DOCUMENT RESUME

ED 347 347 CE 061 587

TITLE	Riverbend Tech-Prep. Final Report.
INSTITUTION	Lewis and Clark Community Coll., Godfrey, Ill.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	17 Sep 91
NOTE	42p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Education; *Articulation (Education); Associate Degrees; *College School Cooperation; Community Colleges; Curriculum Development; Demonstration Programs; High Schools; Inservice Education; Interdisciplinary Approach; *School Business Relationship; Student Recruitment; Two Year Colleges; Vocational Education
IDENTIFIERS	*Tech Prep

ABSTRACT

Calhoun, School, and Southwestern High Schools, within the Lewis and Clark Community College (LCCC) district in Illinois, formed interdisciplinary planning teams of academic and vocational faculty, guidance counselors, and administrators during the 1990-91 school year. Building on administrative and teacher support, each site developed standards for identifying and recruiting tech prep students, developed a model program sequence, and targeted specific courses for development and revision. In conjunction with LCCC faculty and staff, over 60 secondary personnel and 20 LCCC personnel participated in inservice and industrial practicum activities. A steering committee planned and participated in activities. Five additional high schools were added to the project as planning sites for 1991-92. The project achieved three objectives: (1) recruited, assessed, advised, and monitored student participants in the Tech-Prep Associate Degree Program; (2) enlisted academic and vocational teachers in the program and curriculum development; and (3) forged alliances among high schools, community colleges, universities, and industry. (This document contains a workshop agenda and a flyer on articulation credit at LCCC. Three appendices provide a general education task force summary of 1990-1991 highlights, list of tech prep team members, and project information and press releases.) (NLA)

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LEWIS AND CLARK COMMUNITY COLLEGE
Riverbend Tech-Prep
Final Report Abstract

September 17, 1991

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Official Project Title: Riverbend Tech-Prep

Department of Adult, Vocational and Technical Education Funding Agreement Number: OLAA65A

Project Director: Dr. Marguerite E. Boyd

Funded Agency: Lewis and Clark Community College

Time Period Covered: July 1, 1990 - August 15, 1991

Goals of the Project and its Relevancy to Vocational Education:

1. Design a process to recruit, assess, advise and monitor student participants in the Tech-Prep Associate Degree Program.

2. Enlist academic and vocational teachers in the development of a Tech-Prep Associate Degree model program and curriculum.

3. Forge linkages among high schools, the community college, and universities and between the EFE system and industry.

Major Accomplishments of the Project:

Calhoun High School, Jerseyville High School, and Southwestern High School within the Lewis and Clark Community College district formed interdisciplinary planning teams of academic and vocational faculty, guidance counselors, and administrators during the 1990-91 school year. Building on strong administrative support and teacher enthusiasm, each site developed standards for identifying and recruiting Tech-Prep students, developed a model program sequence, and targeted specific courses for development and/or revision. In conjunction with faculty and staff at Lewis and Clark Community College, over 60 secondary personnel and 20 LCCC personnel participated in in-service and industrial practicum activities. A Steering Committee composed of local business and industry representatives helped plan and participate in in-service activities. Five additional high schools were added to the project as planning sites for 1991-92.

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LEWIS AND CLARK COMMUNITY COLLEGE
Riverbend Tech-Prep
Final Report

September 14, 1991

MAJOR ACCOMPLISHMENTS AND SIGNIFICANT FINDINGS OF THE PROJECT

OBJECTIVE 1:

Design a process to recruit, assess, advise and monitor student participants in the Tech-Prep Associate Degree program.

Activities:

1. Calhoun, Jerseyville and Southwestern High Schools ended the 1990-91 planning year with limited implementation plans scheduled for Fall 1991. Each site identified one or more classes and one or more occupational programs for 1991-92 activities.

2. Each of the three sites developed a proposed Tech-Prep course sequence and a mechanism for identifying eligible Tech-Prep students. (See FY 92 proposal)

3. Lewis and Clark Community College used 1990-91 guidance mini-grant funds to develop and distribute an articulation/Tech-Prep brochure for all three regional systems in the College district. (See appendix)

4. Lewis and Clark Community College faculty and staff met with high school Tech-Prep teams to build upon existing articulation agreements in the development of Tech-Prep model curricula and student recruitment strategies.

5. LCCC agreed to provide student follow-up information to high schools with respect to their graduates performance on math and English placement tests and courses completed.

6. A Tech-Prep Steering Committee was formed and held three meetings during 1990-91. An agenda item for 1991-92 will be student recruitment.

7. Five additional high schools were included in the FY 92 proposal as planning sites.

OBJECTIVE 2:

Enlist academic and vocational teachers in the development of a Tech-Prep Associate Degree model program and curriculum.

Activities:

1. Tech-Prep teams composed of academic and vocational teachers were established at all three sites during 1990-91. (See Tech-Prep Team Members roster - appendix)

2. Faculty participated in team meetings, attended conferences (Connections '91, Regional Tech-Prep Conference, etc.), and reviewed applied instructional materials. (See 1990-91 Progress Reports)

3. A team leader emerged at each site to coordinate and facilitate team activities for 1991-92.

4. Activities included a revision of the master course schedule at Calhoun High School; coordination between LCCC faculty and English faculty at Jerseyville High School to teach process writing in a computer lab; and inclusion of Southwestern High School faculty as ad hoc members of the LCCC Hospitality Advisory Committee.

5. Proposed model Tech-Prep course sequences were developed at all three sites, and specific courses were targeted for implementation activities.

6. Lewis and Clark Community College faculty completed a review of general education requirements during 1990-91 and produced recommendations for course development/revision during 1991-92. (See Task Force report - appendix)

7. Approximately 60 participants representing secondary and post secondary faculty, administrators, counselors and steering committee members attended the August 5-6, 1991 regional conference.

OBJECTIVE 3:

Forge linkages among high schools, the community college, and universities and between the EFE system and industry.

Activities:

1. Discussions were held with Western Illinois University to develop a capstone agreement for the Hospitality program.

2. Dr. Marguerite Boyd made a Tech-Prep presentation to university articulation coordinators and student recruitment personnel at a regional counselors workshop held Friday, March 22, 1991 at LCCC.

3. Dr. Boyd made a panel presentation with other Tech-Prep project directors at the Region V counselors workshop on Friday, May 3, 1991 in Collinsville.

4. During June, July and August 1991 __7__ high school and __8__ college faculty participated in industry practicums. (See sample practicum report - appendix)

5. On August 5, 1991 four business and industry members of the Tech-Prep Steering Committee participated in a panel presentation at the regional Tech-Prep workshop held at LCCC. (See conference brochure - appendix).

6. Mike Roth, Project Coordinator (FY 92) and Dr. Boyd made Tech-Prep presentations to Illinois Valley BVC and Madison County BVC and are regularly scheduled to attend future meetings and provide project updates.

7. The three regional system directors and the Career Dean agreed to develop regional advisory committees during 1991-92 based on existing LCCC program committees.

EVALUATION AND IMPACT

Participants in the 1990-91 Riverbend Tech-Prep project attained all three objectives and completed the activities specified in the project proposal. Since Tech-Prep constitutes a major school reform effort, it is anticipated that the major impact of the project will not be felt for at least four to six years. Indicators of progress toward the overall goals of reduced school dropout rates; increased student academic skills in mathematics, English and science; improved student readiness for further study or work; increased student opportunities for tuition assistance form employers; increased numbers of graduates from Associate in Applied Science degree programs; and increased availability of skilled employees for local firms will be

developed during the 1991-92 project.

