

## Tech Prep and Articulation Glossary of Terms and Acronyms

**Please note:** below are explanations of some terms and acronyms that are often used in association with school-to-college articulation. For a more complete glossary of terms and acronyms associated with articulation and career technical education, visit the *Statewide Career Pathways: Creating School to College Articulation* website at <http://www.statewidepathways.org/publications.html>.

**“a–g” Subject Requirement:** Subject-area admission requirements created by the University of California's Academic Senate and adopted by both the University of California system and the California State University system. Fifteen year-long courses in the areas of (a) History/Social Science, (b) English, (c) Mathematics, (d) Laboratory Science (e) Languages Other Than English, (f) Visual and Performing Arts, and (g) College Preparatory Electives make up the full “a–g” complement of courses. Courses must be certified by the University as meeting the requirement and added to the school's UC-certified course list to fulfill “a–g” admissions requirements.

**ADA (Americans with Disabilities Act):** A 1990 federal law that prohibits discrimination against individuals with disabilities and guarantees equal access and equal opportunities to individuals with disabilities.

**Advisory Committee (Business/Industry):** Advisory committees consist of business, industry, and community experts who provide valuable information on current technology, job availability and work experience opportunities in each major vocational instructional area. These committees ensure relevance of the courses offered and assist in the evaluation of CTE programs, including their design, development, content, operation, and revision.

**AO (Articulation Officer):** The process of faculty review leading to the articulation of courses between institutions is coordinated and facilitated by the articulation officer on each campus. The campus articulation officer has a vital, professional-level role that requires an extensive academic knowledge base, highly developed communication skills, and the ability to facilitate and coordinate every aspect of the complex and detailed articulation process on the campus. This highly sensitive function requires you to analyze quickly, comprehend, and explain the nature of articulation issues to the respective parties, diffuse conflict, and diplomatically negotiate and implement resolutions. For a more elaborate definition of the roles and responsibilities of an articulation officer, please see the Articulation Handbook at the CIAC website at <http://ciac.csusb.edu/ciac/>.

**Apprenticeship Program:** An instructional delivery system in community colleges, adult schools, and regional occupational centers and programs, established in California

by the Shelley-Maloney Apprenticeship Labor Standards Act of 1939, apprenticeship is a relationship between an employer and an employee during which the worker, or apprentice, learns an occupation in a structured program sponsored by a single employer, employer associations, or a jointly sponsored labor/management association.

**Apprenticeship Program Sponsor:** A single employer, an employer association, or a jointly sponsored labor/management association may sponsor apprenticeship programs. Sponsors/employers develop standards, evaluate work site conditions, determine the availability of facilities, review equipment, identify skilled workers to serve as trainers, and schedule work.

**Articulated Instructional Programs:** Community colleges are formalizing agreements with high schools and four-year institutions to provide continuity of programs across the segments. Various forms of articulation efforts are referred to as "2+2", or Tech Prep, programs between high schools and community colleges or between community colleges and universities. If they include all three segments they are called "2+2+2" programs. Cooperative programs are being developed between community colleges and universities in such areas as electronics/computer science, health careers, agriculture, business and public service occupations, English and mathematics.

**Articulation:** Articulation is the structuring of educational programs between different educational segments so that course work fits into a systematic whole. The Tech-Prep model is an example: it begins with courses in grades 11 and 12 that lead to more advanced courses in community college, and eventually to an Associate of Arts degree or certification in a technical field. Articulation agreements between institutions allow students to transition smoothly between those institutions without losing credit for work already done or being forced to repeat work.

**ASCCC (Academic Senate for California Community Colleges):** The Academic Senate for California Community Colleges is the official voice of the faculty for the state's community college system, as authorized in Title 5, section 53206. Its mission is to foster the effective participation by community college faculty in all statewide and local academic and professional matters, including such things as curriculum, graduation requirements, grading policies and governance policies. Community college faculty are given authority in Title 5 and Ed Code to assume responsibility for many of the academic decisions made in colleges, and the ASCCC is a primary avenue for them to do so. For more information about the ASCCC, visit its website at [www.asccc.org](http://www.asccc.org).

**ASSIST (Articulation System Stimulating Interinstitutional Student Transfer):** ASSIST is a computerized student-transfer information system that can be accessed online. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation between California's community colleges and universities and therefore

provides the most accurate and up-to-date information available about student transfer in California. Its mission is to facilitate the transfer of California Community College students to California's public four-year universities by providing an electronic system for academic planning. Visit ASSIST's website at [www.assist.org](http://www.assist.org).

