DEFINITIONS OF COMMUNITY COLLEGE TERMS

Introduction This listing of selected definitions is presented in response to the rapid proliferation of acronyms, programs, and regulations that are relevant to community college faculty. Many of the definitions are of a general educational nature, while others relate to vocational education and economic development. Programs that are involved with the Chancellor’s Economic Development initiatives are designated with “ED>Net” after the definition. In addition, those definitions specifically relating to AB1725, Title 5 regulations, or the Vocational and Applied Technology Education Act (VATEA) are so designated.

ABILITY TO BENEFIT Applies to students who do not have a high school diploma, or its equivalent. These students can receive Federal student aid if they take a test measuring their ability to benefit from the education offered. The test must be approved by the U.S. Department of Education.

ADMINISTRATOR RETREAT Jointly agreed on process by which an administrator hired after July 1, 1990 may become a first-year probationary faculty member. (AB1725)

ADVISORY COMMITTEES (VOCATIONAL) Advisory committees consist of 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 the programs.

AMNESTY EDUCATION Amnesty education is a federally funded program provided to 1.7 million new Californians who have been given immigration amnesty by the federal government. The educational services are funded by the State Legalization Impact Assistance Grant. Community colleges are able to use this money to provide ESL, basic skills, civics, and pre-vocational training to qualified immigrants between 1987 and 1994.

APPRENTICESHIP PROGRAMS Programs at community colleges that provide apprenticeship training. They have, by state law, the authority to offer classroom instruction and on-the-job training, primarily in the crafts and trades, and for other jobs represented by trade unions. These programs operate under a signed training agreement with joint apprenticeship training committees.

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.

AVERAGE DAILY ATTENDANCE (ADA) The formula by which community colleges are funded for non-credit classes open to the public; based on Weekly
Student Contact Hours (WSCH). The formula is WSCH x 17.5 weeks x 0.911 (absentee factor) divided by 525. Credit classes are funded based on the program based formula. (See FTE/s)

BOARD OF GOVERNORS (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.

BOARD OF GOVERNOR'S GRANT (BOGG) 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 ARTICULATION NUMBER (CAN) The California Articulation Number System is an intersegmental number system designed to identify courses that are most commonly transferred to meet lower-division major preparation requirements. The foundation for the system is a network of faculty approved course articulation agreements. It simplifies the transfer process and increases the quantity and quality of curricular articulation. Comparable courses identified with the same CAN are accepted and used at two and four-year California college campuses.

CALIFORNIA EMPLOYMENT TRAINING PANEL (ETP) The California Employment Training Panel programs support employer-based training that directly responds to economic development objectives. The program funds training and retraining for dislocated and potentially dislocated workers, with and emphasis on increasing company productivity and preventing industry and business closings. This program, along with the Job Training Partnership Act (JTPA) account for approximately 85% of all public funds spent for contract education.

CALIFORNIA SUPPLIER IMPROVEMENT PROGRAM (CalSIP) CalSIP is an example of the implementation of technology transfer from business and research entities to community college curriculum. The curriculum focuses on product quality improvement, improved procurement practices, teamwork, leadership and communication skills. The aerospace industry is involved in this program. (ED>Net)

CAP California community colleges have a limit on their growth. Each district’s CAP is based on the previous year’s reported FTE/s (see definition), plus a regional adult population growth allowance. If a district is not at CAP, it usually seeks ways to generate FTE/s. Colleges in high growth areas often exceed their CAP and may, or may not, be reimbursed for costs associated with the excess FTE/s. This excess FTE/s is known as unfunded FTE/s.
CAREER CENTERS  Community colleges have established career centers to provide employment and job information to students. Most colleges have computer-generated, up-to-date information about hundreds of careers. Data includes (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.

CARL PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990 (VATEA)  This Act provides secondary, post-secondary, 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. (VATEA)

CENTERS FOR APPLIED COMPETITIVE TECHNOLOGIES  These centers share three characteristics: a demonstration site built around a computer-integrated manufacturing/enterprise; a philosophy based on Total Quality Management (TQM) [see below], together with a commitment to provide training and services to promote the TQM concept; and the use of technology-transfer teams. TQM technology-transfer teams consist of center staff, college faculty, technical experts, and representatives of private-sector sponsors to assist small and medium-sized businesses in the evaluation of their readiness for new technology and the design [of a business or strategic plan] for implementing technology. (ED>Net)

CENTERS FOR INTERNATIONAL TRADE DEVELOPMENT (CITD)  The common goal of these centers is to serve small businesses, stimulate business formation, and provide programs and services that enhance the competitive strength of California business in the international marketplace. These centers provide training and technical services to businesses interested in international exporting or importing. This includes the provision of direct consulting, technical services, information dissemination, resource and referral services and employee training.