Immediate impact indicators include a high level of administrative support among all participating institutions; teacher enthusiasm as measured by willingness to attend team meetings, in-service activities and summer practicum experiences; and business/industry interest in the Tech-Prep concept as evidenced by Steering Committee membership, provision of practicum sites for instructors, and participation in in-service activities.

RESOURCE LISTING

Material Resources

Lewis & Clark Community College

- Automotive Technology Competency Profile
- Auto Body Competency Profile
- Diesel Competency Profile
- Tech Prep/Associates Degree-Hull & Parnell

Southwestern High School

- Real World Math Projects
- CORD - Chem Com
  - Chemistry for the Technologies
- Alt - Applied Communications
  - 7 Selected Modules

Jersey Community High School

- Alt - Applied Communications
  Modules 1-15 (1 each-instructor and student guides, ½" VHS tape)
  - Modules 1-15 (15 copies of the student guide)
- CORD - Applied Math
  - Units A, B, C, & 1-15 (1 each-instructor and student guides, ½" VHS tape)
- Principles of Technology
  - All Units (1 each-instructor and student guides, ½" VHS tapes).

Human Resources

Paid Participants

See appendix.

Unpaid Participants

See appendix.

PROBLEMS

The original project plan starting date was delayed due to the September 1990 project director's meeting in Springfield. Project staff were uncertain how to proceed until additional guidance was provided by ISBE/DAVTE. In addition , the formation of a Steering Committee was delayed until spring 1991 primarily because of changed job responsibilities for the project Director. Additional changes in the budget and project activities are documented in budget amendments, progress reports and correspondence with the contract administrator, Linda Lafferty.

The chief problem encountered during the initial project year was the lack of consensus among all participants with respect to Tech-Prep definitions and goals. In retrospect, none of the key personnel adequately anticipated the levels of complexity inherent in the project. As we began to understand that Tech-Prep is in actuality a school reform project, we began to think about the project and activities in a different light.

The role of community college faculty and need for curricular and instructional changes to accommodate Tech-Prep students is still not clear. Two completely different accounting systems for LEA's and Community Colleges continues to be a time and effort wasting problem.

CONCLUSIONS AND RECOMMENDATIONS

Given the budget constraints, personnel constraints and enormity of the task, the initial planning year was successful. Recommendations for 1991-92 include involving ICCB staff more actively in the Tech-Prep initiative; exploring additional funding mechanisms; tying the postsecondary Tech-Prep more closely to other initiatives such as the revision of general education requirements; developing less burdensome reporting requirements; devising an ISBE/ICCB financial and budgeting system which meets both organizations' needs but eliminates time consuming translation from one accounting system to the other; supporting the revision of teacher education reform to better prepare new teachers for Tech-Prep; collaborating on a regional basis to maximize resources particularly for staff development; and developing additional mechanisms to market Tech-Prep to parents, students and business/industry.

PUBLICITY

The project was well supported by area newspapers as evidenced by the attached newspaper articles. Also attached is a copy of an articulation brochure published by LCCC. Three versions of this were produced; one for each of the Regional Delivery Systems in the college district. The last page highlights the Tech-Prep project.

The following is a list of individuals who have visited one of our Tech-Prep sites. These persons are not listed elsewhere in this document as speaker, advisors, or participants.

Ralph Beacham, Executive Director, Metropolitan Coordinating Committee, St. Louis County

David Selzer, Coordinator of the Cheshire TVEI (Technical Vocational Education Initiative) in Chester, England

Barb Norstrom, Kaskaskia Community College

GENERAL EDUCATION TASK FORCE

SUMMARY OF 1990-1991 HIGHLIGHTS

- In April, 1991, the twenty-eight faculty and staff serving on the General Education Task Force presented the revised Associate in Arts and Associate in Science programs and the recommendations associated with those revised programs to the College President.
- In 1990-91, the faculty approved new academic progress standards and grading options. The new standards increase expectations for students' academic success and tighten sanctions for those who do not meet the minimum standards. New grading options provide faculty, especially developmental course instructors, an option of a Progress-Re-enroll grade.

Review Questions

1. To what extent have A.A. and A.S. degree graduates achieved the College's objectives for degree completion?

OBJECTIVES, CURRICULA INTEGRATION, AND GENERAL EDUCATION

In April, 1991, the General Education Task Force presented revised A.A. and A.S. degree programs to President J. Neil Admire. The following tables illustrate the Lewis and Clark model side-by-side with the ICCB model.

MARCH 1991 FINAL DRAFT
REVISIONS ASSOCIATE IN ARTS DEGREE

	ICCB	LCCC
A. Total Credit Hours	60-64 semester credit hours	64 semester credit hours
B. General Education (Core degree requirements)	38-50 semester credit hours	45 semester credit hours
Communications English Composition Speech	9 semester credit hours 6 semester credit hours 3 semester credit hours	9 semester credit hours 6 semester credit hours 3 semester credit hours
Humanities Sample courses are: Art, Languages, Literature, Music, Philosophy, Theatre, and Interdisciplinary Humanities	9 semester credit hours (select from 2 or more subject areas)	14 semester credit hours 8 semester credit hours in one foreign language, 3 semester credit hours in a Western culture course (select from 2 or more subject areas)*
Social Sciences Sample courses are: Anthropology, Archaeology, Economics, Geography, Psychology, History, Political Science, Sociology, and Interdisciplinary Studies	9 semester credit hours (select from 2 or more subject areas)	9 semester credit hours (select from 2 or more areas)* *3 semester credit hours (select from either Humanities or Social Sciences, a Non-Western culture course) Sample courses are: "Non-Western or Third World Culture," "Non-Western Geography," "African Literature."
Mathematics Sample courses are: Mathematics for the Liberal Arts, General Education Statistics, College Algebra, Trigonometry, Analytic Geometry, Calculus, Finite Mathematics, and Statistics	3 semester credit hours	3 semester credit hours Math 131 or above
Sciences Sample courses are: Astronomy, Biology, Botany, Chemistry, Earth Science, Ecology, Geology, Physics, and Zoology	6 semester credit hours (minimum 1 lab science course)	7 semester credit hours (minimum 1 lab science course and 1 health course) Sample courses are: "World Health," "Human Diseases."

	ICCB	LCCC
Other General Education Courses The remaining general education course requirements should be designated by the College. Consideration should be given to a foreign language requirement, extra courses in the humanities and other requirements designed to make the AA degree comparable to the lower-division general education requirements for the Bachelor of Arts degree at colleges and universities in Illinois.	2 to 14 semester credit hours of additional general education courses is suggested	
C. Transfer Major/Minor Fields and Electives	To be selected with assistance and consent of an academic advisor to ensure transferability toward the student's major and minor fields of study.	19 semester credit hours
D. Residency Requirements	Complete 15 semester credit hours at the College	Complete the last 15 semester credit hours at the College
E. Grade Point Average Required for Graduation	2.0 on a 4.0 scale	2.0 on a 4.0 scale

REVISIONS ASSOCIATE IN SCIENCE DEGREE

The AS degree, emphasizing the sciences and mathematics, provides the first two years of a Bachelor of Science degree. The guidelines shown below are intended to be minimums in each category.