**BOG (Board of Governors for California Community Colleges):** The state BOG consists of 16 members appointed by the Governor of California with the advice and consent of a 2/3 vote of the Senate. Two voting members must be current or former elected members of a community college district governing board, two voting members must come from tenured community college faculty, and one voting member must be a full-time community college student. The faculty members are appointed by the Governor from a list of a minimum of three candidates recommended by the Academic Senate. The Board of Governors appoints a chief executive officer: the Chancellor of the California Community Colleges.

**BOG Waiver (Board of Governors' Grant):** Pays the community college enrollment fee for all eligible applicants. Repayment is not required and there is no minimum number of units in which the student must be enrolled to be eligible.

**California High School Exit Exam (CAHSEE):** A standardized test administered to all public high school students in California; students cannot receive a high school diploma without a passing score on the CAHSEE. The CAHSEE is part of California's Standardized Testing and Reporting Program.

**California Partnership Academy:** CTE program that includes work-based training during the last half of grade twelve and is a:

- School-within-a-school program that works to motivate students—who may otherwise not complete high school or participate in activities—to graduate with their classmates
- Career oriented program that directly involves local employers and strives to provide students with skills applicable to the workplace
- Partnership between a school district, local employers, and the California Department of Education
- Voluntary program on the part of both students and parents. (See also: Career Academy)

**Cal-PASS (California Partnership for Achieving Student Success):** Cal-PASS started as a regional project in San Diego and Imperial counties. It enabled sharing of student data between K-12 schools, community colleges and universities in order to improve instruction and better prepare students for their next educational level. In January 2003, the project received a grant to implement Cal-PASS statewide. It is now supported by the Governor and the Legislature with ongoing, systemic funding. Cal-PASS is a vital resource to help educators improve student achievement by identifying and reducing barriers to successful student transition in all levels of

education: from kindergarten through college. The power of Cal-PASS rests in two aspects: the data the system collects; and, bringing K-16 groups and faculty together from different educational segments to use the data to identify barriers, empower educators to make changes and build best practices. Working together, educators use the Cal-PASS data to equip students with the tools they need to make the successful transition to higher education. For more information, peruse the Cal-PASS website at [www.cal-pass.org](http://www.cal-pass.org).

**CAN (California Articulation Number):** Intended to provide a common number mechanism and to increase articulation by identifying and describing minimal features of comparable courses among institutions, CAN did not have UC participation. After CSU withdrew its participation in Spring 2005, no new descriptors were written or courses CANned. In most cases, LDTP will accept existing CANned courses until 2008. However, for the hundreds of courses not included in LDTP, or those replaced by their internal TCSU number, a new CAN-like system is needed. For the present, information is retained at [www.cansystem.org](http://www.cansystem.org).

**Capstone Course:** The final course in a planned sequence of courses for a CTE program; it provides rigorous and intensive culmination to a course of study. Capstone courses are typically offered through Regional Occupational Centers and Programs (ROCPs).

**Career Academy:** A small learning community, characterized by a group of students within the larger high school who take classes together for at least two years, taught by a team of teachers from different disciplines; an academic curriculum combined with a career technical curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work; and partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement.

**Career Centers:** Career centers have been established in many high schools and community colleges to provide employment and job information to students. Most have computer-generated, up-to-date information about hundreds of careers. Data include (1) required training; (2) location and availability of jobs; (3) training sites; (4) job descriptions; and (5) salary and benefits. These functions are an extension of counseling services for students.

**Career Pathway:** A coherent and planned sequence of career technical education courses detailing the knowledge and technical skills students need to succeed in a specific career area.

**Career Technical Education (CTE):** In high schools and ROC/Ps, CTE refers to organized educational activities that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to

prepare for further education and careers in current or emerging professions. CTE provides technical skill proficiency, an industry-recognized credential, a certificate, or a degree, and includes competency-based applied learning that contributes to students' academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship. In community colleges, the term is often used as a synonym for "occupational" or "vocational" courses.

**Career Technical Student Organization (CTSO):** Pre-professional organization for individuals enrolled in a CTE program that engages in career and technical education activities as an integral part of the instructional program. CTSOs develop leadership skills, provide competitive career development activities, enhance academic skills, promote career choices, and contribute to employability. Activities are an integral part of the instructional program. Examples of CTSOs include DECA, FBLA, FFA, FHAHERO, HOSA, and SkillsUSA.

