

## **WTCS System-Aligned Curriculum Product Development/Evaluation Process Degree and Diploma Programs/Courses**

Adopted by Instructional Services Administrators May 5, 2005

Adopted by Presidents May 4, 2005

Revised by ISA November 2006

Reviewed and Revised by ISA April 2017

System-aligned curriculum offers improved student success by allowing faculty throughout the state opportunities to draw from best practices, facilitates student transfer of credits, and increases employer confidence that all graduates are meeting comparable competencies. Statistical analysis, efficient use of resources and the ease of orientation for new or adjunct faculty are additional advantages.

Alignment of system-aligned curriculum includes:

- Program Outcomes
- Course Number
- Course Title
- Course Description
- Competencies
- Performance Standards
- Course Prerequisites
- Course Credits
- Minimum Occupational and/or General Education Credits
- Minimum Total Program Credits

The following may vary among the districts:

- Configuration of hours (A-lecture, B-Lab, C-Clinical, etc.) may vary to meet the needs of the district as long as the competencies are met and the credit value is the same;
- Delivery modes (i.e. online, face-to-face, different session length) may be different;
- Course order may be different as long as the district meets the pre-requisites and co-requisites designed by the alignment team;
- Learning activities and learning objects designed to meet aligned competencies and performance standards may be created by the faculty designing the curriculum but it is not required for any state aligned curriculum projects;
- Textbooks are not part of the alignment process;
- Competency order may be different as long as minimum competencies remain the same for each course. Additional competencies may be added as long as credit values remain the same. In *competency-based programs (CBE)*, the assessment of competencies within the courses may be combined or split, as long as the original minimum course competencies and outcomes are covered and evidenced through course mapping.

**Curriculum Development Process Guidelines:** When courses in a system-aligned curriculum are being created or modified, at least one dean from one of the districts offering the courses must be present at those system-wide meetings. The dean is to provide guidance to the WIDS staff and faculty designing

the curriculum in terms of how the number of courses, course credit value, and course hours may impact student schedules, faculty work load, and a district's ability to offer the curriculum.

**General Studies Course Guidelines:** The total number of general studies credits for system-curriculum will range between the WTCS and Higher Learning Commission (HLC) minimum of 15 credits to a maximum of 30 credits. In some cases faculty designing the curriculum may agree to a required course, which should be offered at all districts. However, faculty may also choose to have all the general studies courses offered be a decision of the local district. All general studies courses will be transferable to the other districts. System-aligned curriculum will allow "in lieu of" courses for general studies requirements as long as the "in lieu of" general studies courses are on the System List of General Education Courses. This may include course offered at the 200 level at the colleges offering an AA or AS degree.

**Occupational Studies Course Guidelines:** The total number of occupational studies credits will not fall below the minimum required occupational studies credits as defined by WTCS policy. A minimum core set of occupational coursework will be determined by consensus among the districts offering the program. Individual districts may decide to offer occupational coursework beyond this core to reflect individual student, employer, and district workforce needs. All core occupational studies coursework will be transferable to other districts offering those courses.

**Elective Course Guidelines:** The total number of elective credits in a program will be in the range of 0 to 6 credits. The choice of elective courses offered is at the discretion of the local district. The total number of elective credits offered at any given district may be modified to allow the inclusion of additional occupational credits.

**Adoption, Evaluation, and Process:** The WTCS System- Aligned Curriculum Guidelines Degree and Diploma Programs/Courses document details the essential components of aligned curricula, including the flexibility available to meet local district need within aligned courses/programs.

On an on-going basis, the Instructional Service Administrators (ISA) determine which courses/programs will undergo either curriculum alignment or for existing aligned curricula, which courses/programs will undergo evaluation/modification. There is no expectation that a specific number of courses/programs will go through the alignment process in any given year. As courses/programs are proposed, and if they meet the criteria, they will be forwarded to the ISA for action.

### **Proposals for New Alignment (Courses or Programs)**

#### **Criteria:**

1. Proposals submitted to the district ISA or the WTCS Associate Vice President-Office of Instruction must include a rationale statement which supports the consideration by the ISA for adding or removing aligned courses and/or programs.
2. The rationale statement must include one or more of the following justifications, and as appropriate, any other additional rationale for undergoing system aligned alignment:
  - a. Align curriculum with accreditation standards.
  - b. Standardize articulation agreements.
  - c. Facilitates transfer among districts.
  - d. Efficiency through shared resources.

- e. Program shares a title with other district programs, but the program outcomes significantly differ between districts.
  - f. Major program reconfiguration (i.e. significant program outcome modifications)
  - g. Replication of an existing unique (therefore not currently aligned) program.
3. The ISA will take action on proposals at the ISA meeting as follows:
    - a. The ISA member from the district making the request should lead the discussion and present justification for the request.
    - b. The ISA may, by consensus, determine that they are unable to take action at the meeting. A possible reason for delay is the lack of access to faculty (i.e., over the summer months) to determine the district's interest in alignment/evaluation.
    - c. All 16 ISA will participate in the decision making process regardless of their individual district's approval to offer the program/course.

