



Wayne
County
Community
College
District

ADVISORY COMMITTEE MEMBER HANDBOOK

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PURPOSE OF THE ADVISORY COMMITTEES

An advisory committee is a group of representatives and leaders from our education, business, governmental and industrial communities who will advise and assist the faculty and administrators of the Wayne County Community College District (WCCCD) regarding aligning our Core Cluster Areas with current market and industry trends. In some instances representatives may be alumni or current students. Our committees are an important advisory body that will assist the District in implementing the key structural transformations outlined in our Pathway to the Future Program.

The Pathways to the Future program is a comprehensive program of institutional transformation. Recognizing that the transformation of programs, services, and systems could not be achieved through the resources of a limited permanent staff, WCCCD installed a dual structure which involved adding advisory committees to jumpstart a variety of our high priority initiatives. This dual structure interacts with the permanent structure through the Office of the Chancellor and the senior executive team. The Pathways' transformational structure includes these elements:

1. Student success
2. Community development
3. Faculty and staff development
4. Operational excellence
5. Curricular transformation
6. Technology development, and
7. Capacity building (staffing, information systems, facility upgrades, and finances)

RESPONSIBILITIES OF AN ADVISORY COMMITTEE MEMBER

Wayne County Community College District (WCCCD) has a Vision Statement that proposes that WCCCD will be recognized as an institution that has achieved national and international recognition for enduring excellence as a comprehensive multi-campus community college district. WCCCD will focus on continuous self-evaluation and improvement; preparation of a highly skilled workforce in support of the Wayne County economy; student academic and career success, and leadership in strengthening the open door philosophy of educational opportunity.

Advisory Committee Members are charged with the task of reviewing their assigned Cluster Area program description, syllabi, career potential, admission requirements, program prerequisites classes and District certificate and/or degree requirements to determine if they are in line with current trends of the industry. While full-time faculty or staff members from WCCCD are not considered official or voting members of the advisory committee, they must be enthusiastic supporters of the advisory committee and help it carry out its roles and responsibilities. Advisory committee members are busy, professional people who will rely upon District personnel to help them provide an effective service. The primary key to an effective advisory committee is typically the role played by an involved and committed Program Chair.

The Focus for the Advisory Committee Members shall be to help the District achieve the five Pathways to the Future Transformational Goals listed below:

- Re-invention of Career Education and Community-Based Programming
- Re-invention of WCCCD's Urban Education Strategy
- Re-invention of WCCCD's Suburban Education Strategy
- Upgrading information and learning technologies and other learning technology to support teaching and learning at WCCCD
- Investment in classroom and laboratory equipment and supplies and faculty professional development activities

Advisory Committee Members are community leaders, employers and employees who currently work in one of the ten cluster areas. Advisory Committee Members advise and provide recommendations to the District on liberal arts and occupational courses leading to associate degrees and certificates. The Committee will provide recommendations on programs and courses that facilitate WCCCD student's transferring to other colleges and universities.

Specifically, the advisory committee members advise the District on the following:

- Program evaluations and needs assessments based on market trends
- Curriculum revisions to ensure the most current and relevant information is being taught
- Recruitment and retention of diverse faculty members and student populations
- Procurement of program resources, equipment and facilities for instruction
- Procurement of external learning experiences and employment opportunities where students may learn and apply their knowledge and skills
- Professional development of faculty through workshops, conferences, and other opportunities
- Marketing of the districts programs, services and resources to business, governmental agencies and community groups

WHO SHOULD SERVE AS ADVISORY COMMITTEE MEMBERS

Advisory committee members are private sector and public sector employers, employees, and community leaders who volunteer their time to assist the District with aligning its' programs and services with the current trends in the industry, as well as, with accreditation and academic standard requirements.