**CCC (California Community Colleges):** Constituting the largest system of higher education in the world, the California Community College System is currently comprised of 72 districts, 109 colleges, 64 approved educational centers, and 20 separately reported district offices. It provided basic skills, vocational and transfer programs to more than 2.5 million students during academic year 2005-2006. Its assets include 58.4 million gross square feet of space housed in 4,629 buildings atop of more than 20,489 acres of land. For much more information, visit its official website at [www.cccco.edu](http://www.cccco.edu).

**CIAC (California Intersegmental Articulation Council):** The purpose of the California Intersegmental Articulation Council (CIAC) is to serve as a statewide forum for articulation officers to meet, discuss, and resolve college transfer and articulation issues; and to facilitate the progress of students between and among the segments of postsecondary education in California. Toward this purpose, the activities of CIAC include, but are not limited to: serving as an advocate for articulation and transfer between segments; providing professional development and mentoring for articulation officers; supporting the role of articulation officer throughout the state; providing a forum for the discussion of articulation and transfer issues throughout the state; serving as a liaison between segmental offices, faculty senates, and member institutions regarding articulation, transfer, and related curricular issues. Visit CIAC's website at <http://ciac.csusb.edu/ciac/>.

**C-ID (Course Identification):** C-ID is a proposal under consideration which will offer a supra-numbering system to replace and improve upon CAN. C-ID's design relies upon involvement of faculty from all three public post-secondary segments (CCC, CSU, and UC), ensuring a faculty-driven process; at the same time, it aims to expand CAN's base to include CCC non-transferable courses, particularly those that prompt intra-segmental student transfer. This will be a web-based system of course review, enumeration, and

inter-segmental curricular discussion by faculty. Watch for a forthcoming link from the ASCCC website [www.asccc.org](http://www.asccc.org).

**Community Classroom:** Instructional methodology that uses unpaid on-the-job training experiences at business, industry, and public agency sites to assist students in acquiring competencies (skills, knowledge, and attitudes) necessary to obtain entry-level employment. Community classroom methodology extends instruction into the workplace setting and helps the student acquire saleable skills. The community classroom strategy is typically utilized in internships, externships, and ROCs.

**Community Partnership:** One of any of a number of situations in which educators or educational institutions collaborate with local outside agencies (government, business, industry, social work, etc.) to achieve mutual goals.

**Concentration Course:** A Career Technical Education (CTE) course beyond the introductory level that is intended to provide a more in-depth instruction and exploration of a specific industry sector. The second and succeeding courses of a planned CTE program sequence.

**Content and Performance Standards:** Content standards identify what students are supposed to learn in a particular subject area: they are sometimes specified by grade level. Performance standards identify a specific set of goals for student achievement. They include what students should be able to do with what they have learned, and how well they are supposed to do it. Assessment of performance is based on students demonstrating their skills and knowledge. Whether applied at the classroom, school, district, state, or national levels, standards establish concrete and specific goals for students. In 1997 and 1998, California adopted voluntary statewide standards for grades 1-12 in English/language arts, mathematics, science, and history/social science. In addition, many school districts have adopted local standards.

**Cooperative Education/Work Experience:** Cooperative education involves an instructional arrangement between the student, the college and the employer. The curriculum is tied to the on-the-job training that becomes a significant component in the student's education. Cooperative education, often called "work experience", may occur while students are attending college full-time and working part-time or attending college part-time and working full-time.

**Cooperative Vocational Education (CVE):** Instructional methodology that uses paid on-the-job training experiences at business, industry, and public agency sites to assist students in acquiring competencies (skills, knowledge, and attitudes) necessary to obtain entry-level employment. Cooperative Vocational Education methodology extends instruction into the workplace setting and helps the student acquire saleable skills. The cooperative vocational education strategy is typically utilized in internships, externships, and ROCs.

**COPs (Committee of Practitioners):** Representative body appointed by the State Department of Education charged with developing the state's accountability system for vocational education. This includes the criteria to be used in the state assessment and the core standards and measures of performance required by the Carl Perkins Act.

**Course Sequence:** Two or more related Career Technical Education courses that are as a sequence. A course sequence provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

**Credit Hour:** According to Title 5, a credit hour in community colleges involves approximately three hours of recitation, study or lab work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour will be allowed in the same ratio that the length of the term is to 16 weeks.