	ICCB	LCCC
A. Total Credit Hours	60-64 semester credit hours	64 semester credit hours
B. General Education (Core degree requirements)	39-50 semester credit hours	42 semester credit hours
Communications	9 semester credit hours	9 semester credit hours
English Composition	6 semester credit hours	6 semester credit hours
Speech	3 semester credit hours	3 semester credit hours

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	ICCB	LCCC
Humanities Sample courses are: Art, Languages, Literature, Music, Philosophy, Theatre, and Interdisciplinary Humanities	6 semester credit hours (select from 2 subject areas)	6 semester credit hours 3 semester credit hours Western culture course (select from 2 subject areas)*
Social Sciences Sample courses are: Anthropology, Archaeology, Economics, Geography, Psychology, History, Political Science, Sociology, and Interdisciplinary Studies	6 semester credit hours (select from 2 subject areas)	6 semester credit hours (select from 2 subject areas)* *3 semester credit hours (select from either Humanities or Social Sciences, a Non-Western culture course) Sample courses are: "Non-Western or Third World Culture." "Non-Western Geography." "African Literature."
Mathematics Sample courses are: Mathematics for the Liberal Arts, General Education Statistics, College Algebra, Trigonometry, Analytic Geometry, Calculus, Finite Mathematics, and Statistics	6 semester credit hours	6 semester credit hours Math 131 or above
Sciences Sample courses are: Astronomy, Biology, Botany, Chemistry, Earth Science, Ecology, Geology, Physics, and Zoology	8 semester credit hours (minimum 1 lab science course)	10 semester credit hours (minimum 1 lab science course and 1 health course) Sample courses are: "World Health." "Human Diseases."

	ICCB	LCCC
Other General Education Courses The remaining general education requirements should be designated by the College. Consideration should be given to course requirements designed to make the AS degree comparable to the lower-division general education requirements for the Bachelor of Science degrees at college and universities in Illinois.	4 to 15 semester credit hours	
C. Transfer Major/Minor and Electives	To be selected with assistance and consent of an academic advisor to ensure transferability toward the student's major and minor fields of study.	22 semester credit hours
D. Residency Requirements	Complete 15 semester credit hours at the College	Complete the last 15 semester credit hours at the College
E. Grade Point Average	2.0 on a 4.0 scale	2.0 on a 4.0 scale

The most contentious features of these revisions included:

1) the continued inclusion of a foreign language requirement under Humanities in the A.A. degree program;

2) the increase in the level of the math requirement in the A.A. degree program from Math 130, Intermediate Algebra, to Math 131, College Algebra;

3) the inclusion of a specifically Western culture course under Humanities in both the A.A. and A.S. degree programs;

4) the introduction of a three semester credit hour non-Western humanities or social science course in both the Associate in Arts and Associate in Science degrees;

5) the elimination of a physical education requirement;

6) the introduction of a three semester credit hour health course;

7) a one-hour reduction in the residency requirement from 16 to 15 semester credit hours;

8) the cross-disciplinary instruction of writing, speaking, and thinking;

9) the infusion of international materials in such courses as anthropology, economics, history, humanities, political science, sociology, and writing; and

10) a targeted effort to develop among all English 132 enrollees information acquisition skills.

Implementation of these revisions begins in August, 1991. Faculty will participate in faculty-led workshops to review the general education revisions, to learn how colleagues have developed interdisciplinary courses and team-taught courses, and to learn how colleagues have added international materials and information-accessing assignments to their courses.

Faculty will have from September to March, 1992, to propose new and revised general education courses to the curriculum committee. Any courses accepted as general education electives must be revised in 1991-1992.

ACADEMIC STANDARDS

All students are expected to make satisfactory academic progress, and the standards are as follows:

Good Standing: To be in good standing you must maintain a cumulative grade point average (GPA) based on the requirements below.

Academic Probation: If you have attempted any credit hours at L&C, you will be placed on academic probation if your cumulative grade point average is lower than the following requirements.

Level	Hours attempted at L&C Transfer hours accepted by L&C	Required Cumulative GPA at L&C
I	less than 16	1.75
II	16 or more	2.00

To be removed from probation, you must raise your cumulative GPA to the required level.

If you are placed on probation you should seek academic help from the Counseling office. You may also be required to reduce your course load while you are on probation.

Academic Suspension: If, while on probation, your cumulative GPA stays below 2.000 and your semester GPA is below 2.000, and you have 34 or more hours attempted (including transfer hours accepted by LCCC), you will be placed on suspension and not be allowed to attend for one semester.

Re-admission After Academic Suspension: After a one semester suspension, you will be readmitted on probation. You will remain on probation as long as you maintain a 2.00 semester GPA and your cumulative GPA is below 2.00.

If you are suspended in the Fall semester, you cannot register for the Spring semester.

If you are suspended in the Spring semester, you will be permitted to register for the Summer semester. If you earn a 2.00 Summer GPA you may register for the Fall semester. If you do not attend in the Summer semester, you cannot register for the Fall semester.

If you are suspended in the Summer semester, you cannot register for the Fall semester.

GRADES

The following letter grades are used at L&C:

A	Superior Performance
B	Good Performance
C	Average Performance
D	Poor Performance
F	Failing the Course
PR	Progress--Re-enroll, made progress but did not successfully complete course. Awarded "PR" at the discretion of the instructor. No credit earned and no grade point value.
W	Withdrawal
AU	Audit, no credit
I	Incomplete, did not complete the requirements of the course. Work must be completed at least two weeks prior to the end of the next semester or a grade of F will automatically be recorded on the transcript.
S	Satisfactory, awarded for completion of those courses designated as pass/fail.
X	Unsatisfactory, indicates failure to satisfactorily complete the requirements of a designated pass/fail course.
WA, WB, WC, WD, WF, WI, WS, WX, WPR	identifies grades forgiven through Academic Renewal.

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GRADE POINT AVERAGE (GPA)

We use a quality point average system based on 4.0, which equals "A;" "B" equals 3.0; "C" equals 2.0; and "D" equals 1.0. Overall average is computed by dividing the total quality points earned by the total hours completed.

For example:

1 hour	of A = 1 X 4.0 =	4
4 hours	of B = 4 X 3.0 =	12
6 hours	of C = 6 X 2.0 =	12
2 hours	of D = 2 X 1.0 =	2
13 hours		30 grade points

30 divided by 13 = 2.308 GPA

PR, AU, I, S, W, and X are not counted when computing your GPA.

ACADEMIC RENEWAL

Students with a poor prior academic record at Lewis and Clark and who have not enrolled at the College for five or more years may apply to the Director of the Enrollment Center for academic renewal. If approved, all prior Lewis and Clark grades will be voided with a "W" placed in front of each grade on the academic transcript. Financial aid status is not affected by academic renewal.

The PR or Progress--Re-enroll grade option, Academic Renewal, and new academic progress standards become effective fall semester, 1991.

This is a major accomplishment of the Student Achievement Committee. As with all academic policies and procedures, the effects of these initiatives on student achievement will be monitored and evaluated carefully.

Our goal is to increase student achievement while communicating our high expectations for student learning. Board approval positions us to begin gathering data on the effectiveness of these policies.