Advisory Committee Members must be experienced and knowledgeable regarding the market trends, industry standards and skills required to be successful in the Cluster Area programs for which they will provide advice and recommendations. An ideal advisory committee member should be:

1. Actively involved in professional associations, labor unions or community organizations
2. Knowledgeable of business and industry trends
3. Knowledgeable of existing programs and able to develop new programs to respond to current and future labor market demands
4. Able to make recommendations on the resources required to make the District's programs marketable and competitive with other community colleges
5. Knowledge of the academic programs and services offered by other community colleges and be able to offer recommendations on how the District can be more competitive with their potential competition
6. Able to make recommendations on corporate, governmental, or institutional partnerships the District should form to strengthen its programs and services
7. Familiar with funding programs that will assist the District in fulfilling its mission

THE SELECTION OF ADVISORY COMMITTEE MEMBERS

The Discipline Chair is the individual primarily responsible for the selection of appropriate advisory committee members. A letter of invitation should be mailed to advisory committee members from the Campus President (Sample included in Appendix A).

As the committee becomes fully operational, the advisory committee members will also recommend new and replacement members. Any new members should be approved by the District's administration and the current members of the advisory committee.

FREQUENCY OF MEETINGS

The District will allow the Advisory Committees to determine how frequently they should meet to accomplish Pathway to the Future Advisory Committee Initiative for each target year.

The Discipline Chairs and other faculty will attend Advisory Committee Meetings and the Academic Officer, President, or District staff members will also attend.

At a minimum, an advisory committee should formally meet at least twice a year – once during each long semester – but may choose to meet more often as the need arises. An electronic list-serve with all members' email addresses will be created and maintained by the Program Chair to encourage on-going dialogue and participation among committee members.

TERM LENGTH FOR AN ADVISORY COMMITTEE MEMBER

Each advisory committee member will be invited to serve a term of two years. The term of the advisory committee members should be staggered so that there is sufficient continuity of service among the committee members at all times.

LEAD PROGRAM FACULTY OR STAFF

The Lead Program Faculty or staff is a WCCCD faculty or staff member who monitors and supports the program's operations. As a WCCCD employee, he or she has no formal vote on the Advisory Committee. The primary role of the Program Chair is to facilitate the effective functioning of the Advisory Committee and to provide the committee with the resources it needs to fulfill its yearly Pathway to the Future Goal.

ADVISORY COMMITTEE CHAIR

1. Work with the Lead Program Faculty or staff and Workforce Administrators to set the dates, times and place for the meetings
2. Work with the Lead Program Faculty or staff and committee members to set the meeting agendas
3. Appoint committee task forces or subcommittees as necessary and give them appropriate charges
4. Send notices, in cooperation with the Lead Program Faculty or staff, of meetings and copies of minutes to all committee members and the workforce administrators
5. Follow up, in conjunction with the Lead Program Faculty or staff, on all committee recommendations and reports
6. Preside at all advisory committee meetings and represent the advisory committee at District
7. Sign the minutes of committee meetings and submit any required documentation of committee business to the Lead Program Faculty or staff

ADVISORY COMMITTEE CHAIR-ELECT

1. Serve in the absence of the Advisory Committee Chair
2. Assume the role of the Advisory Committee Chair in the next year, at which time a new Chair-Elect is chosen by the committee

SECRETARY (OPTIONAL)

1. Keep attendance and record the proceedings of the committee and/or subcommittees
2. Prepare the minutes, submit the minutes to the Chair for signing, and disseminate the minutes to the committee members for review

ALL ADVISORY COMMITTEE MEMBERS

1. Attend and actively participate in all meetings of the committee and/or subcommittees
2. Assist in program evaluation, curriculum review, and verification of labor market information and needs
3. Assist in developing partnerships with businesses, industry, education institutions and the community organizations
4. Assist in procuring internships, externships, employment for WCCCD students
5. Assist in identifying professional development opportunities for the faculty
6. Assist in resource development, promotion of the program, and recruitment and retention of a diverse set of students and faculty
7. Assist in other advisory committee functions as requested by the Chair

REMOVAL OR REPLACEMENT OF ADVISORY COMMITTEE MEMBERS

Advisory committee members may resign at any time, either by announcement of resignation at an advisory committee meeting as recorded in the minutes, or by formal letter addressed to the Program Chair and Vice Chancellor of Educational Affairs.