**CSU (California State University):** The California State University system has 23 campuses, 417,000 students, and 46,000 faculty and staff; it is the largest, the most diverse, and one of the most affordable university systems in the country. For more information, visit the CSU official website at [www.calstate.edu](http://www.calstate.edu).

**CTE Course (Career, Technical Education):** A single course at the secondary level that focuses on developing technical and academic skills within a career area aligned with state-adopted CTE and academic standards and relevant technical knowledge and skills.

**CTE Program:** At the school level, a coherent sequence of rigorous career technical and academic courses that prepares students for successful completion of state academic standards, readies all students for entry-level careers, and lays the foundations for more advanced postsecondary training. In community colleges, CTE programs are state approved sequences of courses that lead to certificates, degrees or transfer to universities.

**CTE Standards and Framework Advisory Group:**

A representative group of classroom teachers, school administrators, parents, postsecondary educators, and representatives of business and industry, appointed by the Superintendent of Public Instruction to provide input and feedback on the CTE standards and framework.

**Differentiated Instruction:** Instruction that is matched to individual students' needs, readiness, interests, circumstances and learning profiles.

**DWG (Discipline Work Group):** A Statewide Career Pathways committee comprised of high school, ROCP, and CCC faculty, and an Articulation Officer and Tech Prep

Coordinator, who are assigned the task of creating articulation templates for basic, common, courses in their discipline, sharing the templates with appropriate colleagues to get their feedback and support, and generally promoting the Statewide Career Pathways project.

**Economic Development:** Economic development focuses on meeting the specific needs of business and industry, and are the specialized services and programs provided to the community, businesses, and industries to enhance economic vitality. The CCC System Office established an Economic Development Program to support local community college efforts to provide education, training, and technical services to California's businesses and industries. Economic development is the entire array of activities, some conducted by government, and some by the private sector, often in partnership with government, that are intended to expand the economy of a designated area and to increase the number of jobs available in that area. There are many strategies involved in economic development, including tax incentives, regulatory reform, and other incentives for encouraging businesses to expand or locate in specific areas. In the Economic Strategy Panel report, *Collaborating to Compete in the New Economy*, education and preparation of a skilled workforce were identified as two key factors to be addressed for economic development efforts to be successful. You can visit the California Community Colleges' Economic and Workforce Development Program website at [www.cccco.edu/divisions/esed/econdev/econdev.htm](http://www.cccco.edu/divisions/esed/econdev/econdev.htm).

**Essential Employability Skills:** The term "essential employability skills," also known as "soft skills," applies generally to those social and interpersonal skills which are considered by employers to be essential to success in the workplace. These skills include accountability for actions, common sense, continual learning, cooperativeness, flexibility, dependability, integrity, motivation, work habits, and other such qualities. Some people additionally include basic reading, writing, communication and computing skills necessary for academic success as essential employability skills.

**Exemplar:** An example of proficient or advanced student work that is given to students at the beginning of an assignment to provide a model or framework.

**Externship:** An experiential learning opportunity, similar to an internship, offered by schools in collaboration with employers to give students short practical experiences in their field of study. Externships are generally unpaid and conducted for course credit at the school.

**Formative Analysis:** The continuous monitoring of short-term results and procedures to provide ongoing information useful in the improvement of student achievement.

**Foundation Standard:** Eleven core standards that support mastery of essential employability skills and rigorous academic content standards.

**Grouping:** A type of differentiated instruction in which students in a class are divided into smaller groups for instructional purposes.

**Higher-order Thinking:** The cognitive processes of analysis, comparison, inference and interpretation, evaluation, and synthesis applied to a range of academic domains and problem-solving contexts. The definition used in creating the CTE standards is based on Robert Marzano's revision of Bloom's taxonomy.

**ICAS (Intersegmental Committee of Academic Senates):** This committee represents the California Community Colleges', California State University's, and University of California's Academic Senates, and meets 4-5 times each year to focus on issues of concern to them all. ICAS supported IMPAC, ESL Task Force reports, has published papers on competencies in mathematics and academic literacy expected of entering students, has evaluated transfer issues, and now collaborates on other transfer initiatives. For more information, go to [www.asccc.org/icas.html](http://www.asccc.org/icas.html).

**IGETC (Intersegmental General Education Transfer Curriculum):** Completion of the IGETC courses guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.

