**Message from the Chancellor:**

Community colleges are unique because of their social, cultural, and economic links in the community. Lone Star College (LSC) values these relationships, and encourages area residents to advise and assist the college in program development, revision, and evaluation through formal groups known as Advisory Committees. Working closely with representatives of business, industry, and labor, LSC seeks input that will enable the college district to provide the highest quality career programs for area residents.

The purpose, goals, and responsibilities of the committees are outlined in this Advisory Committee Handbook. Prepared by the LSC faculty and staff, the Handbook is designed to assist you in better understanding the role played by the college and its partners. We deeply appreciate your involvement in our mission to provide opportunities for our area citizens. Lone Star College is committed to developing a highly trained workforce pool, and we want to know and understand employers’ particular needs. We trust that you will find your experience with the Advisory Committees worthwhile and rewarding.

Regards,

Stephen C. Head, Ph.D.

Chancellor

Lone Star College
Contents

Introduction & Structure ....................................................................................................................... 4
  Workforce Advisory Committees and Councils ................................................................................. 4

Advisory Council/Committee Functions .......................................................................................... 5
  GIPWE-Required Roles by Advisory Group Level ......................................................................... 5
  Additional LSC-specific Functions for its Advisory Committees .................................................. 6

Purposes of Each Level of Advisory Group ....................................................................................... 7
  Chancellor-Level Advisory Councils’ Purpose .............................................................................. 7
  Cluster-Level Advisory Committees’ Purpose .............................................................................. 7
  Program-Level Advisory Committees’ Purpose ........................................................................... 9

Membership Guidelines & Appointments ........................................................................................... 9
  GIPWE Advisory Committee Composition ................................................................................. 9
  Appointment of Members ........................................................................................................ 9
  Term of Membership .............................................................................................................. 10
  Personal Qualifications ........................................................................................................... 11

Member Duties: Cluster-Level Councils .......................................................................................... 12

Member Duties: Program-Level Committees .................................................................................... 12
  Voting Members ...................................................................................................................... 12
  Non-Voting Members ........................................................................................................... 13

Meetings ........................................................................................................................................... 16
  Frequency ................................................................................................................................ 16
  Records ................................................................................................................................... 17

Appendices A-E .................................................................................................................................. 18

Appendix A: OWECP 2016 Functional Organization Chart ............................................................ 19

Appendix B: Oversight ..................................................................................................................... 20
  THECB ................................................................................................................................... 20
  WECM ................................................................................................................................... 20
  SACS .................................................................................................................................... 21
  State Accreditation Agencies .................................................................................................. 21
  National Industry Credentialing Organization ........................................................................ 21

Appendix C: About LSC – Strategic Plan 2015-2020 ...................................................................... 22
  Mission .................................................................................................................................. 22
  Vision .................................................................................................................................. 22
  Guiding Principles ................................................................................................................ 22
  Core Values .......................................................................................................................... 22

Appendix D: LSC Advisory Committee Meeting Minutes Template ................................................ 24

Appendix E: Membership Form ....................................................................................................... 29
Workforce Advisory Committees and Councils
The majority of this manual covers policies and practices for program-level advisory committees, which are an integral part of the partnerships between Lone Star College (LSC) and industry. In addition to program-level advisory committees, there are a variety of other industry partnering groups that serve to maximize these relationships for the betterment of students’ employability, program standards (curricular relevance and facility/equipment suitability), and employer workforce fulfilment.

To learn from industry at all levels, LSC is building a comprehensive three-level structure of advisory groups:

- **Chancellor-Level Advisory Councils**
  - LSC: Chancellor & Presidents (Facilitated by AVC)
  - External: Owners, VP-Operations/HR

- **Cluster-Level Advisory Committees**
  - LSC: VP’s, Deans, Faculty (Facilitated by Exec. Dir.)
  - External: Owners, Mngrs/Supvsrs/Recruiters

- **Program-Level Advisory Committees**
  - LSC: Deans, Faculty (Facilitated by Deans)
  - External: Persons in the Specific Occupation
The attainment of high quality career preparation programs that are realistic for gainful employment requires the close involvement of knowledgeable people from business, labor and industry. The nature of change in the workforce requires that educators be kept informed of the current/anticipated skill needs of industry. The specialized workforce advisory committee is organized to advise the faculty and administration regarding instructional programs in specific businesses and industries.