The removal of an advisory committee member by the Committee Chair or Program Chair may become necessary if the member becomes unduly disruptive to the advisory committee or otherwise frustrates the accomplishments of the legitimate business and function of the committee. Also, the removal of a member may be necessary if the member is inactive, does not attend meetings or does not significantly contribute to the accomplishment of the responsibility of the committee.

Advisory committee members may be removed by a majority vote of the committee or at the discretion of the Committee Chair in consultation with the Lead Program Faculty or staff and the Designee of the Vice Chancellor. If a disagreement arises among the parties involved, a resolution will be provided by the Vice Chancellor.

REMOVAL OR REPLACEMENT OF ADVISORY COMMITTEE MEMBERS

Advisory committee meetings are essential if the District's Advisory Committees are going to assist the District in fulfilling its Mission Statement and Pathway to the Future Initiative.

The minutes of the meetings provide documentation of compliance with District guidelines, state standards, and the individual program accreditation or licensing standards.

It is important that advisory committee meetings be well-planned, productive and well-attended. The format of advisory committee minutes is contained in Appendix B. This format provide for accurate and complete records of members' attendance, presentations, discussions, decisions, actions to be taken, and responsible parties and deadlines for action.

A well prepared agenda should include discussion of such program considerations as the following:

- **PROGRAM DEMAND** – as documented by local, state, and national data.
- **STUDENT ENROLLMENT** – Is it adequate? If not, how might it be improved?
- **PROGRAM COMPETENCIES** – Are they meeting workplace needs?
Are students well prepared in terms of academic, as well as, workplace skills?
- **EXTERNAL LEARNING EXPERIENCES** – Are they adequate?
Is the student appropriately exposed to “on the job” conditions and expectations?
- Does the program have proper entry and exit points? Are students properly assessed and provided remediation as needed? Are there appropriate certificate as well as degree awards?
- **STUDENT SUPPORT** – Are students in the program served adequately to meet their learning needs, and needs for financial aid, counseling, child care, etc.?
- **PROGRAM FACILITIES AND EQUIPMENT** – Are they up-to-date and representative of the current workplace?
- **FACULTY DEVELOPMENT** – How does the faculty remain current in knowledge/skills?
- **PROGRAM RESOURCES** – Is the District providing adequate budget and personnel?
Is the program well-supported by local business and industry?
- **PROGRAM ARTICULATION** – Is the program well connected with feeder programs at the high school and transfer programs at four-year colleges and universities?
- **STUDENT SUCCESS** – Are students being retained and completing the program?
How many graduates? Are students getting good jobs at high wages?
- **ACCREDITATION STANDARDS** – Is the program aligned with current Accreditation Standards?

CLUSTER AREA AND PROGRAM INFORMATION

The Lead Program Faculty or staff or Designee of the Vice Chancellor will provide each advisory committee member with the information they will need to fulfill their duties and responsibilities.

The following information will be distributed to all committee members, as applicable, upon the committee members' acceptance of service on the advisory committee:

- Program Brochures
- WCCCD Catalog, including program description and curricula
- Program review and profile
- Licensure/approval/accreditation information and regulations. The Program Chair will include a brief narrative for each licensure/approval/accrediting body and the date of the most recent review, results of its report, and the date of the next review
- List of all program full-time and adjunct instructors with brief descriptions of their qualifications
- Other general information as appropriate, including maps and contact information

WORKFORCE PROGRAMS BY CLUSTER

In an effort to meet the Workforce needs of our communities Wayne County Community College District is continuously under program review, revision and development. Please note that the program clusters listed below are subject to change.