**IMPAC (Intersegmental Major Preparation Articulated Curriculum):** This 5-year project was renowned for bringing together faculty from all three public post-secondary segments (CCC, CSU, and UC), by disciplines and across disciplines, to clarify expectations and requirements. Though not currently funded, its successes are mirrored in Statewide Career Pathways and plans for C-ID. IMPAC recommendations are still in effect and can be found at [www.cal-impac.org](http://www.cal-impac.org).

**Industry Cluster:** Industry Cluster means a geographic concentration or emerging concentration of interdependent industries with direct service, supplier, and research relationships, or that share common resources and sell a significant portion of their goods or services outside of the region.

**Industry Sector:** A group of related occupations within a broad industry. California has identified fifteen industry sectors: Agriculture and Natural Resources; Arts, Media, and Entertainment; Building Trades and Construction; Education, Child Development, and Family Services; Energy and Utilities; Engineering and Design; Fashion and Interior Design; Finance and Business; Health Science and Medical Technology; Hospitality, Recreation, and Tourism; Information Technology; Manufacturing and Product Development; Marketing, Sales, and Service; Public Services; and Transportation.

**Internship:** Generic term for workplace learning positions. Participants may or may not be paid.

**Introductory Course:** An initial or survey course in a CTE program that is intended to provide a beginning or introductory level of information about an industry sector or career pathway. The first course in a CTE course sequence.

**Job Placement Centers:** Job placement centers of community colleges are organized to provide specific employment opportunities to students. These centers typically have a listing of jobs available to students while they are in college and/or for summer employment. They also provide employment information for graduates and arrange interviews with students and prospective employers.

**Job Shadowing:** Activity during which a student follows and observes an individual on the job for a designated number of hours or days as the individual performs workplace tasks.

**Job Training:** This is also known as employment training and consists of a planned systematic sequence of instruction that is usually job specific and of short duration. Job training is often employer-need specific.

**Journeyman:** Person who has either (1) completed an accredited apprenticeship in his/her craft or (2) completed the equivalent of an apprenticeship in length and content of work experience as well as all other requirements in the craft.

**JTPA (Job Training Partnership Act):** The federally funded JTPA provides several alternative training modes including regular classes at the community college, contract education, student employment with work experience, and on-the job training in private business. The federal JTPA, which was replaced in 1998 by the Workforce Investment Act (WIA) authorized and funded employment and training programs, primarily economically disadvantaged adults and youth, dislocated workers and others facing significant employment barriers. (See Workforce Investment Act.)

**Labor Market Area:** A labor market area is defined by the U.S. Bureau of Labor Statistics as an economically integrated geographic area within which individuals can reside and find employment, or can readily change employment without changing their place of residence. The information provided by labor market areas is used by various government agencies to administer federal and state programs.

**LDTP (Lower Division Transfer Pattern):** This CSU project is aimed at students who plan to transfer into a specific major at a specific CSU and its goal is to help them understand and complete the right lower division courses while at community colleges. The project seems now to be described in Phases: Phase I, currently underway, is described as an "advisement tool" reached as CSU faculty (1) define the pattern of GE and 6 units common among all CSUs for up to 30 majors; (2) define the curricular elements required of discipline courses (comprising the 6 units) and post those descriptors; and (3) invite submission of course outlines by CCCs and then evaluate

those submissions for congruence with the posted descriptors. If found acceptable, the course would be awarded a TCSU number. A later phase may address the admission priority issues, part of the initial legislation (SB 1785). Community college faculty are directly represented by two CCC faculty members who sit on the LDTP Advisory Committee. Go to [www.calstate.edu/acadaff/ldtp.shtml](http://www.calstate.edu/acadaff/ldtp.shtml) for further information.

**LEH/LHE (Lecture Equivalent Hour):** Laboratory hours are counted as a fraction (0.5, 0.6, 0.67, 0.75, etc.) of a lecture hour at many community colleges. The LEH is a means of determining faculty teaching load by equating laboratory instruction hours to lecture instruction hours. For instance, if a district decides that a biology lab hour is rated as 0.67 lecture hours, then a biology lab that meets for six hours a week is the equivalent of four lecture hours of teaching load, or 4 LEH, according to the formula. Full-time faculty at community colleges teach an average of 15 LEH per term.

**Lexile Rating:** A developmental scale for reading ranging from below 200L for beginning-reader material to above 1700L for advanced text.

**Local Education Agency (LEA):** A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political sub-division.

**Model Practices:** Model practices are those programs, strategies, and activities identified by schools, educational agencies, and – in the context of this *Policy Framework* – workforce preparation and economic development agencies and regional collaborative which demonstrate success in accomplishing their identified goals. It is expected that regional collaboratives funded by the state partnership will share their success, or model practices, with other collaborative.