The GIPWE states that the “broad purposes of an advisory committee are 1) to help a college document the need for a workforce education program and 2) to ensure that the program has both adequate resources and a well-designed curriculum to provide students with the skills, knowledge, and behaviors necessary to successfully meet the needs of business and industry.” Please see the chart below for specific advisory functions required by GIPWE and guidance on which levels should address such functions.

**GIPWE-Required Roles by Advisory Group Level:**

<table>
<thead>
<tr>
<th>GIPWE-Required Function</th>
<th>Chancellor-Level Advisory Councils</th>
<th>Cluster-Level Advisory Councils</th>
<th>Program-Level Advisory Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluating the goals and objectives of the program curriculum</td>
<td>Yes (Goals)</td>
<td></td>
<td>Yes (Objectives)</td>
</tr>
<tr>
<td>2. Establishing workplace competencies for the program occupation(s)</td>
<td>Yes (ex: Workplace behavioral competencies)</td>
<td>Yes (ex: Technical competencies)</td>
<td></td>
</tr>
<tr>
<td>3. Suggesting program revisions as needed</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Evaluating the adequacy of existing college facilities and equipment</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>5. Advising college personnel on the selection and acquisition of new equipment</td>
<td>Yes (ex: Donation sources)</td>
<td>Yes (ex: Trends in cross-program equipment and facilities; donation sources)</td>
<td>Yes (ex: Equipment specifications)</td>
</tr>
<tr>
<td>6. Identifying local business/industry leaders who will provide students with external learning experiences, employment, and placement opportunities</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Assisting in the professional development of the faculty</td>
<td>Yes (ex: identifying possible faculty externships)</td>
<td>Yes (ex: identifying trends &amp; potential conferences)</td>
<td></td>
</tr>
</tbody>
</table>
8. Assisting in promoting and publicizing the program to the community and to business and industry

<table>
<thead>
<tr>
<th>LSC-Specific Function</th>
<th>Chancellor-Level Advisory Councils</th>
<th>Cluster-Level Advisory Councils</th>
<th>Program-Level Advisory Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Promote community awareness of LSC in the community</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Assist colleges in meeting the community’s needs for entry level workers, as well as continuing education needs for those working in the field</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Serve as a liaison between the colleges and the community</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Keep the colleges informed of current specific needs and changes in the labor market</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Identify conference speaking opportunities</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

9. Representing the needs of students from special populations

<table>
<thead>
<tr>
<th>LSC-Specific Function</th>
<th>Chancellor-Level Advisory Councils</th>
<th>Cluster-Level Advisory Councils</th>
<th>Program-Level Advisory Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identifying trends in professional development in the industry</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>b. Yes (ex: identifying trends in gender balance)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Yes (ex: identifying trends; providing input on accommodations for students with disabilities)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional LSC-specific Functions for its Advisory Committees:

In addition to those roles identified in the GIPWE, LSC has identified other roles for involvement of advisory committees and councils. These are identified by level of committee/council below.

<table>
<thead>
<tr>
<th>LSC-Specific Function</th>
<th>Chancellor-Level Advisory Councils</th>
<th>Cluster-Level Advisory Councils</th>
<th>Program-Level Advisory Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Public Relations/Recruitment/Professional development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Promote community awareness of LSC in the community</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Assist colleges in meeting the community’s needs for entry level workers, as well as continuing education needs for those working in the field</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Serve as a liaison between the colleges and the community</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Keep the colleges informed of current specific needs and changes in the labor market</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Identify conference speaking opportunities</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2. Student Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Identify leaders within the local business/industry community who will provide</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### 3. Customized Training – Incumbent Workers

| a. Provide guidance on needed areas of ongoing professional development & training for alumni and other incumbent workers | Yes | Yes | Yes |

### 4. Program Content

| a. Provide input regarding course and program content that will promote and ensure the highest quality program. | Yes |
| b. Assist with strategic planning for the program, including evaluating the goals of the program | Yes |
| c. Recommend specific competencies necessary for entry-level employment and promotion within a career area | Yes |
| d. Inform colleges of equipment currently used by business and industry | Yes |
| e. Evaluate and recommend adequate facilities and equipment needed for program content | Yes |
| f. Recommend on-going professional development needs for the specific career field | Yes |
| g. Recommend 3rd parties who provide curriculum when textbooks do not yet exist | Yes |