Working through partnerships with community organizations, the colleges use their resources to provide a variety of services that support international trade development in their local communities. Some colleges have developed courses in international business, identified local businesses interested in international trade development, distributed leads on international trade to local businesses via the World Trade Center Association System, and provided direct technical support to businesses. (ED>Net)

COMMITTEE OF PRACTITIONERS (COPs)  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. (VATEA)

COMMUNITY BASED ORGANIZATION  Private community based organizations (CBOs) are private, non-private organizations which are
representative of communities or significant segments of communities which
provide support services or related instruction to improve student retention in
educational programs and/or enable students to successfully transition to work.
(VATEA)

COMMUNITY SERVICE CLASSES Usually defined as fee-based instruction
paid for by the student. A wide variety of courses are offered in this type of
program. The classes are often four to eight hours in length and the costs are
not covered by the state funding source (ADA/Program Based Funding). Some
colleges use this format to provide seminars and workshops for the business
community as part of their contract education program. Community service
instructors may or may not meet the qualifications required of credit instructors.
These classes must be open to the community.

CONTRACT EDUCATION This is an agreement between an employer and a
college to provide specific training or services (assessment, counseling, tutoring,
etc.) for employees of the company/government agency. The training may
include regular college courses or customized courses, which may vary in length
from an hour to a semester or more. The course content is jointly agreed upon
by the employer and the college and must undergo the proper approval process
as any course offered under the district’s name. Courses may be for credit, not-
for credit or, in some instances, non-credit.

COOPERATIVE EDUCATION/WORK EXPERIENCE Cooperative education
involves an instructional arrangement between the student, the college and the
employer. The curriculum is tied to 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.

CREDIT CLASS–APPORTIONMENT-GENERATING A credit class is open to
the public and is usually offered on-campus, although it may be offered at a
company site, or community location. When delivered on contract with an
employer, special services such as book delivery, on-site registration, invoicing,
etc., are involved.

The requirements established for a credit course are that it be recommended by
the college faculty and approved by the district board; that it be taught by a
qualified instructor; that it have an official course outline which is included in the
college’s files; that it grant units of credit; that it have limitations on repeated
enrollment; and, if it generates apportionment, that it be accessible to the public.

CREDIT CLASS–NON APPORTIONMENT-GENERATING This class is not
open to the public and, as such, cannot receive apportionment. An example of
this category is the Pacific Bell accelerated, on-site, lower division, transferable
program for their employees. The company or agency pays the entire cost for
this class. Faculty are hired and curriculum is developed and approved
according to Title 5 regulations. This is also known as contract education.

CREDIT HOUR According to Title 5, a credit hour involves approximately three
hours if 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. (Title 5 Regulation)

**ECONOMIC DEVELOPMENT** Economic development focuses on meeting the specific needs of business and industry and are specialized services and programs provided to the community, businesses, and industries to enhance economic vitality.

The Chancellor’s 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.

**ED>NET** As a means of implementing the Chancellor’s Office Economic Development Program, ED>Net coordinates the resources of the community college system to maintaining and strengthening California’s economy.

**EMPLOYER-BASED TRAINING (EBT) PROGRAM** Provides technical and skill-specific training in courses based on the needs of employers, the unemployed and the underemployed. Requires a close working relationship with business and industry leaders who are actively involved in the development and evaluation of course requirements.

Colleges cooperate and/or coordinate these programs depending on the counties in which the colleges are located. Colleges are also involved in support services training with other public funds, such as child care and foster parenting. They may be involved in providing employer information about services for their children. Career and personal counseling for employees may be provided at company expense. The programs are supported by the California Employment Training Panel and Job Training Partnership Act funds.