***Process:***

1. Requests for courses/programs for either development or evaluation may be initiated through multiple paths including presidents, instructors, staff, deans, advisory committees, etc.
2. All requests will be submitted to the ISA member of the district initiating the proposal.
  - a. The ISA member reviews the request against the above criteria and if appropriate forwards the proposal to the ISA executive committee for inclusion on the next ISA agenda.
3. The WTCS Associate Vice President, Office of Instruction may also receive requests for alignment.
  - a. The Associate Vice President initially reviews the request against the criteria and if appropriate forwards the proposal to the ISA executive committee for inclusion on the next ISA agenda.
4. All districts' ISA representatives will be notified of the request through the publication of the ISA meeting agenda. Upon receipt of the ISA agenda, if a proposal for alignment and/or evaluation is included on the agenda, the individual ISA will work with key stakeholders at their district to determine their support for the proposal, or possible issues with the proposal.
5. The ISA member from the initiating district will lead the discussion at the ISA meeting and review the proposal with the entire ISA.
6. The ISA will review the proposal and take one of the following actions.
  - a. Approve Alignment – If at least 13 of the ISA agree, the alignment will be approved.
  - b. Reject Alignment – If fewer than 9 of the ISA are in favor, the alignment proposal will be rejected.
  - c. Recommend Further Discussion – If between 9 and 12 of the ISA are in favor, the alignment will be tabled and interested districts should convene a meeting of stakeholders to discuss.
    - i. ISA members should explicitly list concerns or objections so that the workgroup can address these concerns.
    - ii. At the conclusion of this work, a new or modified proposal may be submitted to ISA for consideration.

7. Requests can be made at any time. However, if approved by the ISA, the implementation of new aligned curricula, changes to currently aligned curricula, and the dissolution of any current agreements should be aligned with the existing WTCS curriculum timelines.
8. When multiple projects are approved at a single ISA meeting, the ISA, by consensus, will prioritize projects to meet available funding, resources, and/or timelines for curriculum development/evaluation.
9. The ISA members will establish a timeline for the completion of the work and implementation of any curricular changes. ISA members will communicate these changes on their campuses.

See process flowchart below.

### **Modification of Existing Aligned Program Proposals**

#### ***Criteria:***

1. The aligned program has been delivered in its entirety at least once.
  - a. Under special circumstances (i.e., changes in program accreditation standards), the evaluation and modification of an aligned program may occur prior to the programs being delivered in its entirety.
2. The request has the support of the WTCS Education Director.

#### ***Process:***

Modifications of existing aligned programs will follow the process outlined above for New Aligned Programs or Courses. See process flowchart below.

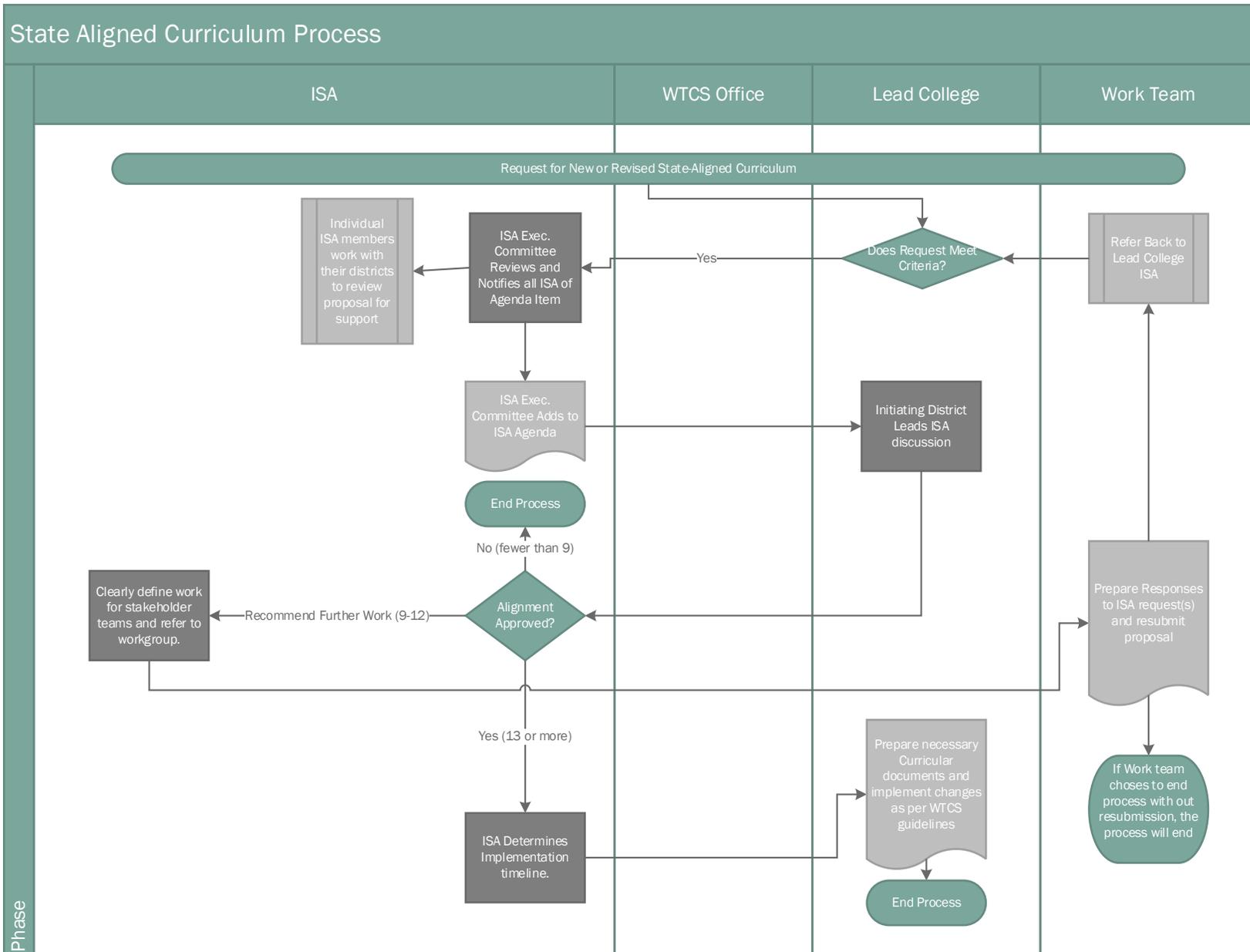
### **Modification of Existing Aligned Course Proposals**