### 5. Fund Raising/Equipment Donations

<p>| a. Support the colleges in | Yes | Yes |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>fundraising efforts and possible donation of equipment and supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Notify programs of special projects &amp; grant opportunities</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>c. Provide internship opportunities for students</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>d. Participate in honors and/or international projects</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
Purposes of Each Level of Advisory Group

Chancellor-Level Advisory Councils’ Purpose (By invitation only)

LSC convenes industry leaders (CEO and similar levels) to discuss workforce trends and needs in the following groups:

- Chancellor’s Global Energy & Manufacturing Advisory Council (GEMAC) – includes leaders from oil and gas drilling, petrochemical and other manufacturing companies, who meet typically twice per academic year (meets 3 times per year)
- Chancellor’s Healthcare CEO/CNO Advisory Council – includes leaders of hospitals and other large health entities (meets 1 time per year)
- Chancellor’s Information Technology Advisory Council – includes chief information officers from large companies like oil & gas and hospital systems (meets 2 times per year)
- Chancellor’s Superintendents Advisory Council – includes superintendents and other leaders from area school districts (meets once per year)
- Chancellor’s Construction Industry Leader Advisory Council – includes owners and leaders from commercial and industrial construction firms (meets 1 time per year)
- Chancellor’s Community & Faith-Based Advisory Council – includes leaders from community service organizations (meets 1 time per year)

The Office of Workforce Education & Corporate Partnerships organizes these meetings that consist of introductory remarks and updates from LSC’s Chancellor and then guided discussion. Campus presidents lead discussions at each table, and a scribe takes notes on the industry participants’ comments. Information is gathered and distributed to key stakeholders throughout LSC.

Cluster-Level Advisory Councils’ Purpose

LSC will develop advisory councils for the six workforce cluster areas:

- Health Professions
- Business & Professional Services
- Energy, Manufacturing & Skilled Trades subdivided into:
  - Oil & Gas Downstream (Petrochem) & Industrial Construction
  - Manufacturing and Oil & Gas Upstream
- Computer/Digital Technology & Visual Communications
- Emergency Services

Meetings and membership lists for cluster-level advisory committees will be facilitated by the Office of Workforce Education and Corporate Partnerships. Membership will consist partially of proposals from each of the program-level advisory committees. Other members might be suggested from Chancellor-level advisory councils, focus group/PCAL participants, LSC-Corporate College clients, etc. These cluster-level advisory councils will meet at least once annually. OWECP facilitators will try to make those meetings convenient with the timing of program-level advisory committees, but the complexity of and industry calendars for each cluster should be taken into consideration as well.

Program-Level Advisory Committees’ Purpose

An advisory committee is established to advise educators for each workforce education program or closely related cluster of programs, and is composed of a group of people with specific occupational
knowledge and expertise. Program-level advisory committees are facilitated by deans with participation from college faculty and occupational experts working in the specific occupation.

Advisory committees are important to the establishment and maintenance of up-to-date educational programs. Even though the committee has no legislative or administrative authority, it serves a critical role in ensuring LSC programs are current and relevant. Program-level advisory committees’ discussion topics include very specific state and national accreditation requirements, curriculum, textbooks, and other curricular materials, teaching lab setup and faculty credential recommendations.
**Membership Guidelines & Appointments**

1. **Chancellor-Level Advisory Councils**  
   Chancellor-level Advisory Council members are appointed by the Chancellor for a term of 3 years.

2. **Cluster-Level Advisory Committees**  
   Cluster-level Advisory Committee members are approved by the Executive Vice Chancellor for a term of 3 years.

3. **Program-Level Advisory Committees**  
   Program-level Advisory Committee members are approved by the Associate Vice Chancellor for Workforce Education and Corporate Partnerships and Executive Director of Workforce Program Development with the Vice President of Instruction representative to Workforce Council.

