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## Chapter 1 Introduction and Knowledge Base

Status: Released

### Introduction

The Educational Services Manual (ESM) serves as the official document and guide for Wisconsin Technical College System (WTCS) processes and procedures related to educational services. The ESM's main purpose is to provide consistent quality throughout the WTCS. Educational services include developing and maintaining courses, programs and program curricula, Technical Skill Assessments (TSA), articulation, and Credit for Prior Learning (CPL). The topics are organized in sections or "chapters." They contain process maps and/or process descriptions in which communication to the System Office will be accomplished using standard .pdf forms. All forms are fillable with directions embedded into the form. Forms, along with the required attached documentation should be submitted to the appropriate email address as a single .pdf document. The ESM also contains a body of knowledge and policy guidance on these topics which is found below. A glossary of terms is at the end of the ESM document.

### Procedure(s)

Procedures and forms for the ESM are developed by System Office Staff. The following knowledge-base (KB) is a collection of information that will assist college and System Office Staff in developing materials that need to be approved by the Wisconsin Technical College System Board (WTCSB). These materials are useful for training for the procedures and forms that follow in subsequent chapters.

#### KB-1. Documentation of Advisory (and/or Ad Hoc) Committee Support

Documentation of support from local district Advisory Committee(s) and/or Ad Hoc Focus Group Committee(s) is needed for new program development, curriculum modifications and Technical Skill Attainment at the WTCS. Committees provide insight on the knowledge, skills and equipment needed for an occupation. In addition, committees provide advice on curriculum and program outcomes.

Regardless of the purpose for engaging a committee, the following must be submitted when documentation is required by the WTCS:

1. List of participants, organization affiliations and titles; and
2. Detailed meeting minutes to which the topic was discussed, highlighting the relevant portion. Meetings should have occurred within one year of the date of the proposal; and
3. If there was a survey conducted by phone or email, a list of the questions asked including the respondent's answers must be provided.

### Additional Specific Requirements

1. Concept Approval (ESM Chapter 3): If Advisory Meeting Minutes are used to justify that the completer of a credential is employable, district staff will need to identify the employers on the committee who are willing to hire an individual with the credential. Meeting Minutes need to show specific discussion. The advisory committee makeup should represent employers who will hire graduates from the program.
2. Technical Diplomas and WTCS Pathway Certificates that are proposed using the embedded process are required to use Advisory Committee Minutes that show support for the programs including the approval of the illustration/visual representation of the programs within a career pathway (ESM Chapter 4).
3. Technical Skill Attainment (ESM Chapter 9):
  - a. Phase 1: Advisory Committee Minutes *must show support* for the shared core program outcomes.
  - b. Phase 2: Advisory Committee Minutes must reflect that the district's TSA Phase 2 plan *has been shared* with the committee.

### KB-2. Demonstration of New Program Need

The core of a new program development request is the demonstration of local employment need. Demonstrating local need is accomplished by analyzing how the program supports employment demand within the district (or in limited cases, supports out-of-district demand where no other similar program exists). Districts must compare expected job openings in the district to the number of projected program completers.

Requests for a new program submitted to WTCS must provide a comprehensive, detailed analysis of labor market information. The use of local, regional or state level data must clearly define how the data relates to the requesting district's geographic location. If the data is comprehensive, the use of either a single source or multiple sources is acceptable. Databases, reports, charts, tables or graphs not supported by a corresponding analysis that details how the information supports local need for the program will be considered insufficient.

A variety of sources and methods should be used to demonstrate labor market need. The method may vary based on whether the occupation is an established occupation with a clear Standard Occupational Classification (SOC) code or is a new emerging occupation. Examples of quantitative data sources for a needs assessment may include labor market databases such as Economic Modeling Specialists Intl. (EMSI) or Bureau of Labor Statistics (BLS). Qualitative data sources may include employer surveys, employer interviews, and focus groups. For new and emerging occupations that do not have an already existing SOC code, a mix of surveys, interviews, advisory committee/focus group discussions are recommended for demonstrating need.

When using an employer survey, the minimally accepted rate of return is 30 percent. However, that 30 percent must be significant enough to substantiate the employment needs of your district. If the college staff is designing a program around a single

employer with great need, a letter of support from that employer indicating the projected hiring need will suffice. Again, the total number of job openings must be at least the number of projected graduates from the program.

Regardless of the methodology or source(s) used, the summary must include the following:

1. Description of the methodology used;
2. Analysis of the labor market data provided; sourced from *Burning Glass*, *EMSI*, *DWD* or others
3. The number of employers contacted (either by survey, interviews, advisory committee/focus group participation, etc.) and an approximation of the percentage of total related employers they represent for that occupation in your district;

*Example: District A contacted 10 salons and spas about their proposed new barber/cosmetology program. The 10 employers contacted represent approximately 20% of all salons and spas in District A.*

1. Depending on the methods used, attach a copy of the:
  - a. Employer survey and responses; and/or
  - b. Interview questions and answers;
2. Advisory committee and/or focus group minutes.
3. Employment trends projected for the next one, three and five years. Projections must include both full-time and part-time positions.
4. The number of employers contacted that would be:
  - a. Willing to hire graduates of the program; and
  - b. If unwilling to hire graduates of the program, provide the reason(s) why.
5. The number of employers contacted that would encourage their present employees to participate in the program for continuing education.