#### ***Criteria:***

1. The aligned course has been delivered at least once. Aligned courses within an aligned program curriculum must be evaluated in terms of its position within a program, therefore while minor adjustments in courses can be made at any time; more extensive changes in course competencies and their relationship to program outcomes are best completed through aligned program evaluation/modification.
2. The request has the support of the WTCS Education Director.

#### ***Process:***

Modifications of existing aligned courses will follow the process outlined above for New Aligned Programs or Courses. See process flowchart below.



### Current System-Aligned Curriculum List

Action Items: Summer ISA meeting will include a review of all known changes and the process above will guide conversation for districts' interest in changing.

#### List of System-Wide Curriculum for Technical Edits (31-36) Identified as of March 1, 2017

This list identifies System-Wide (aligned) Programs whose curriculum are or will be detail edited by the program curriculum system when they are submitted for program curriculum approval. This list is coordinated with the information on WIDS. Additional technical information can also be found at <https://wtcsystem.wids.org>. All program curriculums, including those in this list, are subject to approval by the assigned WTCS Office Education Director.

Program Number	Program Title	Ed Director Assigned	Total Credits
10-307-1	Early Childhood Education	Roberts	66 - 70
10-405-1	Auto Collision Repair & Refinishing Technology	Trujillo	NWTC = 70
10-503-2	Fire Protection Technician	White	70
10-504-2	Criminal Justice - Corrections	Weir	64 - 68
10-504-6	Criminal Justice - Law Enforcement 2	Weir	63 - 68
10-508-1	Dental Hygienist	Loppnow	70
10-512-1	Surgical Technology	Loppnow	65 - 68
10-513-1	Medical Laboratory Technician	Loppnow	64 - 70
10-514-1	Occupational Therapy Assistant	Loppnow	67 - 70
10-515-1	Respiratory Therapist	Loppnow	68 - 70
10-521-1	Cardiovascular Technology	Loppnow	Milwaukee = 70
10-522-2	Foundations of Teacher Education	Roberts	63 - 67
10-524-1	Physical Therapist Assistant	Loppnow	67 - 70
10-526-1	Radiography	Loppnow	70
10-526-2	Diagnostic Medical Sonography	Loppnow	70
10-530-1	Health Information Technology	Loppnow	61 - 68
10-531-1	Paramedic Technician	Weir	64 - 70
10-541-1	Anesthesia Technology	Loppnow	Milwaukee = 65
10-543-1	Nursing - Associate Degree	Loppnow	65 - 70
10-602-3	Automotive Technology	Trujillo	67 - 70
30-508-2	Dental Assistant - Short Term	Loppnow	16
30-510-2	Health Unit Coordinator	Loppnow	16 - 20
30-543-1	Nursing Assistant	Loppnow	3 - 4
31-508-1	Dental Assistant	Loppnow	32 - 33
31-509-1	Medical Assistant	Loppnow	32 - 34
31-512-1	Surgical Technologist	Loppnow	35 - 37
31-530-2	Medical Coding Specialist	Loppnow	26 - 32
31-543-1	Practical Nursing	Loppnow	29 - 36