**Definition of Membership**

Program-level advisory committees consist of voting and non-voting or ex-officio members. Primarily the voting members are business and industry representatives from private and public sectors, secondary level and higher education institutional partners, former LSC adjunct or full-time faculty who work in the respective field, and current or former students.

Non-voting, ex-officio, members include LSC deans and other administrators, as well as LSC full-time faculty, adjunct or instructor and staff offering the program.

A more in-depth breakdown of the composition guidelines and membership details follows.

**GIPWE Advisory Committee Composition**

The GIPWE provides the following information on composition of advisory committees (GIPWE 2010, Chapter 3, section B2b, page 29 - [http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm)).

Advisory committees must be composed of persons who broadly represent the demographics, including ethnic and gender diversity, of the institution’s service area as well as the occupational field in all sectors of the business community within the institution’s service area. Members should be well informed about the knowledge, skills, and abilities required for the occupation for which they are providing information and guidance.

Full-time faculty and staff of the college may not be members of the advisory committee, but they may serve in an ex-officio capacity. Part-time faculty who hold full-time positions within the career field may be members of the committee.* Faculty and staff of senior institutions with program articulation agreements may be members of the committee.

*While part-time faculty who hold full-time positions in the career field may also serve on the committee (as stated in the GIPWE reference above), LSC restricts them to ex-officio (non-voting) members. Former part-time faculty who work in the field may serve as voting members. LSC also encourages inclusion in the
advisory committee of former and current students or other representation as appropriate to each program. The program staff should determine if such members are voting or non-voting.

Non-credit Career and Technical Education (CTE) programs of 360 or more contact hours must meet all advisory committee guidelines as for credit programs. CTE training sequences of less than 360 contact hours should seek the beneficial input from business and industry to ensure the type, format, and content of the training program that best meets the needs of the community. For those CTE programs that are substantially related to credit workforce programs, representatives from businesses related to the CTE offerings should also be included in the advisory committee.

Appointment of Members

Using the membership guidelines outlined above in advisory committee composition, nominations for advisory committee membership may come from faculty, professional, labor, and industrial organizations and others. Once the willingness of the individual to serve is confirmed by the curriculum team facilitator, the nominee’s name will be submitted to the Associate Vice Chancellor of Workforce Education and Corporate Partnerships. The Office of Workforce Education and Corporate Partnerships (OWECP) will provide a vetting form on which the nominating campus will provide information about each nominee.

Final selection and approval of advisory committee members will be made by the Presidents’ Council in collaboration with program directors, department chairs, and deans for the subject area. Any other attendees may serve as resources in an ex officio (non-voting) capacity.

The Office of Workforce Education and Corporate Partnerships will send appointment letters to new members.

Officers include chairpersons and co-chairpersons who are elected into their positions by committee members to serve as facilitators over the meetings and who work closely with the curriculum team facilitators. Committees may select a non-voting member to record the meetings and coordinate information dissemination with the curriculum team facilitator.

The appropriate number of committee members will vary depending upon the nature of the program; however, the recommended size is 8 - 15 members. The committee should be large enough to lend itself to constructive discussion and should reflect ethnic, gender, and employer diversity (i.e. geographic, size, type). Larger committees may want to utilize a sub-committee structure to represent and focus on each area of specialization, particularly for a committee that advises a cluster of awards.

Term of Membership

Members are normally appointed for a two-year term, and appointments can be extended with approval through the vetting process. Officer terms of service are typically one year in length, but could be longer depending on the needs of the committee. The committee may decide that the co-chairperson rotate into the chairperson role after the first year to establish continuity.

Provisions should be made to stagger replacements whenever possible so that approximately two-thirds of the committee members would be experienced members, providing stability and leadership for the committee.
Members will be notified by letter from the curriculum team facilitator at the expiration of their term. 
- If the program’s leadership wishes to extend the member’s term, that letter should ask the member to submit an updated vetting form if he/she also wishes to continue as a member. As with new members, a request to extend the member’s term should be submitted along with the updated vetting form to OWECP. If approved, OWECP will have the letter of continued membership signed by the Vice Chancellor of Academic and Student Affairs and mailed to the member.
- If the program leadership chooses not to extend a member’s term, then the letter will simply notify that member of his/her term’s expiration. A new member will need to be nominated to fill the expiring member’s seat.
- Members not actively participating will be released from their term and a new member will be added as appropriate.