BUSINESS, MARKETING, & MANAGEMENT PROGRAM CLUSTER

Accounting
Business Administration
Craft Brewing
Entrepreneurship
Hotel and Restaurant Management
International Business
Library Science
Paralegal Technology
Project Management

COMMERCIAL ARTS PROGRAM CLUSTER

Digital Media Production
Digital Photography
Fashion Design
Graphic Design Technology
Video Game Design and Animation

ENGINEERING – RELATED TECHNOLOGY PROGRAM CLUSTER

E/E Computer Technology Option
E/E Electronic Engineering Technology Option
E/E Industrial Electronics and Control Technology Option
Product Development Prototyping
Water and Environmental Technology

HEALTH SCIENCES PROGRAM CLUSTER

Anesthesia Technology
Certified Nursing Assistant
Dental Assistant
Dental Hygiene
Dental Laboratory
Food Service Systems Management
Home Health Aide
Medical Administrative Office Assistant
Surgical Technology (AAD) Option
Surgical Technology (Central Service Technology)
Surgical Technology (First Assistant)
Nursing
Pharmacy Assistant Technology
Phlebotomy
Pre-Mortuary Science
Pre-Physician Assistant
Veterinary Technology

HUMAN DEVELOPMENT PROGRAM CLUSTER

American Sign Language Interpretation
Addiction Studies
Early Childhood Education
Gerontology
Mental Health
Paralegal Technology
Pre-Social Work

INFORMATION TECHNOLOGY PROGRAM CLUSTER

Computer Information Systems
Office Information Systems

MANUFACTURING AND CONSTRUCTION TRADES CLUSTER

Facility Maintenance
Heating, Ventilation and Air Conditioning
Industrial Computer Graphics Technology
Manufacturing Technology
Numerical Control Technology
Welding Technology

PUBLIC SERVICE CAREERS CLUSTER

Criminal Justice (Law Enforcement Administration)
Criminal Justice (Corrections)
Emergency Medical Technology
Emergency Room/Multi-skill Health Care Technology
Fire Protection Technology
Food Service Systems Management
Homeland Security
Mental Health
Pre-Social Work

TRANSPORTATION PROGRAM CLUSTER

Automotive Service Technology
Auto Body Technology
Heavy Equipment Maintenance
Global Supply Chain Management
Light Rail Technology

**SAMPLE AGENDA FOR PROGRAM ADVISORY COMMITTEE
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT**

_____ Program Advisory Committee
_____ Location
_____ Date

- I. Call to Order
 - A. Welcome and Introductions
 - B. Approval of Minutes
- II. Reports
 - A. Program Update – Program Chair
 - i. Faculty
 - ii. Current Offerings
 - iii. Enrollment Data
 - iv. Curriculum Revisions
 - v. External Learning Experiences
 - vi. Special Projects
 - vii. Student Activities and Retention Efforts
 - viii. Special Populations
 - ix. Program Evaluation/Accreditation
 - x. Student Success –
 - 1. Graduates
 - 2. Completers
 - 3. Placement
 - 4. Transfers, etc
 - B. Guest Presentations
 - C. Committee Reports – Old/Continuing Business
 - D. Follow-up reports on recommendations from previous Advisory Committee Meeting
- III. New Business
 - A. Emerging Technology/Trends in the Industry
 - B. Job Placement/Employment Trends
 - C. Related Industry Needs
 - D. Curriculum
 - E. Recruiting Activities
 - F. Equipment Needs
 - G. Other Resource Needs –
 - i. Faculty
 - ii. Facilities
 - iii. Learning Resources, etc.
 - H. Faculty Development
 - I. Contributions from Industry
 - J. Grant Information
 - K. Student Needs – Retention Efforts
 - L. Articulation Activities
 - M. District and System Updates
- IV. Summary of Decisions, Recommendations and Timelines for Action
- V. Adjournment

APPENDIX C.