Tech-Prep Team Members

Tech-Prep Team Southwestern High School

Dan Clasby, Assistant Superintendent
Dorothy Dolan, mathematics
Barb Drury, home economics
Alice Kulemkamp, home economics
Gary Williams, science
Bill Miller, principlal
Marguerite Boyd, LCCC liaison

Tech-Prep Team Jerseyville High School

Jerry Ditman, Vocational Director/Counselor
John Burks, science
Carole Cotner, English
David Evans, mathematics
Larry Foster, construction
Jeff Goetten, agriculture
Don Tottleben, electronics
Tim Van Hoveln, LCCC liaison and System Director

Tech-Prep Team Calhoun High School

Terry Stranch, Superintendent
Sean McLaughlin, PT and industrial ed
Donna Kramer, English and counselor
Dorothy Ryberg, English
Terry McGregor, science
Pauline Schleper, business educaton
Kay Tucker, mathematics
Jim Duffey, LCCC liaison

From: Carole Cotner, July 29, 1991

To: Dr. Marguerite E. Boyd and Mr. Jerry Ditman

Concerning: VIP Experience at Jersey Community Hospital
July 16-20, 22-26

NATURE OF EXPERIENCE

Jersey Community Hospital employs 208 individuals in 27 various departments. I was able to spend significant (3 hours or longer) amounts of time in many of these departments including ambulatory care, obstetrics, personnel, pharmacy, physical therapy, purchasing, and radiology. I interviewed 17 employees concerning the tasks involved in their jobs, the education required, and the communications skills that are most essential. I spent blocks of time observing workers in such specialty areas as autoclave operator, dietary, Director of Utilization Review and Quality Assurance, and Director of Environmental Control.

NATURE OF COMMUNICATIONS SKILLS MOST NOTICED

The communications skills at work within the hospital setting are phenominally complex. The only common denominator is the patient. Surrounding his health needs is a complex network of professionals who must participate in ongoing communication(much of which must be documented for permanent records). To assure continued high quality patient care, this continual oral and written communication must show no margin of error.1 In addition to this interstaff communication, information and instruction must be communicated from all staff members to the patient and family members in a way that it can be received.[2]

There are state and federal regulatory organizations which require ongoing reporting to document the meeting of accepted

standards in such areas as length of patient stay, appropriateness of treatment, and quality of care. These reports are often presented to peer review committees for feedback.3

There is extensive use of specialized vocabulary in a hospital environment. Terms like utilization review, quality assurance, and joint commission, as well as a myriad of medical terms, took on meaning during my 10-day stay. I became aware of how vital it is that there be a "shared meaning" for any certain term and that many work places make use of specialized terminology.4

SUGGESTED IMPLICATIONS FOR MY APPLIED COMMUNICATIONS CLASS

1. It is important to the student's future success to maintain a high standard for accuracy in oral and written communications in the classroom.
2. Require students to identify the communicatee and adapt the the communication accordingly.
3. Offer students many opportunities to report in peer groups and model giving effective feedback to peers.
4. It is appropriate to include ongoing vocabulary study for general enrichment and/or to better understand and appreciate a particular work site.

Paid Participants

Name	Position	Agency or Institution	Contribution to Project
Dr. M. Boyd	Dean	LCCC	Project Director
James A. Duffey	Faculty	LCCC	Project Co-Dir.
Sandra Baysden	Secretary	LCCC	Secretary
Paula Holloway	Faculty	LCCC	MSTP participant
Dick Jones	Faculty	LCCC	MSTP participant
Bill Harper	Faculty	LCCC	MSTP participant
Marcia Thornton	Faculty	LCCC	MSTP participant
Mary Lou Wlodarek	Faculty	LCCC	MSTP participant
Richard Snyder	Faculty	LCCC	MSTP participant
Edna Hollis	Faculty	LCCC	Speaker
Adele Carpenter	Faculty	LCCC	Speaker
Gary Greenwood	Faculty	LCCC	Speaker
Johnny Wallace	T-P Asst.Dir	S.Carolina	Speaker
Bruce Ricklin	T-P Prj Crd.	Monroe Cy-IN	Speaker
Lonnie Johns	Member	IL Mfgs Asoc	Speaker
Lloyd Marshall	Scienc Tchr.	Jer.Com H.S.	Speaker
Bob Daiber	Tech. Teach	Triad H.S.	Speaker

UNPAID PARTICIPANTS

NAME	POSITION OR TITLE	CONTRIBUTION
Lucy Mann	Manager-Olin Corp.	Speaker
Bob Schrimpf	Pres.-Piasa Mtr. Fuels	Speaker
Marcy Fisher	Manager-Shell Oil	Speaker
Bob Chiti	EFE Systems Director	T-P Awareness Planning
Jim Evilsizer	EFE Systems Director	T-P Awareness Planning
Tim VanHoveln	EFE Systems Director	T-P Awareness Planning
Ruth Hicks	Occupational Cslt/SBE	T-P Awareness Planning
Tom Sweatman	Curriculum Specialist	Unvsty capstone agrmnt
Wendell Swanson	Western Il. University	Unvsty capstone agrmnt
Dr. Joe Talkington	ISU Faculty	T-P Awareness Workshop
Jack Frew	V.P.-Olin Corp.	CEO Brkfst-Awareness
Tom Gibson	Manager-Owens-Ill.	CEO Brkfst-Awareness
Greg Maclin	Jefferson Smurfit	CEO Brkfst-Awareness
Bob Walters	SW Ill.-Indust. Assoc.	CEO Brkfst-Awareness
Nick Maggos	Retired	CEO Brkfst-Awareness
Don Boekenstedt	Hydraulic, Inc.	CEO Brkfst-Awareness
Dwight Cope	Cope Plastics	CEO Brkfst-Awareness
Jerry Parker	Mead Packaging	CEO Brkfst-Awareness
Gayle Johnson	Shell Oil	CEO Brkfst-Awareness
Gail Weinrich	McDonnell Aircraft	CEO Brkfst-Awareness
O.E. Cummins	ConAgra	CEO Brkfst-Awareness
Don Miller	Alton Telegraph	CEO Brkfst-Awareness
John Sautman	American Electronics	CEO Brkfst-Awareness
Chet Ward	Landmark Bank	CEO Brkfst-Awareness
Barb Drury	Home Ec. Teacher	Team Mem./S.W.H.S.
Bill Mills	Principal	Team Mem./S.W.H.S.
Alice Kulenkamp	Home Ec. Teacher	Team Mem./S.W.H.S.
Gary Williams	Science Teacher	Team Mem./S.W.H.S.
Dorothy Dolan	Math Teacher	Team Mem./S.W.H.S.
Sue Rives	Business Ed. Teacher	Team Mem./S.W.H.S.
Dan Clasby	Assistant Supr.	Team Mem./S.W.H.S.
Terry Strauch	Superintendent	Team Mem./Calhoun
Sean McLaughlin	Indtl. Tech. Teacher	Team Mem./Calhoun
Donna Kramer	English Teach./Couns.	Team Mem./Calhoun
Dorothy Ryberg	English Teacher	Team Mem./Calhoun
Terry McGregor	Science Teacher	Team Mem./Calhoun
Pauline Schleper	Business Ed. Teacher	Team Mem./Calhoun
Barb Garner	Science & Applied Math	Team Mem./Calhoun
Jerry Ditman	Counselor	Team Mem./J.C.H.S.
Don Tottleben	Electronics Teacher	Team Mem./J.C.H.S.
David Evans	Math Teacher	Team Mem./J.C.H.S.
John Burks	Science Teacher	Team Mem./J.C.H.S.
Larry Foster	Construction Teacher	Team Mem./J.C.H.S.
Jeff Goetten	Agriculture Teacher	Team Mem./J.C.H.S.
Carole Cotner	English Teacher	Team Mem./J.C.H.S.
Bill Church	Principal	Team Mem./J.C.H.S.
Don Snyders	Superintendent	Team Mem./J.C.H.S.