Members that do not attend 3 consecutive meetings will be dropped.

**Personal Qualifications**

Advisory committee members should possess knowledge and expertise regarding the skills required in the occupation. In addition, criteria for membership include:

1. Willingness to devote the necessary time to the committee.
2. Current experience in the field or program.
3. Career commitment.
4. Interest in LSC and the communities served.
5. Willingness to work collaboratively in a team environment.
**Member Duties: Cluster-Level Councils**

LSC developed the idea for cluster-level advisory committees out of discussions over years of program reviews, cluster meetings, and through best practice observations from colleagues at other colleges. Such committees are not addressed in the THECB’s GIPWE, but please note the responsibilities from the GIPWE that have been identified for this level of committees in the GIPWE-Required Roles table earlier in this handbook. In general, cluster-level advisory committee members should provide a big-picture perspective on trends and needs in an industry cluster, especially those matters that transcend individual occupations and programs. Cluster-level members should be asked to provide input on equipment and software needs and to assist with job placement and internship/coop leads.

While chairs and co-chairs of program-level advisory committees are members of these cluster-level committees, OWECP may add other industry representatives to ensure the inclusion of broad and multiple perspectives.

**Member Duties: Program-Level Committees**

While overall advisory committee duties are enumerated in the Texas Higher Education Coordinating Board’s (THECB’s) Guidelines for Instructional Programs in Workforce Education in Chapter 3, section B-2.a, the following role-specific duties are provided to help LSC colleagues and advisory committee members to understand the efforts expected of them.

Please note that advisory committee members are not limited to these roles, and each program has different workforce nuances that might lead to other roles as well. Program-specific accrediting bodies (ex: Texas Board of Nursing) might have additional regulations about membership and roles. If such regulations conflict with these LSC guidelines, program leadership are urged to work with OWECP to determine the appropriate steps forward.

**Program-Level Advisory Committee Voting Members**

**Co-Chairs:** Industry co-chair and facilitating dean co-chair

1. Calls to order and preside over meetings
2. Approves the agenda drafter by the dean/AVC
3. Appoints subcommittees and leads
4. Consults with curriculum team dean and faculty facilitator
5. Serves on Advisory Cluster Committee/Council
6. Ensure that meetings are held twice per year and that advisory committee guidelines as specified in GIPWE are followed ([http://www.thecb.state.tx.us/AAR/undergraduateEd/WorkforceEd/gipwe.htm](http://www.thecb.state.tx.us/AAR/undergraduateEd/WorkforceEd/gipwe.htm)).

*Note: OWECP and VPI Council make dean program advisory committee assignments.*

**Vice Chair**

1. Serve with or in the absence of the chairperson. See duties listed above.
2. Serve on Advisory Cluster Committee/Council
Members

1. Become knowledgeable of LSC and specifically of the affiliated program.
2. Attend meetings, typically twice per year, though some programs might meet more often.
3. Discuss and provide input regarding any issues brought before the committee.
4. Inform the college of trends and workforce needs in business and industry that could impact the program and students.
5. Collaborate with deans, directors, department chairs, faculty, continuing education representatives, and other interested parties to nominate, establish, and maintain committee membership.

Program-Level Advisory Committee Non-Voting Members

Curriculum Team Dean & Faculty Lead

1. Attend meetings in ex officio (non-voting) capacity.
2. Forward agendas and minutes of each meeting to the dean(s) of the area and to OWEC at programdevelopment@lonestar.edu.
3. Serve as resource to committee chairperson.
4. Ensure that information gathered from the advisory committee is discussed at a curriculum team meeting for appropriate impact to curriculum.
5. Ensure that all committee members receive this Advisory Committee Handbook, minutes, and agendas, and ensure that members are aware of the online resources specifically for advisory committee members at http://www.lonestar.edu/advisorycommittees.htm.
6. Work with OWEC to maintain advisory committee membership rosters accessible on the LSC advisory committee intranet sites.
7. Designate a representative to announce meetings, communicate information, record and mail copies of the minutes to all committee members, and ensure that each committee member receives all necessary documents.
8. Designate a recorder to provide minutes.