REQUIRED FORMAT FOR WCCCD ADVISORY COMMITTEE MINUTES

Title of Program:		
Chairperson:		
Date:	Time:	Place:
Recorder:	Previous Meeting:	

Name & Title	Name & Title	Name & Title

Agenda Items	Information: Key Discussion Points Action Taken	Recommendations: Person(s) Responsible for Reporting Results	Due Date:
Program Update			
Guest Presentations/ Committee Reports			
Follow-up on Previous Recommendations (Old Business)			
Continuing Business			
New Business			
Summary of Decisions, Recommendations, Timelines			
Chair Person's Signature:	Date:	Next Meeting:	

INSTRUMENT FOR ANNUAL EVALUATION OF THE PROGRAM ADVISORY COMMITTEE EFFECTIVENESS

	Yes	No
The Committee has held at least two Meetings		
The Committee abides by the WCCCD Handbook for Advisory Committee/Council Members		
The Committee elects officers on a regular Systematic basis (yearly)		
The Committee reports formally to the Appropriate District Administrator(s)		
The Committee membership is representative of the community and the business/industry that the program serves		
Members are notified of meetings in a timely manner		
The agendas are prepared and distributed in Advance of each meeting		
Committee members actively participate In meetings		
The committee meeting minutes are maintained As permanent records and are distributed to the Appropriate District and campus personnel and Members of the committee in a timely manner		
Committee members are aware of the specific Purpose of the committee and are familiar with Related District polices		
The committee reviews outcome data from the Program, including student enrollment, Retention rates, graduation rates, placement rates, etc.		
Faculty and administrators attend the committee meetings regularly		

	Yes	No
The District is responsive to the input of the Advisory committee		
Committee members are publicly recognized For their service		
The committee has been involved in the Development and review of the program Curricula		
The committee has reviewed the current program Curricula to determine if it is meeting the needs Of the students and the projected employment Needs of business and industry		
The committee is active in recruitment of new And diverse students		
The committee is active in the search for and Procurement of new equipment, materials and Facilities		
The committee promotes and advocates Successfully for the program		
The committee follows up on recommendations For program improvements		
The committee evaluates its effectiveness yearly		

Name (optional): _____

Date of Evaluation: _____

BRIEF OVERVIEW OF PARLIAMENTARY PROCEDURES

1. The purpose of parliamentary procedures is to make it easier for people to work together effectively and to help groups accomplish their purposes. Rules of procedure should assist a meeting, not inhibit it.
2. A meeting can deal with only one matter at a time. The various kinds of motions have therefore been assigned an order of precedence.
3. All members have equal rights, privileges, and obligations. One of the chairperson's main responsibilities is to use the authority of the chair to ensure that all persons attending a meeting are treated equally—for examples, not to permit a vocal few to dominate the debates.
4. A majority vote decides an issue. In any group, each member agrees to be governed by the vote of the majority. Parliamentary rules enable a meeting to determine the will of the majority of those attending a meeting.
5. The rights of the minority must be protected at all times. Although the ultimate decision rest with the majority, all members have such basic rights as the right to be heard and the right to oppose. The rights of all members – majority and minority –should be the concern of every member, for a person may be in a majority on one question, but in the minority on the next.
6. Every matter presented for decision should be discussed fully. The right of every member to speak on any issue is as important as each member right to vote.
7. Every member has the right to understand the meaning of any question presented to a meeting, and to know what effect a decision will have. A member always has the right to request information on any motion he or she does not thoroughly understand. Moreover. All meetings must be characterized by fairness and by good faith. Parliamentary strategy is the art of using procedure legitimately to support or defeat a proposal.

Robert's Rules of Order Newly Revised – First adopted in 1876, Robert's Rules of Order is the most commonly used system for Parliamentary Procedure used in the United States. The term "rules of order" refers to written rules of parliamentary procedure formally adopted by an assembly or an organization. Such rules relate to the orderly transaction of business in meetings and to the duties of officers in that connection. The object of rules of order is to facilitate the smooth functioning of the assembly and to provide a firm basis for resolving questions of procedure that may arise.

THE MAIN MOTION – The purpose of the main motion is to introduce business.