UNPAID PARTICIPANTS

Name	Position or Title	Contribution
Andy Batchelor	Andy's Auto Body	MST Practicum Sponsor
Jim Tungett	Cope Plastics	MST Practicum Sponsor
Tom Martin	Spencer & Martin Auto	MST Practicum Sponsor
Tom Gibson	Owens-Illinois	MST Practicum Sponsor
Robert Beatty	Owens-Illinois	MST Practicum Sponsor
Tom Crouson	Owens-Illinois	MST Practicum Sponsor
Mike Compas	Owens-Illinois	MST Practicum Sponsor
Tara Condon	Shell Oil	MST Practicum Sponsor
Mike Fry	Shell Oil	MST Practicum Sponsor
Larry Thatcher	Shell Oil	MST Practicum Sponsor
Jim Maynard	Shell Oil	MST Practicum Sponsor
Dawn Wakeford	Alton Mem. Hosp.	MST Practicum Sponsor
Gene Bramley	Illinois State Bank	MST Practicum Sponsor
Marcella Eggeman	Millers Mutual Ins.	MST Practicum Sponsor
	Jersey Community Hosp.	MST Practicum Sponsor
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Rose Graham	Olin Corp.	MST Practicum Sponsor
Lonnie McCoy	Southwestern Bell	MST Practicum Sponsor
Jeff Bryan	ISBE-Agric-Ed.	Speaker
Linda Lafferty	ISBE-Contract Admn.	Speaker
Jerry O'Hare	ISBE-Contract Admn.	Speaker
Don Stuckey	Superintendent-SWHS	Speaker
Alayna Davies-Smith	LRC Director-LCCC	Speaker
Mik Arnett	Director-PIC	T-P Steering Committee
Larry Bear	Admn.-Jersey Com Hosp.	T-P Steering Committee
Linda Chapman	Dean/Instruct. Prog.	T-P Steering Committee
David Collingham	Ernst & Young	T-P Steering Committee
Roland DeGregario	Pasta House	T-P Steering Committee
Esther Eberhardt	B & W Heat. & Cool.	T-P Steering Committee
Tim Goeke	Mngr.-Hydralics, Inc.	T-P Steering Committee
Phil Gruber	Bus. Rep.-Mach. & Arsp	T-P Steering Committee
Marge Hilen	Admn.-Cal Cnty. Health	T-P Steering Committee
Mary Ann Husmann	Manager-518 South	T-P Steering Committee
Mark Kratchmer	Centl. Electric Assoc.	T-P Steering Committee
Paul Lauschke	Lauschke & Assoc.	T-P Steering Committee
Craig Miller	Am. Elec. Lab.	T-P Steering Committee
Fran Rinker	Illinois Valley Econ.	T-P Steering Committee
Jean Rudolph	Rudolph's Dept. Store	T-P Steering Committee
Rodman St. Clair	Retired	T-P Steering Committee
Pete Simon	Pres.-Bank of Calhoun	T-P Steering Committee
Jim Duffey	Faculty	LCCC/Project Co. Dir.

SUNDAY
THE TELEGRAPH
ALTON, ILLINOIS — MARCH 3, 1991 — 5C

New project is a meeting of minds

Tech-Prep merges academics and vocational education with cooperation between high schools and colleges

By MAUREEN HEGARTY
Telegraph staff writer

High schools and colleges are banding together to help prepare pupils for a technologically demanding workplace.

The effort is needed to meet the demands of businesses for workers grounded not only in technical skills, but also reading, mathematics, science and communications.

Tech-Prep is a new education approach that "integrates academics and vocational education. Historically, schools deal with the two areas separately," Southwestern School District Assistant Superintendent Dan Clasby said.

It also paves a cooperative path between high schools and community colleges and universities.

Clasby and representatives from Calhoun and Jersey Community high schools and Lewis and Clark Community College are working together to plan and implement Tech-Prep.

LCCC received a $30,000 state grant to plan the program.

"We think the concept is great. Everybody wins," said Margarite Boyd, LCCC interim dean of technology programs.

The program is aimed at secondary pupils who fall between the 25th and 75th percentile, enjoy using complex math and science to solve problems and intend to pursue a college or junior college education.

The participating schools are studying how to change courses to include academics with vocational skills.

Calhoun High School has three answers so far: applie physics, applied communicatio and applied mathematics, in dustrial arts teacher Sean Mc Laughlin said.

"The classes are a partner ship between academics an application, rather than teach ing them separately," he said.

Students first learn about concept, use it in a hands-o experiment then write abou the experiment.

The schools are also workin on establishing course se quences for certain programs much the way college prepara tory programs use course se quences to attain goals.

☐ See PROJECT, Page A-

Project

■ Continued from Page A-1

Tech-Prep is expected to build bridges between high schools and community colleges, and between community colleges and four-year universities, that will ease the transition for students.

"Students can develop a good solid foundation in high school and continue growing in a junior college and then move on to a four-year university," McLaughlin said.

The schools will have agreements so students would not have to repeat courses.

At LCCC, Tech-Prep pupils will be able to earn college credit for courses they have taken in high school. And the college is working on agreements with several universities for transfer credit of vocational courses taken at LCCC.

With a Tech-Prep program, pupils can start on a path of study and follow it as far as they need.

"Students can get a high school diploma then go to work; get an (associate degree of applied sciences) and go to work, or get a bachelor's then go to work," Boyd said.

The business community and its need for qualified employees helped spawn the idea. "Much of the idea stems from businesses getting people they have to give so much remediation to," McLaughlin said.

The newly structured courses will emphasize how to app science and math, communic tion skills and teamwork.

"This is a school-reform i tiative that will help us educ a work force," Boyd said.

With a possible influx of f eral money for Tech-Pr grants, LCCC may be able extend the program to ot high schools next year.

BEST COPY AVAILABLE

Calhoun High School held a Tech Prep Banquet last week. It was well attended and many donations were received. Thus far, over $3000.00 has been donated to the program. Some of those in attendance were, left to right, Jim Duffy, Lewis and Clark Community College; Barb Gamer, Calhoun High School science teacher; Dr. Margareite Boyd, Lewis and Clark Community College; Donna Kramer, guidance and English teacher at Calhoun High; Terry McGregor, science teacher, Calhoun High School. Second row, left to right, Mike Osterman, CHS student; Monty Webster, CHS student; Joe Stelbrink, CHS student; Sean McLaughlin, Industrial Arts teacher, Calhoun High School.

Calhoun News Photo

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Illini students will study more science

By TOM BOTT
Telegraph correspondent

JERSEYVILLE — Students at Illini Junior High will study more science next year.

The Board of Education approved increasing the 7th grade science requirement from a half semester to a full year.

In making the request, junior high principal Jack Holmes said the goal is to increase science literacy. Currently 7th graders take a half semester of health and science. Now they will be required to take a half year of earth science and a half year of science lab.

Holmes said the objective is to bring science up to par with language arts, math and social studies.

"Science involves all of us," he said. "We need to know about the environment, global warming and the ozone layer. We're a science world and we all need to know about it. The goal is to instill a love of learning for science."