**ENVIRONMENTAL HAZARDOUS MATERIALS TECHNOLOGY TRAINING (EMHT) PROGRAM** Under this program several community colleges have sent faculty to receive specialized training in hazardous materials management at the University of California Davis. The program helps California industry comply with state and local regulations on hazardous materials handling. (ED>Net)

**EQUIVALENCY PROCESS** Process by which local boards of trustees determine whether a faculty candidate possesses qualifications that, though not identical to the minimum qualifications, are not lower than the minimum qualifications for hire. A local governing board must jointly agree with academic senate on the process and must “rely primarily upon the advice and judgement” of faculty serving on equivalency committees. (AB1725)

**FACULTY SERVICE AREAS (FSAs)** Established by joint agreement of the district governing board and collective bargaining agent in order to establish the extent of seniority rights during reduction in force affecting faculty. Faculty are assigned to one or more FSAs for which he/she meets district competency requirements and minimum qualifications. (AB1725)
FEE-BASED WORKSHOP/SEMINAR Demand driven short-term class, often four to eight hours in length. The student pays the fee for this type of class. This is the same format as community service not-for-credit programs.

50% LAW Requires districts to spend at least 50% of annual educational budget on salaries of classroom instructors. Intent is to limit class size and relative growth of administrative and non-instructional costs.

FULL-TIME EQUIVALENT: Faculty (FTE/f) This is a formula used to determine faculty workload. It may mean one full-time faculty member teaching 15 equated hours* per week or may be more that one faculty member teaching at total of 15 equated hours*. (AB1725) *equated hours refers to the formula that weighs lecture and lab hours to equal 15 hours. A lab hour is often considered to be a fraction of a lecture hour.

FUND FOR INSTRUCTIONAL IMPROVEMENT (FII) The Fund for Instructional Improvement was created by the passage of AB 1173 in 1977. The fund provides grants and loans to improve leaning and teaching in community colleges through development, implementation, and evaluation of alternative education programs and services.

FULL-TIME EQUIVALENT: Student (FTE/s) This Program Based Funding formula used by the state to determine district funding. It is based on Weekly Student Contact Hours evaluated on one census day per term. The FTE/s measure is roughly equivalent to ADA. The principal differences between ADA and FTE/s measures are in the number of census counts taken during the school term and the use of an absentee factor when calculating ADA. (AB1725)

GREATER AVENUES FOR INDEPENDENCE (GAIN) This is a state funded program that focuses on training welfare recipients with the goal of each becoming economically independent of the state.

INFO-NET This is a simple computer “bulletin board” that allows community college faculty, administrators, students and organizations to communicate with colleagues and associates at any community college in California. Info-Net was established in 1986 and is hosted by Modesto Junior College.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) Completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.

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 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.

**JOB TRAINING AND PARTNERSHIP ACT (JTPA)** 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.

**LECTURE EQUIVALENT HOUR (LEH/LHE)** 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.

**LIMITED ENGLISH PROFICIENCY** Includes those students with sufficient difficulty speaking, reading, writing, or understanding the English language to the extent they are denied the opportunity to learn successfully in the classroom where the language spoken is English (VATEA)

**LOCAL EDUCATIONAL AGENCY (LEA)** A board of education or other legally constituted local public educational institution or agency having administrative control and direction of a vocational education program. (VATEA)

**MATRICULATION** Process by which the district and student enrolled for credit enter into an agreement for the purpose of realizing the student's education goal. (Title 5 Regulation)

**MINIMUM QUALIFICATIONS** The minimum qualifications required to offer service as a faculty member or for certain administrative functions is to possess the minimum qualifications as specified by the legislature or the Board of Governors, the equivalent granted through an equivalency process (see above), or a credential which permits offering that service. Although all existing credentials are effective until they expire, the Board of Governors stopped accepting new applications for credentials on July 1, 1990. These standards were developed by the State Academic Senate. (AB1725)

**NON-CREDIT CLASS-ADA-GENERATING** A non-credit course must be approved by the local 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. Non-credit 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 course that does not apply to an associate degree and may not be used to fulfill transfer requirements.

NOT-FOR-CREDIT CLASS  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.

OVER-CAP ADA  This term referred to ADA that exceeded district’s growth allotment based on the increase in the district’s adult population.

PASS-ALONG CERTIFICATION  Intercollegiate articulation for the Intersegmental General Education Transfer Curriculum (IGETC) or CSU general education requirement. For instance, a given community college student may attend more than one community college. In this case, the last college the student attends before transferring to a CSU/UC campus should certify if the IGETC has been fulfilled.