Office of Workforce Education & Corporate Partnerships

1. Provide counsel and information in an ex officio (non-voting) role when requested by committee members or committee chairperson.
2. Update Advisory Committee Handbook annually as part of the update of the Workforce Program Development Manual.
3. Provide professional development as needed on strategies for building and maintaining strong advisory committees.
4. Organize and facilitate cluster-level advisory committees and chancellor-level advisory councils.

Meetings

Frequency

Meetings should be conducted with a planned, published agenda developed by the chairperson and
curriculum team facilitator. The agenda should be sent in advance to each member with the meeting notification and any material required for the meeting. The date, time, and place of the meetings should be established early so members can plan accordingly. Installation of new members and election of officers will be a part of the agenda for the first meeting of each academic year.

According to the THECB’s GIPWE (Chapter 3, Section B-2.c), “Advisory committees of existing programs must meet in person a minimum of one time a year and should have quorum present.” However, LSC requires program-level advisory committees to meet twice per year. Chancellor advisory councils will be per the chancellor’s decision. Note: The 2nd meeting in a year can be substituted by a cluster-level advisory committee meeting.

Although only one annual meeting is required by the advisory committee, LSC requires two to properly address the particular needs of the workforce program, the specific situation, and the tasks to be accomplished. To encourage stronger industry partnerships, more frequent interactions are recommended. Meetings may occur by video conferencing, e-mail, and other means.

The THECB suggests in the GIPWE that “contact with committees be maintained throughout the year via e-mail, fax, phone, or videoconference. (GIPWE 2010, chapter 3, section B2c, page 29, http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm)

Quorum for each advisory committee meeting is 6 or more voting members currently working in the field or industry, whether face-to-face or via phone or web. Curriculum team facilitators should maintain the committee members list to reflect participatory and non-participatory members in order to calculate the quorum accurately.

Records

OWECP will maintain advisory committee records. Program-level advisory committee agendas, minutes and membership lists should be sent to programdevelopment@lonestar.edu. All topics discussed and actions taken by the advisory committee must be recorded in official minutes. The minutes should follow the format in Appendix, or the example provided in the GIPWE (chapter 3, section C1, page 47) and must include:

1. Identification of committee members’ name, title, and affiliation.
2. Indication of the committee members’ presence or absence from the meetings.
3. Names, titles, and affiliations of others present at the meetings.
4. Signature of the recorder.
5. Evidence that industry partners have taken an active role in making decisions that affect the program.

The THECB requires that minutes be maintained in the college system’s files and available to THECB staff upon request. Accordingly, LSC requires that minutes be posted on the curriculum team sites (http://intranet.lonestar.edu/academicandstudent/ci/currteams/default.aspx). Curriculum team facilitators may submit minutes to curricdev@lonestar.edu for posting by the Academic Support personnel.

Additionally, curriculum team facilitators are asked to update the advisory committee membership lists posted on the intranet sites through either of the aforementioned methods. Advisory committee membership lists should indicate the name, title, affiliation and contact information (phone and/or
email, plus address) for each member.
APPENDICES A- E
Appendix A: OWEC 2016 Functional Organization Chart

Workforce Education & Corporate Partnerships
Linda Head

- Workforce Administration
  Christina Todd
  - Program Development
    Deborah Roberts
  - Project Development
    Caroline Williamson
  - Marketing
    Amy Cooper
  - Advising
    Patricia McDougall
  - CTE Dual Credit
  - Workforce Grant
    Concept Development
  - Program Curriculum
    Teams & Advisory Councils

- Student Job Placement
  Shortel Brent

- College Preparation
  Samad Hinton

- Career, Technical & Community Education
  Erica Jordan

- Corporate College
  Patricia Woerner
  - Corporate Sales & Employer Services
  - Operations & Training Implementation
APPENDIX B: OVERSIGHT

THECB

The Texas Higher Education Coordinating Board (THECB) was created by the Texas Legislature in 1965 to "provide leadership and coordination for the Texas higher education system to achieve excellence for the college education of Texas students." The THECB oversees public community and technical colleges, which offer certificate and associate degree programs.