To help meet the goal, students will take a hands-on lab course. The lab will include projects and experiments that should be entertaining as well as instructional.

Eighth graders currently take a full year of science. Holmes hopes to bridge the gap between elementary science and high school science with the additional requirement.

High school vocational director Jerry Ditman also talked to the board about curriculum. Ditman received permission to start a Tech Prep program at the high school.

The new program targets students who plan to continue their education in a one or two year tech program at the junior college level. Ditman said that of last year's graduating class, 84 students enrolled at Lewis and Clark Community College and 64 of those students entered a tech program.

The technical preparation program will eventually offer applied math, applied physics and applied communications to high school students. Next year aspects of the applied courses will be incorporated into the existing classes. For example, applied communications will be included in an English course.

Six high school teachers have formed a team to get the new program off the ground. The team has visited Calhoun High School where the tech prep program is a pilot program for the state. By the middle of next year, the team will come up with a recommendation on whether or not to pursue the program.

Ditman said the program is geared for students in the middle of the grade scale. This coming year students can volunteer to take the classes that will feature the tech prep material.

Teachers glimpse technical future

By MAUREEN HEGARTY
Telegraph staff writer

GODFREY — About 50 River Bend educators got their first glimpse at the wave of the future at Lewis and Clark Community College.

The college is using part of a $99,000 state-sponsored and federally funded grant to educate teachers and school administrators about tech prep at a two-day conference Monday and today.

Tech-prep is a new approach to teaching technological careers to students through cooperation between the high schools and community colleges.

"It's something we feel we need to look into. ... it looks like it's the coming wave," East Alton-Wood River High School vocational education teacher Keith Atkinson said.

With tech-prep a working relationship is established between the high school and community college to coordinate course offerings, instead of having students retake courses they've already completed.

The program is aimed at the average student. And math, science and English courses are geared toward teaching students' skills relative to their careers.

"The major element is to teach an academic subject in an applied setting so students can see how the skills are applied in the real world," LCCC grant coordinator Mike Roth said.

"For some of us this is our first experience with tech-prep. We're just beginning to look into the program," East Alton-Wood River High School Instructional Services Coordinator Shirley McCune said.

Jersey Community, Southwestern and Calhoun high schools will implement tech-prep this year and five others are considering the program, Alton, East Alton-Wood River, Roxana, Greenfield and Staunton.

7/31/91

Non-collegians learning science, math

By MAUREEN HEGARTY
Telegraph staff writer

GODFREY — Mike Roth's new job is aimed at helping the underdog.

For the next year, Roth will coordinate the activities of two educational grants for Lewis and Clark Community College aimed at the average high school student who may not be headed for college

Roth, an industrial arts teacher at West Middle School who is on leave from the Alton School District, will coordinate the day-to-day operations of programs funded by a National Science Foundation Grant and a Illinois State Board of Education and federal Tech-Prep grant.

The $500,000 Science Foundation grant will go to help encourage average students in the Alton School District appreciate math and science.

In the Tech-Prep program, high school students would take vocational courses along with hands-on math and science courses specifically geared toward their technical careers.

"Schools' curricula did very well for the college prep students. But if a student's personal strength doesn't lead toward college, he's been pretty much neglected," Roth said.

In past years, as the number of required math and science courses has increased, the use of vocational education has decreased. Educators have begun looking at ways to improve technical training in high schools.

high schools and community colleges, a student entering college would not have to retake courses already completed in high school.

To help eight local high schools establish Tech-Prep, LCCC received a $99,000 grant for this year.

Under the two-year $500,000 matching grant from the National Science Foundation, LCCC and Alton teachers have been learning how math and science are used in everyday life.

Almost 300 eighth-grade pupils have spent a day in a business learning practical applications of math and science, and several teachers were scheduled to do the same this summer.

By involving business, LCCC educators are hoping to create a bond between business and education.

This is the second year of the Science Foundation grant, but the first year for a full-time coordinator.

"The activities expanded to a point they needed a full-time person to coordinate the day-to-day aspects of the projects," Roth said.

The grant activities include: a seminar for Alton educators and LCCC instructors on how to nurture ties between business and education; a seminar for LCCC instructors about teaching styles; and a two-day seminar about tech-prep for teachers.

Roth will also attempt to get parents involved in the changes within the next year, he said.

The high schools involved in the tech-prep program include: Alton, East Alton-Wood River, Roxana, Jersey Community, Southwestern, Calhoun, Greenfield and Staunton.

In Tech-Prep, a bridge is created between high schools and community colleges, as well as vocational and traditional academic education.

"These courses would focus on specific math or science skills [illegible] for the technical careers," Roth said.

With cooperation between

30

REGIONAL

TECH PREP

CONFERENCE

A Practitioner's Workshop

August 5 & 6, 1991

LEWIS&CLARK COMMUNITY COLLEGE

August 5 - Morning

9 - 9:30 Coffee and Registration
Location: Hatheway Lobby

9:30 - 11 Keynote Speaker: Johnny Wallace
This session will provide information and materials describing a well established Tech-Prep program in South Carolina. Mr. Wallace will discuss student outcomes, curriculum, counseling, advanced placement and college study for selected high school seniors.
Location: Ann Whitney Olin Theatre

11:15 -11:30 Lonnie J. Johns
Member, Illinois Manufacturers' Assoc., Education Committee
Location: Ann Whitney Olin Theatre

11:30-12:15 Panel Discussion:
"What Employers Want"
Marcy Fisher - Shell Oil
Lucy Mann - Olin Corp.
Robert Schrimpf - Piasa Motor Fuels
Dawn Wakeford - Alton Memorial Hospital
Location: Ann Whitney Olin Theatre

August 5 - Afternoon

12:15 - 1 Buffet Lunch
Location: Faculty/Staff Dining Room
(Adjacent to Restaurant)

1 - 2 Breakout Session I

Topic: Tech-Prep Curriculum Revision
Presenter: Johnny Wallace
Location: Alden 103

Topic: Science Literacy Initiatives
Presenters:
John Burks - Jersey Community H.S.
Lloyd Marshall - Jersey Comm. H.S.
Don Stuckey - Southwestern H.S.
Location: Alden 105

Topic: Overview of Tech-Prep for Counselors
Presenters: Linda Lafferty - ISBE
Jerry O'Hare - ISBE
Location: Alden 203

2 - 2:30 Team Meeting

Alton - AL 001	Jerseyville - AL 105
Calhoun - AL 001	Roxana - AL 203
East Alton/ Wood River - AL 103	Southwestern - AL 105
Greenfield - AL 203	Staunton - AL 103

August 6 - Morning

9 - 9:30 Coffee and Registration
Location: Hatheway Lobby

9:30 - 11 General Session
Keynote Speaker: Bruce Ricklin
Mr. Ricklin is the Tech-Prep Project Coordinator for the Monroe County (Indiana) Community School system. He will present an overview of his experiences as a pilot site for Tech-Prep in his state.
Location: Ann Whitney Olin Theatre

11:15-12:15 Breakout Session II

Topic: Information Accessing
Presenter: Alayna Davies-Smith
L&C Learning Resource Center (LRC)
Location: LRC

Topic: Applied Communication for Business Education
Presenter: Sherry Hunter - Carterville H.S.
Location: Alden 001

Topic: Instructional Design for Tech-Prep
Presenter: Dr. Robert Daiber - Triad H.S.
Location: Alden 105