**Non-credit Class - Adult Education/Community College:** A non-credit course must be approved by the local district governing board, must be taught by an instructor qualified to teach non-credit, and must be conducted according to a course outline and/or curriculum guide on file with the college. Noncredit courses that meet the criteria for state funds are: (1) parenting, (2) basic skills, (3) ESL, (4) citizenship for immigrants, (5) education for substantially handicapped persons, (6) short-term vocational programs with high employment potential, (7) education programs for older adults, (8) education programs in home economics and (9) health and safety education. If credit is not given or a class does not fall into one of the above categories, then it may not receive any state funding.

**Non-degree Applicable Credit Class:** This is a pre-collegiate community college course that does not apply to an associate degree and may not be used to fulfill transfer requirements.

**Not-for-credit Class:** In community colleges, a not-for-credit class is one that is neither a credit course nor a non-credit course. This category is a primary area under which contract education occurs. Curriculum development, instruction and materials translate into a cost-per-hour expense that is charged to the customer. Other funding sources may offset the cost of the training, but no state funding is involved. Faculty teaching not-for credit contract educational programs shall be hired, compensated, and evaluated according to procedures specified in the contract between the community college district and the public or private entity. This category includes community service offerings.

**On-the-job Training:** Refers to any form of employment training that requires the student to work outside the school and at an actual business or other type of work site.

**OSCAR (Services for Curriculum and Articulation Review System):** The Online Services for Curriculum and Articulation Review (OSCAR) system, developed by CSU and ASSIST, is an online, web-based computer system for the submission, review, and archiving of course outlines for California Community College courses proposed for articulation with CSU and UC. Using OSCAR, California Community College articulation officers can either type outlines into the OSCAR web pages, copy and paste outline data from other electronic sources into OSCAR web pages, or directly download outline data from computerized curriculum management systems. Outlines submitted via OSCAR are stored in the ASSIST database, California's official repository of course articulation information. A document containing a draft overview of OSCAR may be accessed by using the following URL: [http://info.assist.org/pdf/assist/abd/2003-04-21\\_OSCAR\\_Overview.pdf](http://info.assist.org/pdf/assist/abd/2003-04-21_OSCAR_Overview.pdf).

**P-16:** An integrated system of education that extends from preschool to grade 16, culminating in a bachelor's or other four-year degree.

**Pacing Guide:** A timeline which indicates when each standard will be taught or supported and assessed during the school year.

**Pathway Standard:** A statement of knowledge or skills deemed to be essential to all students in a given career pathway.

**Performance Task:** An authentic assessment modeled after a real-life task or situation that provides a student the opportunity to demonstrate his or her abilities and to apply knowledge and skills.

**Pre-apprenticeship:** A course of study offered by program sponsors to potential registered apprenticeship program applicants. Content is typically focused on basic skills which must be successfully demonstrated on program entrance examinations.

**Program Sequencing:** Program sequencing is the coherent organization of an educational or training program. The students' individual programs are arranged to make sure they get the right courses in the right order. Program sequencing is a component of articulation between institutions; students are assured they will be able to move seamlessly from courses in one educational institution to courses take at an educational institution at the next level.

**Regional Occupational Centers and Programs (ROCPs):** Regional occupational centers and programs are authorized by the California legislature to provide individual counseling and guidance in career technical matters to high-school age youth. Each ROCP provides a CTE curriculum that includes skill training in locally-relevant occupational fields which may lead to entry-level employment opportunities. ROCPs are required to have related business and industry advisory committees that approve the industry-based curriculum. ROCPs collaborate with other public and private agencies, labor organizations, and other associations to develop and offer relevant courses and work-study opportunities to meet labor market demands.

**ROCPs (Regional Occupational Centers and Programs):** See entry above.

**Rubric:** Assessment tool that provides scoring guidelines and descriptions of categories or levels of performance.

**SCANS (Secretary's Commission on Achieving Necessary Skills):** The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in February 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The Commission, composed of representatives from education, business, labor, and government, identified five competencies (i.e., skills necessary for workplace success) and three foundations (i.e., skills and qualities that underlie competencies). The competencies include resources, interpersonal skills, information, systems, and technology. The underlying foundations are *basic skills*-reading, writing, arithmetic and mathematics, speaking, and listening; *thinking skills*-thinking creatively, making decisions, solving problems, knowing how to learn, reasoning; and *personal qualities*-individual responsibility, self-esteem, sociability, self-management, and integrity.