Prior to conducting the needs analysis, it is required that the district will consult with the assigned WTCS Education Director and the district's Instructional Services Administrator (ISA).

Prior to deciding that a new program is needed, the following questions should be used as a guide by members of the college staff researching the proposal:

1. Does skilled labor saturation exist within the College's district for the proposed program's related employment? Is there a demand within the district for additional skilled labor targeted for the proposed program?
2. Does the district have employers who have indicated they will hire graduates from the proposed program?
3. Does the labor market outcomes of the proposed program compete with a similar program currently offered at the College? Does the College currently offer a program where graduates will compete for the same jobs as the proposed program?



4. Does a surrounding College currently offer the proposed program? If so, how are students within the program performing as it relates to post graduation employment? Are graduates struggling to find employment within the College's district and having to travel outside of the district to find employment? Are there too few related jobs that graduates from both districts will be competing for the same jobs?
5. Does the projected number of proposed program graduates exceed the number of average annual job openings in occupations related to the proposed program?
6. Does the proposed program provide the necessary level of education to find related employment; i.e. what is the education attainment within related employment of the current workforce? Is there a gap between the proposed programs level of education compared to what is typically required in related employment?
7. Does the proposed programs curriculum provide graduates with the required knowledge, skills, and abilities to perform the job tasks in related employment?

KB-3. Documentation of Discussion with Other WTCS Districts and/or Private Industry Providers Offering Same or Similar Programs

WTCS Districts that currently offer an approved same or similar program must be contacted during the Concept Approval phase of new program development (ESM Chapter 3). This discussion is an opportunity to gather important information related to offering the program. This information is relayed among deans, associate deans and Instructional Services Administrators. In addition to this substantive communication, the district proposing the new program must provide notice to the Instructional Service Administrator for each district offering a same or similar program of their intent to offer the proposed program.

Further, there may be workforce development and training providers, such as proprietary schools, apprenticeship and/or private industry programs that offer a same or similar program in the requesting college's district. In cases where they exist, a discussion with those partners must also occur.

*Substantive Discussion with WTCS Districts*

Prior to initiating discussions, contact the assigned WTCS Education Director for a list of same or similar programs. The summary discussion held among districts will be provided to the WTCS during the Concept Approval phase (ESM Chapter 3). The summary must state which district was contacted and who participated in the discussion. The summary of the discussion should include, but is not limited to:

1. Graduation / placement rates; and
2. Recruitment and retention issues; and
3. Out-of-district enrollment; and
4. Potential capital expenses; and
5. Regulation and/or accreditation issues; and
6. Graduate wages.

### *Substantive Discussion with Workforce Development and Training Providers*

When applicable, identify workforce development and training providers, such as proprietary schools or private industry programs with which this proposed program was discussed. Provide an analysis of these other opportunities to WTCS and explain why the market will not become saturated with program graduates. In the analysis, please provide evidence of unmet needs or the expanding workforce within the district.

### *Providing Notice to the Instructional Service Administrator*

In addition to the substantive discussion, districts are required to notify the Instructional Services Administrator at each district offering same or similar programs. Prior to initiating notification, please contact the assigned WTCS Education Director for a list of same or similar programs.

Documentation that notification was made must be provided during new program development (ESM Chapter 3). If any issue(s) and/or concern(s) are raised among the Instructional Services Administrators following notification, a written summary of the issue and/or concern must be provided in addition to whether a resolution was reached or not. A sample notification letter is attached (notification by mail or email is acceptable).

### KB-4. Discussion on SOC and CIP Alignment

When submitting proposals for new programs, such as technical diplomas or pathway certificates, it is important that alignment between CIP and SOC codes is clearly demonstrated for the specific program being proposed.

The proposed program title should support suggested job titles that align with the SOC code that the proposed program curriculum will train for. The proposed program description should directly derive from or in part from the CIP Code description that most closely articulates the program's training focus. The major duties and responsibilities of the proposed program should be selected directly or in part from the list of tasks that align with the SOC Code. Collected labor market data should be based on the proposed SOC code.

### KB-5. Discussion on Technical Skill Attainment and Assessment

Since the inception of the Wisconsin Technical College System (WTCS) over 100 years ago, the assessment and documentation of student competence has been used to ensure students completing training and/or education within the system are prepared when they enter the workforce. Technical Skill Attainment (TSA) is an initiative adopted by WTCS originating in the Carl Perkins IV legislation in 2008. While it was adopted based on this legislation, it was identified as a valuable tool used to support the outcomes endorsed by industry as we prepare our students to enter the workforce.