Main motions:

- Take precedence over no other motion. Cannot be made when another motion is before the assembly (is pending)
- All subsidiary or incidental motions can be applied to them
- Not in order when another member has the floor
- Require a second
- Are debatable
- Require a majority vote (More than half the votes legally cast)
- Can be amended
- Can be reconsidered

PROCEDURE FOR HANDLING A MAIN MOTION

- A member request recognition from the chair
- The chair recognizes the member by announcing his name or title, or in a small assembly, by nodding to him or her
- The member makes the motion: “I move that (or to...)”
- Another member seconds the motion “I second the motion” or even “second”
- The chair states the motion: “It has been moved and seconded that ...”
- A member can debate the motion
 - o Before speaking in debate, members obtain the floor as stated above
 - o All remarks must be addressed to the chair
 - o Debate must be confined to the merits of the motion
 - o Debate can only be closed by order of the committee (2/3 votes) or by the chair if no one seeks the floor for further debate
 - o The chair puts the motion to a vote
 - o The chair announces the result of the vote

OTHER MOTIONS

1. **PRIVILEGED MOTION** are such that, while having no relation to the pending question, are of such urgency, or importance that they are entitled to immediate consideration
2. **SUBSIDIARY MOTIONS** are those that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it (e.g., “I move to table this motion... to postpone the motion...: to study further the implications this motion might have,,,”; etc)
3. **INCIDENTAL MOTIONS:** The purpose is to provide a means of questioning procedure concerning other motions and must be considered before the main motion.

GUIDELINES FOR EXEMPLARY WORKFORCE COORDINATING BOARD

1. All catalogs, brochures, and schedule information is current and correct
2. The program documents current program needs and validity of the curriculum
3. The program integrates necessary basic, academic and SCAN skills (SCAN = Secretary's Commission on Achieving Necessary Skills).
4. The program documents 100% compliance with all criteria in the Guidelines for Instructional Programs in Workforce Education (GIPWE).
5. The program equipment, facilities, and other resources are appropriate for instruction and meet the standards of business and industry.
6. The program integrates instructional technology and a variety of other instructional formats.
7. The program has produced at least 15 graduates/completers over the last three years.*
8. The program has placed at least 85% of all program graduates/completers within one year in employment, further education or the military.*
9. At least 90% of the program graduates/completers pass required licensure examinations.*
10. If the program has professional credentialing requirements, it documents compliance with the standards of the respective agency
11. The number of faculty is adequate and well prepared to support the program.
12. The program documents active partnerships with secondary schools and area universities.
13. The program documents active partnerships with business and industry
14. The program documents student and employer satisfaction with the program
15. The program documents involvement of an active and representative advisory committee.
16. The program demonstrates that it has used the results of program evaluations for program improvement.
17. The program has received local, state, or national recognition for excellence.

**NOTE: These figures may vary according to the accreditation requirements*

ADVISORY COMMITTEES

REVIEW PROCESS

- Review program goals and objectives
- Participate on program evaluation teams
- Compare program accomplishments with program objectives
- Compare student performance with business and industry standards
- Review adequacy of facility as a training site
- Evaluate quality and quantity of graduates and job placement
- Make recommendations for program improvement
- Give periodic reports to college administration and Board of Trustees

JOB PLACEMENT

- Organize student/employer conferences
- Notify instructors of job openings for students
- Provide students with cooperative work experiences or internships
- Promote potential cooperative work sites with other employers
- Assist students in developing interviewing skills
- Conduct occupational surveys
- Hire Edmonds Community College degree and certificate graduates

STUDENT ORGANIZATION

- Assist in developing and judging competitive skill events
- Sponsor student activities
- Promote student organizations and events

COMMUNITY RELATIONS

- Increase community awareness of the college's educational programs
- Establish awards programs to recognize outstanding students, teachers, and community leaders
- Help identify funding to promote programs
- Participate in college events
- Assist in developing and implementing a marketing plan
- Assist in selecting nominations for scholarship programs.
- Participate in the development of scholarship support for students.
- Provide tours and field trip experiences
- Provide speakers
- Assist in recruiting potential students

PROGRAM DEVELOPMENT

- Identify new technologies to include in classes or programs.
- Determine labor market needs, trends, and directions
- Ensure that program content teaches the skills necessary to enter a specific job market
- Review instructional materials for technical accuracy
- Assist in obtaining instructional materials
- Recommend equipment, supplies, basic skills curriculum and safety policies and procedures
- Provide equipment and facilities for specialized training