**SciGETC (Science IGETC):** The Academic Senates of all three California postsecondary education segments (see ICAS) have agreed that there should be a special IGETC transfer pattern for students in high unit science majors. Under the plan, students should be permitted to defer taking two general education (GE) courses until after transfer in order to complete high-unit lower division major preparation courses, essential for effective transfer. ICAS is considering the next steps in implementing this recommendation that originated in IMPAC.

**Secretary's Commission on Achieving Necessary Skills (SCANS):** See the entry under SCANS, above.

**Service Learning:** Method of instruction whereby students or participants learn and develop skills through unpaid active participation in community service. It integrates and enhances the academic curriculum of the students or the educational components of the local community service program.

**SkillsUSA:** A CTSO dedicated to helping its members develop solid technical, leadership, and employability skills. In addition, it supports and rewards the efforts of its members through professional development and recognition programs.

**Special Needs Students:** Students who are protected by the Americans with Disabilities Act (ADA) or who have or are at risk for a chronic physical, developmental, behavioral, or emotional condition and who, as a result, require additional developmental, health, mental health, and other services and/or supports.

**Stakeholders:** Persons who have interest in, sponsor, conduct, are directly influenced by, use, or benefit from education projects and programs.

**Standard:** In California's Career Technical Model Curriculum Standards, a standard is a broad statement of knowledge or skills that indicates what students in a given sector or career pathway should know or be able to do.

**Standard Sub-component:** In California's K-12 Career Technical Model Curriculum Standards, one of a series of specific statements of knowledge or skills that provides detail on the component aspects of a standard.

**Standardized Testing and Reporting Program (STAR Program):** The system of standardized tests in the K-12 system that California uses to assess student, school, district, and statewide progress. The tests included are: California Standards Test (CST), California Alternate Performance Assessment (CAPA), California Achievement Tests, 6th Edition Survey (CAT/6 Survey), Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3), California English Language Development Test (CELDT), California High School Exit Examination (*CAHSEE*), Early Assessment Program (EAP), Physical Fitness Test (PFT), California High School Proficiency Examination (CHSPE), General Educational Development (GED), and National Assessment of Educational Progress (NAEP).

**STAR Program (Standardized Testing and Reporting Program):** See entry above.

**Statewide Career Pathways: Creating School to College Articulation:** The Academic Senate for California Community Colleges is developing this project under the aegis of SB 70 funds and the System Office. The project provides an infrastructure for high school, ROCP, and community college faculty who will create, update, catalog, and disseminate articulation templates in targeted vocational disciplines. These templates will then be made available to the public via an online database, and will be encouraged to be used as the basis for the formation of local articulation agreements throughout the state. The project website is [www.statewidepathways.org](http://www.statewidepathways.org).

**Streamlining UC Articulation:** UC faculty adopted their Senate Resolution 477, requiring every UC campus to articulate specific CCC courses/sequences when four or more UC campuses had already articulated them for common requirements in similar majors. This project is, in part, being incorporated into the UC Transfer Preparation Pathways initiative. Consult [www.uctransfer.org](http://www.uctransfer.org) for more information that applies.

**Tech Prep:** Tech Prep Education is a combined secondary and postsecondary program that: (a) leads to an associate degree, two-year certificate, or two-year apprenticeship program; (b) provides technical preparation in at least one field of engineering technology, applied science, mechanical trade, industrial arts, practical arts or trade, agriculture, health, or business; (c) builds student competency in mathematics, science, and communications (including applied academics) through a sequential course of study; and (d) leads to employment and/or transfer to four-year baccalaureate degree programs.

**Tech Prep Education Act:** This act is intended to encourage the development of articulated programs that will consist of two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of proficiency in mathematics, communications and technologies designed to lead to an associate's degree or certificate in a specific field. This program is part of the Carl Perkins Act and receives federal funds.

