texas.

**Sunset Review:** A formal evaluation process through which programs are reviewed by the Coordinating Board for possible closure.

**Task analysis:** The identification of the specific skills, knowledge and attitudes a worker needs for performance in an occupation.

**Technical education:** Used by the Coordinating Board’s Community and Technical Colleges Division to describe Coordinating Board-approved educational programs offering a sequence of courses or block-time instruction. This type of education must be related directly to the preparation of individuals for paid employment in current or emerging occupations that require other than a baccalaureate or advanced degree. Also known as occupational education and vocational education.

**Tech-Prep associate of applied science degree program:** A cooperatively developed, competency-based six-year program of study beginning in the ninth grade of high school and resulting in an associate of applied science degree with advanced skills from a community or technical college or an associate degree granting proprietary institution.

**Tech-Prep consortia:** Groups of institutions participating in Tech-Prep program development and implementation and with signed, program-specific articulation agreements. Tech-Prep consortia must be composed of a minimum of one public institution of higher education and more than one independent school district (ISD) unless a single ISD has a sufficient enrollment of students to support a Tech-Prep program. Consortia must provide evidence of direct business and industry, Private Industry Council (PIC) and Quality Work Force Planning Committee involvement.

**Texas Academic Skills Program (TASP):** A program that includes an examination that measures each student’s reading, writing and mathematical skills to determine whether the student is prepared to successfully complete college-level course work. The program also requires all institutions to provide developmental courses to prepare students to complete such course work.

**Texas Assessment of Academic Skills Test (TAAS):** An examination measuring each student’s reading, writing and mathematical skills to determine whether the student has mastered a specified course of high school study.

**Texas Department of Commerce (TDOC):** A state agency that has responsibility for regulating commerce and trade, promoting tourism, promoting economic and business development, creating new jobs, and administering job training for economically disadvantaged citizens and dislocated workers served through the Job Training Partnership Act Program. TDOC is a member of the Tri-Agency Partnership along with TEA and THECB.
Texas Education Agency (TEA): A state agency responsible for the public education system under the direction of the State Board of Education. TEA is a member of the Tri-Agency Partnership along with TDOC and THECB.

Texas Higher Education Coordinating Board (THECB): A state-appointed group of individuals that sets policies regarding all two- and four-year institutions of higher education in Texas. THECB, a member of the Tri-Agency Partnership along with TDOC and TEA, is also known as the Coordinating Board.

Texas Innovation Network System (TINS): A non-profit organization funded by the Texas Legislature to serve as an advanced technology information and research clearinghouse for business, institutions of higher education and state government. TINS is also funded by the Texas Department of Commerce to develop a forecast of occupations expected to emerge as Texas Businesses and industries adopt new technologies.

Texas Skills Development Program: A long-term plan for the economic well-being of Texas. It provides direction to education, employment and training providers on the specific occupational skills needed by business, industry and labor for targeted industries and occupations.

Tri-Agency Partnership: Three agencies – the Coordinating Board, the Texas Education Agency and the Texas Department of Commerce – responsible for the statewide implementation of Quality Work Force Planning and Tech-Prep program.

Work Place Competencies: According to the federal secretary of labor’s Commission of Achieving Necessary Skills (SCANS), these can be divided into five areas:

1. Resources - identifying, organizing, planning and allocating resources;
2. Interpersonal - working with others;
3. Information - acquiring and using information;
4. Systems - understanding complex inter-relationships;
5. Technology - working with a variety of technologies.