THECB serves as an advocate for higher education; provides advice and comprehensive planning capability to the Legislature; coordinates the effective delivery of services; and efficiently administers assigned statewide programs. THECB Responsibilities include:

• To develop a five-year master plan which is updated annually;
• To classify and prescribe the institutional role and mission for each public institution of higher education in Texas and make such changes in classification of role and mission of each institution as it deems appropriate and hear applications from institutions for changes in classification of role and mission;
• To report to the Legislature annually on the "state of higher education";
• To present to the Legislature a comprehensive summary and analysis of institutional appropriations requests and formula development in order to provide a statewide view of funding requirements;
• To develop and implement policies on the transferability of lower division courses among institutions of higher education;
• To develop guidelines for institutional reporting of student performance; and
• To encourage cooperative programs and agreements among institutions of higher education including, among others, degree offerings, research activities, library and computer sharing.

(Excerpted from the THECB web site).

The official policy manual for workforce education programs offered at public higher education institutions and degree-granting proprietary institutions in Texas is the Guidelines for Instructional Programs in Workforce Education (GIPWE) and is published by the THECB. The manual provides guidelines for the effective design, development, operation, and evaluation of workforce education programs. GIPWE is found at http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/

WECM

The Workforce Education Course Manual (WECM) is a web-based inventory of current workforce education courses available for use by Texas public two-year colleges. The courses are grouped by subject according to the Classification of Instructional Programs (CIP) codes published by the National Center for Education Statistics (NCES).

Since 1998, other WECM projects have assured accuracy of WECM courses and guidelines, as well as opportunities for the professional development of college faculty and administrators. All WECM projects have been supported by the collective skills and talents of college administrators, instructional specialists, and business and industry representatives.

The purposes of WECM are to:
Contribute to the quality and consistency of workforce courses; 
Provide Texas colleges increased assistance and flexibility in responding to employer needs; 
Enhance the portability of credits and credentials for students; 
Provide increased access for students to workforce education degrees and career advancement for students; 
Facilitate articulation with other providers of education at both the secondary and post-secondary levels; and 
Incorporate industry-established skill standards into Texas workforce education.

WECM policies and guidelines are updated annually through the WECM Leadership Advisory Committee. The Committee is comprised of experienced workforce education leaders from small and large colleges in different regions of the state. These administrators have worked with a full range of semester credit hour (SCH) and continuing education (CEU) workforce education programs and courses and have participated in the implementation and maintenance of WECM.

The current manual is available on the Coordinating Board web site at http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/.

**SACS**

Each college and university must also comply with the criteria for accreditation of one of the six regional accrediting bodies. Texas institutions are accredited by the Southern Association of Colleges and Schools (SACS). SACS mission is the improvement of education in the south through accreditation. Institutions of higher education participate in a reaffirmation of their accreditation every ten years. Lone Star College’s accreditation was reaffirmed in June 2012. Additional information on SACS can be found at their web site, http://www.sacs.org/.

**State Accreditation Agencies**

Depending on each field’s specifics, state agencies might regulate curriculum, licensing, certification, examinations, facility/equipment, etc. Each program-level advisory committee should take into consideration the requirements specified for their program field. If an oversight agency’s regulations conflict with any within this handbook, then the program dean(s) should work with OWEC to determine the best manner in which to achieve LSC goals while remaining in compliance with oversight agencies.

**National Industry Credential Organizations**

Depending on each field’s specifics, national industry groups might recommend or even require certain curricula, examinations, facility/equipment, etc. Each program-level advisory committee should take into considerations the recommendations/requirements specified by such entities related to their field and determine if they are advantageous to the students and program. If such an entity conflict with any within this handbook, then the program dean(s) should work with OWEC to determine the best manner in which to achieve LSC goals while remaining in the good graces of industry groups.
APPENDIX C: ABOUT LSC – STRATEGIC PLAN 2015-2020

Mission
Lone Star College provides comprehensive educational opportunities and programs to enrich lives.

Vision
Lone Star College will be a model college globally recognized for achieving exceptional levels of success in student learning, student completion, gainful employment, equity and affordability.