**TOP Code (Taxonomy of Programs Code):** The Taxonomy of Program (TOP) is a system of numerical codes used at the CCC state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes. At the college level, local program titles often differ substantially from college to college. For example, one college has a program called "Mechanized Agriculture," another has a program called "Agriculture Engineering Technology," and a third has one called "Agriculture Equipment Operations & Maintenance." Because they have similar outcomes, information on all three is collected and reported at the state level under TOP code 0116.00, which carries the standardized title "Agricultural Power Equipment Technology." The TOP was designed to aggregate information about *programs*. However, a TOP code must also be assigned to every *course* in the CCC system. Although the TOP does not contain as many specific choices as would a system

designed for courses, each course should be given the TOP code that comes closest to describing the course content. For more information, visit the Taxonomy of Programs page at [www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/TOPCodes.htm](http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/TOPCodes.htm).

**UC (University of California):** The University of California system consists of ten campuses: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Cruz and Santa Barbara. It includes more than 209,000 students, more than 170,000 faculty and staff. Visit the UC's official website at [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu).

**UC Transfer Preparation Pathways:** Partially responding to SB 652, this UC initiative also identifies common lower division major preparation essential for transfer and outlines additional campus-specific requirements or conditions for admissions. Four majors have been completed during their pilot (May-Sept 2006). For more information, visit [www.uctransfer.org/statewide\\_paths.html](http://www.uctransfer.org/statewide_paths.html).

**Vocational Education:** As defined by the Carl Perkins Act, involves organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing, and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, trades and industrial occupations, or for additional preparation for a career in such fields, requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program.

**VTEA ([Carl Perkins] Vocational and Technology Education Act):** This Act provides secondary, postsecondary, and adult vocational education programs with federal assistance from 1991-1996 and replaces the previous Vocational Education Act (VEA). In addition, specific populations are targeted; these are single parents, displaced homemakers, single-parent women, sex-equity and criminal offenders. Known as the Perkins Act, this federal program supplements state secondary, postsecondary, and adult vocational education programs, with the goal of improving educational programs leading to academic, occupational, training, upgrading and retraining skill competencies needed to work in a technologically advanced society. The Perkins Act has an economic mission to make the United States more competitive in the world economy by more fully developing the academic and occupational skills of all segments of the population. In October 1998, Congress reauthorized the Perkins Act; changes included directing more resources to local agencies, increasing local flexibility, and eliminating the requirement to provide specific programs to eliminate sex bias in vocational education. Performance-based accountability measures were strengthened and targeted at successful outcomes for students in Perkins-funded programs, including those representing "special populations" (single parents, displaced homemakers, single pregnant women, and others).

**Work Experience Education:** A statewide program designed to provide students with workplace learning positions. These may be coordinated with instruction but such work is not necessarily coordinated with a particular career theme or course of study. Students can work for credit and pay (General and Vocational Work Experience Education) or for credit and no pay (Exploratory Work Experience Education). See also the entry for Cooperative Education.

**Work Ability:** California Department of Education program providing comprehensive pre-employment training, employment placement, and follow-up for high school students in special education who are making the transition to work, independent living, and post secondary education or training.

**Work-based Learning:** Course-linked learning experiences that are outside of the classroom and include an employer or community connection; examples include pre-apprenticeship, job shadowing, mentorship, internship, clinical experience, work-study, informational interview, attendance at trade shows, field experience, career-related service learning, or other learning experience fundamentally external to the classroom.

**Workforce Development:** As used in the *Policy Framework*, workforce development refers to the entirety of the systems by which people are educated, trained, upgraded and retrained for employment and participation in the workforce. Included in the process are all segments of the system – from K-12 education and postsecondary institutions to public and private training programs to economic development and employment expansion programs.

**Workforce Investment Act (WIA):** Passed in 1998, the WIA is the latest in a series of laws which have provided federal support for workforce preparation and employment; it replaces the JTPA which was originally authorized in 1982. There are elements of WIA which differ significantly from JTPA, including: creation of a State Workforce Investment Board and local boards; focus on a One-Stop delivery system for state and local workforce investments; the availability, with no eligibility requirements, of “core” services to all adults, and “intensive” services for unemployed individuals who are not able to find jobs through core services alone; the use of Individual Training Accounts by which adult customers can choose the training that best meets their employment training needs; and new accountability provisions to measure customer satisfaction of participants and employers. The bill became fully effective on July 1, 2000.

**Workforce Preparation:** As used in the *Policy Framework*, workforce preparation refers to programs offered both in the public and private sectors that are focused on employment and training. These programs are intended to lead to job-specific and technical skills required for job readiness, regardless of whether the student is or has been employed before. Job training programs serve both youth and adults, but do not generally contain basic academic material as part of their curriculum.

**Workplace Literacy:** The reading, writing, computation and communication skills needed in a competitive workforce.