ALL ASPECTS OF THE INDUSTRY

A Key Element of the Perkins Act and the School-to-Work Opportunities Act

Both the Perkins Vocational and Applied Technology Education Act and the School to-Work Opportunities Act emphasize giving students a comprehensive perspective and range of skills across an industry. They require that programs "provide students with strong experience in and understanding of all aspects of the industry students are preparing to enter" and they identify eight aspects in particular (which can encompass the following types of knowledge and skills):

"Planning" (e.g., examined both at the industry level and at the firm level; various forms of ownership, including cooperatives and worker ownership; relationship of the industry to economic, political, and social context).

"Management" (e.g., methods typically used to manage enterprises over time within the industry; methods for expanding and diversifying workers' tasks and broadening worker involvement in decisions).

"Finance" (e.g., ongoing accounting and financial decisions; different methods for raising capital to start or expand enterprises).

"Technical and production skills" (e.g., specific production techniques; alternative methods for organizing the production work, including methods which diversify and rotate workers' jobs).

"Underlying principles of technology" (e.g., integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the technology).

"Labor issues" (e.g., worker rights and responsibilities; labor unions and labor history; methods for expanding workers' roles).

"Community issues" (e.g., the impact of the enterprise and the industry on the community, and the community's impact on and involvement with the enterprise).

"Health, safety, and environmental issues" (e.g., in relation to both the workers and the larger community).

LEGISLATIVE REQUIREMENTS

Both community colleges and secondary schools receiving Perkins funds are obligated to provide students with "strong experience in and understanding of all aspects of the industry students are preparing to enter, including planning, management, finance, technical and production skills, underlying principles of technology, community issues, labor issues, and health, safety, and environmental issues."

The Perkins Act defines "general occupational skills" as "experience in and understanding of all aspects of the industry the student is preparing to enter, including planning, management, finance, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues." (Section 521-17.)

Both planning and accountability procedures focus on providing students with experience and understanding in all aspects of the industry:

- State plans, which guide all state and local Perkins Act expenditures, must be based on state assessment of "the capability of vocational education programs to provide vocational education students, to the extent practicable, with strong experience in and understanding of all aspects of the industry students are preparing to enter (including planning, management, finance, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues)." (Section 1 13(a)(3)(B)(I))
- Local programs must evaluate annually program progress in providing students "with strong experience in and understanding of all aspects of the industry students are preparing to enter" (Section 1 17(a) (2).)

The School-to-Work Opportunities Act of 1994 provides assistance for states and localities to develop school-to-work systems meeting certain criteria, and teaching all aspects of the industry is at the core of those criteria. Programs must, to the extent practicable, provide all students with strong experience in and understanding of all aspects of the industry they are preparing to enter. Both the work-based and the school-based components of these are to provide instruction in all aspects of the industry in an integrated manner, so that students emerge with an industry-wide perspective and competencies. The U.S. Departments of Education and Labor have responsibility for developing program performance measures regarding student experience in and understanding of all aspects of the industry.

Why "all aspects" is vital to vocational education improvement and reform.

The "all aspects" mandate arose from the same concerns as the requirement that programs integrate vocational and academic education. It reflects Congress's judgment that students need a broad range of transferable skills in order to succeed in employment. The Senate Labor and Human Resources Committee reported on the Perkins Ad Amendments of 1990:

"The accelerated rates of change in industries and in the skills required by those industries demand that vocational education prepare students not only for a job but for a lifetime of work...In fact, it is estimated that most workers will change jobs more than five times during their working years. Vocational education's mission, therefore, must be that of ensuring that students graduate with both the vocational and the academic skills upon which they can rely time and time again as they learn new skills, new trades, or wholly different vocations in adapting to these changes.

"Skill requirements for jobs are becoming more generic and less job-specific. The need for all students to acquire generic work-related skills argues against secondary occupationally-specific programs unless these are well integrated with symbolically based-learning." (Page 9, quoting with approval Dr. Sue Berryman, Director of the Institute on Education and the Economy.)