Topic: Tech-Prep Models for Home Economics
Presenters: Dr. Dan Clasby and Barb Drury - Southwestern High School
Location: Alden 203

August 6 - Afternoon

12:15 - 1 Buffet Lunch
Location: Faculty/Staff Dining Room (Adjacent to Restaurant)

1 - 2 Breakout Session III

Topic: Staff Development for Tech-Prep
Presenter: Bruce Ricklin
Monroe County (Indiana) Schools
Location: Alden 103

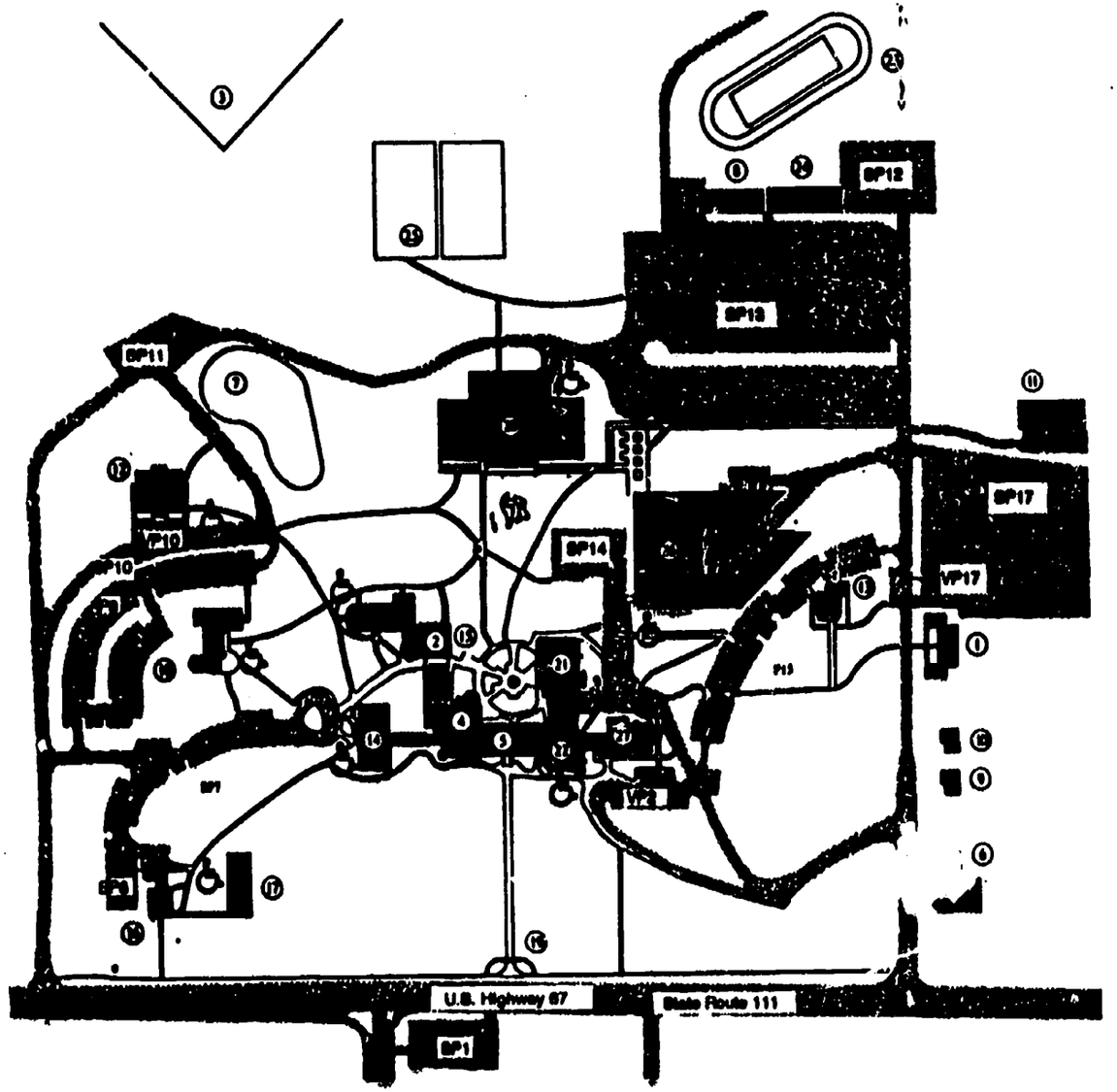
Topic: Teaching Writing With a Computer
Presenter: Adele Carpenter and Edna Hollis - L&C Faculty
Location: Reid 205

Topic: Biological Science Applications in Agriculture
Presenter: Jeff Bryan - Regional Office of Agriculture Education
Location: Alden 203

Topic: Principles of Technology - Hands-on Approach to Science
Presenters:
Sean McLaughlin - Calhoun H.S.
Jim Duffey - L&C Faculty
Location: Alden 105

2 - 2:30 Team Meeting
Locations same as Monday

Campus Map



KEY

1. Alden Hall
2. Baldwin Hall
3. Ball Diamonds
4. Bookstore
5. Caldwell Hall
6. Campus Information/Security Office
7. Chapman Memorial Garden and Lake
8. Child Care Center/Montessori School
9. Elm 6
10. Elm 8
11. Engineering Annex
12. Erickson Hall
13. Evergreens - Monticello Foundation Office
14. Fobes Hall
15. Fountain Court
16. Gilman Hall
17. Godfrey Memorial Chapel
18. Haskell Hall
19. Haskell Memorial Gates
20. Hatheway Cultural Center
21. Learning Resource Center
22. Reid Memorial Library
23. Soccer Field
24. Storage Buildings
25. Tennis Courts
26. Trimpe Building
27. Wade Hall

♿ Handicapped Entrance

PARKING LOTS

Visitor	Faculty/Staff	Handicapped
VP2	P9	Parking is
VP10	P15	available in
VP17		each parking lot

Student

SP1 SP7 SP8 SP10 SP11 SP12
SP13 SP14 SP14 SP17

When Visitor Lots are full, visitors may park in Student Lots.
Visitors must display a Visitor's Parking Permit which is available at the Campus Information/Security Office.
Open parking after 4:30 p.m.

More Than One Way Exis

High School students who know that they intend to enroll in college upon graduation can receive college credit for some high school classes now. A well-planned high school schedule can save valuable classroom hours and course fees for prospective Lewis and Clark Community College students. It is important for students to discuss their career aspirations with counselors and parents to take advantage of "articulation" credit.

Articulation agreements currently exist between Madison, Macoupin, Jersey, Greene and Calhoun County high schools and Lewis and Clark Community College which provide for the granting of college credit for certain high school courses in agribusiness management, construction management, data systems, drafting/CAD technology, electronics or computer hardware/software technology, hospitality industry, food service management, hotel/motel management and office systems programs.

College credit is granted for some courses to eliminate curriculum gaps and overlaps, and to avoid duplication. Articulated programs will expedite the amount of time spent in college and will shorten the career path. Articulated credit is an example of high school educators, counselors and administrators joining with business, industry, and technical and academic educators at Lewis and Clark to help students quickly navigate their way into high-tech and other high-demand careers.

Lewis and Clark agrees to award competency credit to students who have:

- Enrolled at the college,
- Attended a high school when an articulation agreement was in effect,
- Met high school requirements in the articulated course,
- Graduated from high school within the last two years,
- Passed competency tests required by the college for some courses,
- Paid the $20 transcript fee for each articulated course.