GUIDING PRINCIPLES
1. Access and Equity: Lone Star College is committed to access and equity for all, regardless of socioeconomic background, preparation for college or workforce, or disability.
2. Student Learning and Success: Lone Star College is committed to transformational changes with the purpose of maximizing student learning and success.
3. Dignity and Respect: Everyone — students, employees and the community — should be treated with dignity and respect.
4. Community Value: Lone Star College recognizes the respect the college holds in the community and values that reputation.
5. Responsibility: Lone Star College has an important fiduciary responsibility to taxpayers and all citizens.

Core Values
Excellence
Lone Star College champions excellence in teaching, learning and services.

Learning
Lone Star College is a learning-focused college that values not only student learning, but also faculty and staff learning.

Student Success
Lone Star College believes that student success is multi-dimensional: it includes, but is not limited to, students achieving individual educational goals, mastering learning outcomes, and acquiring career and life skills.

Access and Affordability
Lone Star College believes in providing affordable education to all citizens within its service areas.

Accountability
Lone Star College champions personal accountability and ensures institutional accountability.

Community
Lone Star College prides itself on civic engagement and being responsive to community needs.

Diversity
Lone Star College ensures that its student population and employee demographics reflect the diversity of the community. Differences in language, culture, ethnicity, social status and perspectives are respected throughout the college.
Human Resources
Lone Star College students and employees are our most valuable assets. We make all efforts to ensure a safe learning and working environment for them, to promote their well-being and to provide them with opportunities to grow in this institution and beyond.

Innovation and Creativity
Lone Star College plays a leadership role in creating innovative solutions and best practices for enhancing student learning and student success.

Integrity
Lone Star College espouses academic and professional integrity, as well as integrity of business processes.

APPENDIX D: LSC ADVISORY COMMITTEE MEETING MINUTES

Template

Advisory Committee Meeting Minutes

PROGRAM: Click here to enter text.

CHAIRPERSON: Click here to enter text.

MEETING DATE: Click or tap to enter a date.

MEETING TIME: Click here to enter text.

MEETING PLACE: Click here to enter text.

RECORDER: Click here to enter text.

PREVIOUS MEETING: Click or tap to enter a date.

ROLL CALL AND MEMBERSHIP LIST
(Complete member list required. Mark (P) for Present designating those who attend.)

<table>
<thead>
<tr>
<th>P</th>
<th>Name</th>
<th>Title</th>
<th>Business Affiliation</th>
<th>E-mail Address &amp; Ph #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>□</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Affiliation</td>
<td>E-mail Address &amp; Ph #</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>Agenda Item</td>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADVISORY COMMITTEE REQUIRED FUNCTIONS
<table>
<thead>
<tr>
<th>GIPWE Required Functions</th>
<th>How/when did the Committee address this function? At this meeting or a prior meeting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating the goals and objectives of the program curriculum</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Establishing workplace competencies for the program occupation(s)</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Suggesting program revisions as needed</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Evaluating the adequacy of existing college facilities and equipment</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Advising college personnel on the selection and acquisition of new equipment</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Identifying local business/industry leaders who will provide students with external learning experiences, employment, and placement opportunities</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Assisting in promoting and publicizing the program to the community and to business and industry</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Representing the needs of students from special populations</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

**ACTION ITEMS:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Assigned To</th>
<th>Progress</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>CO-CHAIRPERSON SIGNATURES (Industry &amp; Dean)</td>
<td>DATE: Click or tap to enter a date.</td>
<td>NEXT MEETING: Click here to enter text.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>RECORDER SIGNATURE:</td>
<td>DATE: Click or tap to enter a date.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: MEMBERSHIP FORM

Lone Star College

Advisory Committee Membership Form

Program _______________________________________________________________

Name ____________________________ Title ________________________________

Organization __________________________________________________________

Type of Business _______________________________________________________

Mailing Address _______________________________________________________

Work Phone ______________________ Home Phone _________________________

Email Address __________________________

Demographics Section (for reporting purposes only to Texas Higher Education Coordinating Board to insure appropriate representation of field and community):

Gender: _____ Male _____ Female

Ethnicity: ________________________________

Size of Business for Occupational Field _____ Small _____ Medium _____ Large

Geographic Area Company Serves: ________________________________

250-500 Word Biography (include on separate sheet if necessary):

OWECP approved date: _________________________________________________

Executive Director signature: ___________________________________________