Similarly, the House Report, page 6, declared: "The Committee heard witness after witness describe the problem of businesses that were forced to hire persons who were too narrowly trained in specific vocational skills.

Providing students with understanding and experience in all aspects of their chosen industry is essential to addressing:

- **Integrating Academic and Vocational Education.** If vocational skills are limited to a narrowly defined job task, it is almost impossible to integrate advanced academic skills. Successful integration depends on having a rich context for applying academic skills and knowledge. Covering all aspects of the industry provides that context. Analyzing and solving the problems facing an industry and the enterprises within it involves utilizing skills in reading, writing, mathematics, science, and social studies.
- **Empowering Students to Make Career and Life Choices.** If programs provide only the skills for one job, they force students in their early teens to choose what occupation they will have for the rest of their lives. They leave students unprepared to change their career goals or to cope with labor market changes. Teaching all aspects of an industry gives students transferable skills, such as planning and management, which expand their later opportunities.
- **Enabling Students to Adapt to Technological Change.** Asking schools to predict how technology will change and to constantly revamp equipment is no longer reasonable -- if it ever was. Providing students with broad skills in all aspects of an industry, together with academic skills, enables them to understand and adapt to changes when they leave school and throughout their careers.
- **Involving Students in Economic Development.** If programs prepare students only to fill the current job openings in low-income communities, students are left dependent upon too few jobs, which demand too few skills and provide too little income for a decent life. In contrast, students who understand and have experience with planning, management, community issues, etc., can survive, thrive, and help others in low-income communities.

Approaches to incorporating all aspects of the industry

There are many ways to incorporate all aspects of the industry. Agriculture programs have always taught all aspects of running a farm -- students have learned not just how to pick crops or use farm tools, but how to manage and finance a farm, as well as, soil chemistry, animal husbandry, plant botany, etc. This approach can be expanded to programs in all areas. For example, students in an automotive program, instead of only learning repair skills, can establish and run a repair shop and, in doing so, study the history of transportation and the automotive industry, the relationship of the shop to other parts of the industry, the physics behind alternative engine designs, pollution and proper automotive waste disposal, the role of auto workers and their organizations, etc.

"Academies," which are often school-within-a school programs focusing on a particular industry, can be designed to involve students in all aspects of the industry. They involve teachers from a variety of disciplines in joint planning and team teaching. Some academies have strong links with firms in their industry, which provide mentors, guest speakers, and even student internships. Cooperative placements with employers can be restructured so that the student's work experience fosters a critical understanding of all aspects of the industry and contributes to deeper academic skills.

A community development approach can also be very effective for teaching all aspects of the industry. School curriculum can focus on creation of student-run enterprises. After researching and assessing their community's resources and needs, students select, develop, and run an enterprise which serves an unmet community need, is economically viable, and is democratically managed in order to give each student experience in all aspects of the enterprise and industry. Examples of enterprises include child care centers and housing rehabilitation.

The ultimate question for any program is not whether it follows a particular model, but how well it fosters a) use of basic and advanced academic skills in all subject areas, and b) strong understanding of and experience in all aspects of the industry listed above. Not all academies, cooperative placements, or student enterprises do so. Whatever model is used, it is vital to incorporate a variety of perspectives on each aspect, so that students learn to understand how employers, employees/organized labor, and community members see planning, management, and other issues.

Finally, whose version of "all aspects of the industry" that will be built into the curriculum must be addressed. For example, to allow corporations alone to define the meaning of "planning," "labor," "environment," etc., would not serve the public interests of education or students' needs for critical thinking skills. Schools should draw upon a full range of sources outside the school to develop each of these aspects. Thus, there is a link between the Acts requirements of all aspects of the industry and those on participatory planning by teachers, parents, students and area residents.

The Center for Law and Education's VOCED Project provides technical assistance on implementing the "all aspects" approach. The VOCED Project works on local, state, and national levels to redirect vocational education and school-to-work programs to better meet the long-term educational, social and economic needs of students and communities.

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