PELL GRANTS  Grants awarded to help undergraduates pay for post-secondary education. Pell grants are restricted to undergraduates enrolled in at least 6 semester or quarter hours per term.

PRIVATE INDUSTRY COUNCIL (PIC)  Organization that coordinates with JTPA (see definition) to address unemployment, economic changes, and dislocated workers.

PROGRAM BASED FUNDING  Method of allocation of state funds that intends to reflect the actual expense of operating a community college. Funding is based on the cost of five categories: instruction, instructional services and libraries, student services, maintenance and operations, and institutional support. While funds are allocated in this manner, districts are not required to expend these funds in those areas. (AB1725)

REGIONAL OCCUPATIONAL CENTERS/PROGRAMS (ROC/P)  Centers and programs designed to provide entry level job skills to students 16 years of age through adulthood. The program also provides for retraining and/or upgrading of existing skills of adults. These programs are administered by the California Department of Education.

REQUEST FOR APPLICATION (RFA’s)  Competitive grants open to colleges through the Chancellor’s Office.

REQUEST FOR PROPOSALS (RFP’s)  Competitive grants open to all entities involved in community college education: business, industry, private contracting
consultants, and colleges.

**REQUEST FOR QUALIFICATIONS (RFQ’s)** These grants are open by invitation only. The Chancellor's Office representatives visit and review qualifications of colleges requesting awards to assess if established criteria have been met.

**SCHOOL-TO-CAREER** California's STC initiative is designed to offer all California students exposure to the broad range of career opportunities; access to relevant and rigorous educational programs that help them achieve their career aspirations; and opportunities to benefit from workplace learning experiences.

**75:25 RATIO** Legislatively prescribed ratio of hours credit instruction taught by full-time faculty to hours of credit instruction taught by part-time faculty. Also known as full-time/part-time ratio. Districts that do not meet this goal are obligated to use a substantial percentage of their Program Improvement funds to hire new full-time faculty.

**SINGLE-PARENT** This term refers to an individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody. *(VATEA)*

**SMALL BUSINESS DEVELOPMENT CENTERS (SBDC)** These centers provide comprehensive services to small business owner, and to individuals interested in starting a business. These centers serve as information, resource, and referral agencies for the small business community. Consultation in management, financing, and marketing are available to individual business clients. These programs are funded by the California Department of Commerce. *(ED>Net)*

**TECHNOLOGY TRANSFER PARTNERS** Falling under the umbrella of the Centers for Applied Competitive Technologies, technology transfer teams are made up of college faculty, technical experts, and representatives of private-sector sponsors. Their goal is to assist small and medium-sized businesses in the evaluation of their readiness for new technology and to develop a strategic plan. *(ED>Net)*

**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 associates degree or certificate in a specific field. This program is part of the Carl Perkins Act and receives federal funds.

**TOTAL QUALITY MANAGEMENT** Refers to the philosophy and methods for implementation of continuous quality improvement and includes statistical product control, Just-in-Time procurement, teamwork, leadership and communication skills. It is the involvement and commitment of management and employees to conduct business by consistently meeting or exceeding customer’s
expectations.

**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. *(VATEA)*

**VOCATIONAL EDUCATION ACT (VEA) [see Carl Perkins Act] Now the Vocational and Applied Technology Education Act. (VATEA)**

**WEEKLY STUDENT CONTACT HOUR (WSCH)** Refers to the attendance of one student for one hour in a college credit course. WSCHs are reported once each term under program based funding.

**WORK EXPERIENCE** [see Cooperative Education]

**WORKPLACE LEARNING RESOURCE CENTERS (WpLRC)** Community colleges offer to business, industry, unions, and governmental agencies a variety of workplace learning and development resources, including occupational-specific assessment, task analysis, basic skills, ESL, literacy (including literacy for non-English speaking employees), computation, problem solving, analytical skills, teamwork, and the organization of work. Funding is being sought from the private sector. Faculty will be involved in the development of curriculum and teaching strategies, in-service training and development of the evaluation system. *(ED>Net)*

**WORKPLACE LITERACY** The reading, writing, computation and communication skills needed in a competitive workforce.