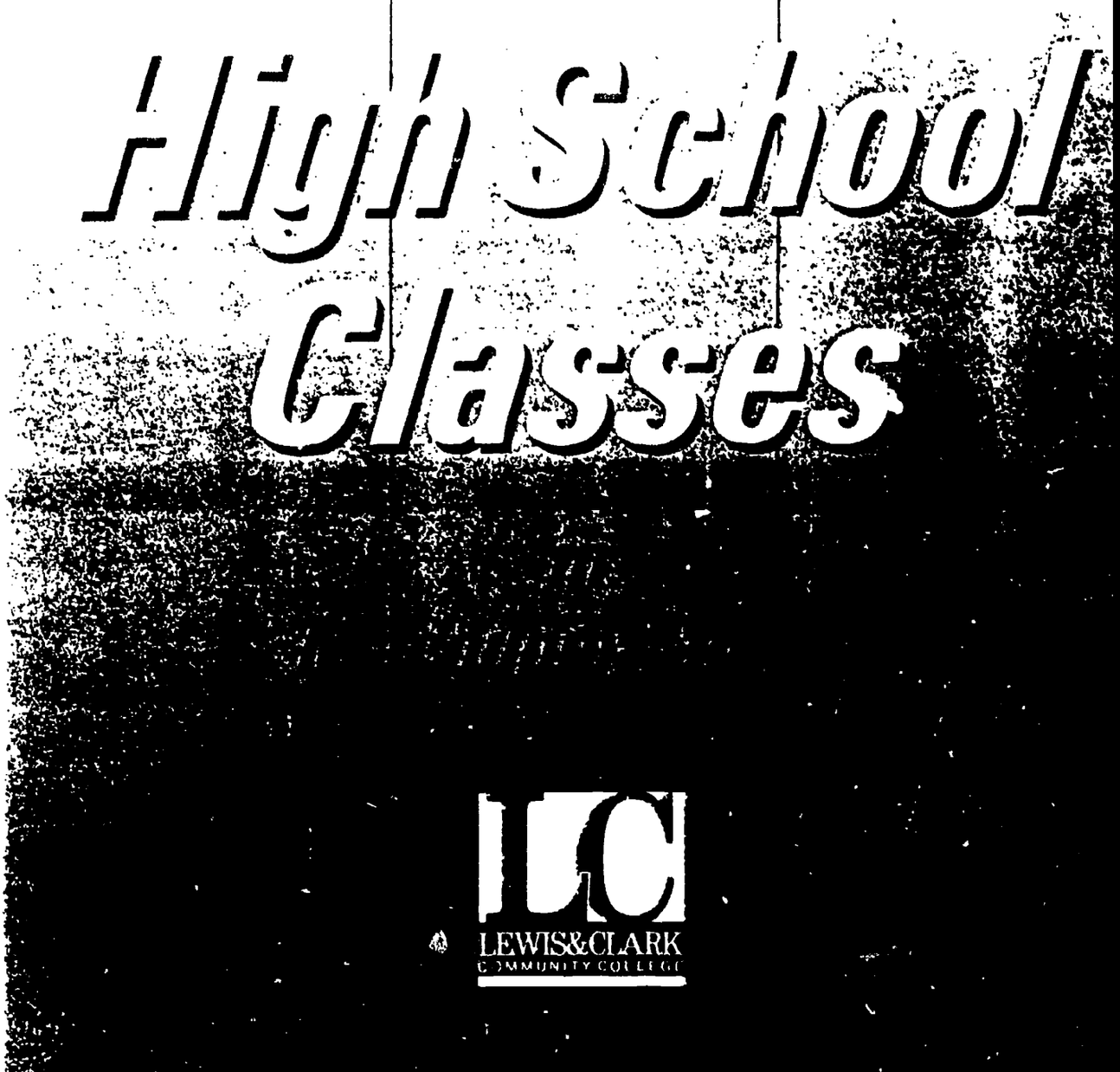
The college offers two-year transfer programs that lead to an Associate in Arts (A.A.) or Associate in Science (A.S.) degree. All students who plan to pursue baccalaureate degrees at four-year universities *should* carefully choose their high school courses and pre-requisites for university admission.

Lewis and Clark Community College also offers career/occupational Associate in Applied Science (A.A.S.) degrees and certificates of proficiency and completion.

Students who want to enter a *career* in a high-tech or technology-directed profession earning either an Associate in Applied Science Degree or certificates of proficiency and completion *need* to know about articulated credit.

Currently all high schools in your county have a signed articulation agreement in effect for these courses:

College Credit for High School Classes



...ts to Prepare for College

Articulation Credit at Lewis and Clark Community College Macoupin County

HIGH SCHOOL COURSES	LEWIS AND CLARK COURSES
Agribusiness Management:	
A200/A300-Supv. Occup. Exp. I & II	AGSC 175-Agribusiness Internship I
S.A.E. (S.O.E.)	AGSC 176-Agribusiness Internship I
Construction Management:	
Building Construction	CMT 104-Introduction to Construction
Data Systems:	
B101 & B102-Keyb. & Format.	DATA 127-Computer Keyboarding
B107-Comp. Conc. & Application	DATA 128-Intro. to Microcomputers
B234 & B235-Comp. Oper. & Prgm.	DATA 130-Basic Prog. for Micro.
B322 & B325-Comp. Con. & Soft. Appl.	DATA 135-Computer Literacy
-Information Proces[illegible] II	DATA 252-App. Software & Comp. Sel.
Drafting/CAL Technology:	
I131-Drafting	DRFT 131-Fund. of Gen. Drafting
Electronics Technology or Computer Hardware/Software Technology:	
I232-Electronics I & I234-Electronics II	ELTN 131-Fund. of Electronics
Hospitality Industry Program/Food Service Mgmt. or Hotel Motel Mgmt.:	
HO231 & HO331-Food Service I & II	HIM 140-Food Sanitation
HO141 & HO142-Foods & Nutrn. I & II	HIM 141-Quant. Food Prep I
Office Systems:	
B121-Key., Type., & Format.	OSYS 127-Typing I
B122-Adv. Key. Inform. Proc.	OSYS 131-Typing II
-Office Procedures	OSYS 146-Office Procedures
Automotive Technology:	
I253-Auto Mech. I	AUTO 141-Intro. to Auto. Eng. Perf. & Repair
I354-Auto Mech. II	AUTO 143-Intro. to Alignment, Suspension, Steering & Brakes
	AUTO 145-Intro. to Auto. Elec., Heating & Air Conditioning
	AUTO 147-Intro. to Auto. & Manual

Tech Prep Partnership Is Another Vehicle to Prepare Students

Tech Prep is a partnership with technical and academic educators, industry and business, high schools and higher education.

Participating schools in your county include:

Madison Co.	Macoupin Co.	Illinois Valley
Alton	Staunton	Calhoun
E.A./Wood River		Jerseyville
Roxana		Greenfield
Southwestern		

Tech Prep programs include applied communications, applied math, science, computer literacy, and upgraded vocational/technical courses that emphasize:

- computer assisted learning,
- scientific principles and concepts,
- integration of basic skills,
- advanced problem-solving skills and,
- use of state-of-the-art technology.

For more information on articulation credit or Tech Prep contact your local high school counselor or the Office of the Dean of Technology Programs at Lewis and Clark Community College 800-642-1794 or 618-466-3411, Ext. 4021.

TECH PREP