The System Office's role is to manage and support the implementation of TSA assessments for all of our programs. WTCS will assess the attainment of program

outcomes and related criteria to ensure graduates have the technical skills needed by employers. The scoring guide criteria used for these assessments are developed collaboratively by WTCS instructors, industry stakeholders and Worldwide Instructional Design System (WIDS). This initiative is approved by the System Office and implemented locally at each of our sixteen technical colleges.

The goal of TSA is to ensure program students are adequately prepared for successful entry into the workplace by demonstrating entry level occupational competence using a standard scoring guide as a measurement tool. The WTCS Technical Skills Attainment (TSA) program is designed to ensure all program students demonstrate industry validated technical skills upon completion of their occupational program of study. TSA is the process in which programs develop and ultimately implement an assessment of core technical skills of a program. The process is divided into two phases, culminating in the reporting of this data to the System Office.

#### Phase 1 – Planning

The first phase (planning) is when colleges who offer the same or similar program collaborate to identify common program outcomes and related criteria, which is developed into a standardized scoring guide. Colleges who offer programs unique to the system develop Phase 1 plans on their own using the same development and submission process as is used for programs offered at more than one college. In Phase 1, common program outcomes and related criteria are identified.

All colleges that offer the same or similar program(s) are invited and expected to participate in the development of this plan. Generally, a Worldwide Instructional Design System (WIDS) Consultant facilitates this process by managing the development of content, surveying stakeholders, making needed edits and posting the final product to the WTCS Repository. Colleges not participating in Phase 1 development process are still required to use the final product approved and posted to the WTCS Repository. Unique programs will complete the Phase 1 process locally, following consultation with the WTCS education director assigned to the program.

During Phase 1, the common program outcomes and related criteria are identified and documented through course and program outcome summaries. A TSA Scoring Guide is developed and used as the standard for all districts. Additional program outcomes and criteria may be added by the college as appropriate, but are not required to be assessed and reported through the Client Reporting System (CRS).

The standard scoring guide created in Phase 1, comprised of program outcomes and related criteria, is validated through college/district advisory committees, employers and industry stakeholders. The results of this process are communicated to the Phase 1 planning members through a detailed report from WIDS and reviewed for final revisions and approval. The submission for approval is comprised of the Phase 1 Request Form, including the Program Outcome Summary, TSA Scoring Guide, supporting documentation as to industry relevance and a Third Party Assessment Tool, if applicable. See the WTCS Repository for examples of approved rubrics.

WTCS reviews the materials submitted and will either approve or will seek additional information from the college necessary for approval. Once the Phase 1 is approved, each college offering that program will receive an invitation to move onto submission of TSA Phase 2. All approved TSA Phase 1 plans are required to be posted in the WTCS Repository by WIDS.

#### Phase 2 – Implementation

In the second phase, each college develops a specific plan for how the information on the scoring guide will be assessed. Colleges must detail their plan for implementation. This plan includes specific information on the TSA assessment process. As part of this process, colleges will need to select the assessment tool used, such as a summative assessment, student portfolio or use of an industry-validated third party assessment.

Once completed, the college submits the TSA Phase 2 Request Form, Program Outcome Summary, TSA Scoring Guide, WIDS Program Outcomes Course Assignment Matrix/College Matrix, advisory committee meeting minutes (indicating specific awareness/knowledge of the TSA process) and the third party assessment form (if indicated) to the System Office for review and approval.

Each college has the option of adding program outcomes and/or related criteria for local assessment, however reporting to CRS will only include the program outcomes and related criteria established in the TSA Phase 1 project. All approved TSA Phase 2 plans are posted in the WTCS Repository by WIDS and can be referred to for examples of previously approved plans.

#### TSA Reporting

Colleges must create and maintain a sustainable process to manage TSA Phase 2 student completion data so it can be reported through CRS. TSA reporting starts once a TSA Phase 2 submission is approved and processed by the System Office. TSA Phase 2 submission and processing includes uploading this information into the WTCS Portal, where the program's profile will be updated and saved. Once this update is saved, TSA Phase 2 data can now be collected from the colleges for purposes of client reporting through CRS.

#### Outcomes-Based Funding

In 2013, Wisconsin Act 20 (2013-15 biennial budget) required the WTCS Board to implement an outcomes-based funding model for the purpose of allocating a portion of general state aid to technical colleges. Each of our sixteen colleges was required to select seven criteria of the 10 options available. TSA is part of the measurement in the third criteria, industry-validated curriculum. The statutory language is as follows:

*The number of programs or courses with industry-validated curriculum. Industry-validated curriculum is defined as a curriculum that is developed with business or industry input and that is based on competencies and assessments that reflect the skills and knowledge necessary for a specific job or jobs within a specific type of business or industry.*

KB-6. Discussions about Curriculum Development

Curriculum for college programs are approved by the appropriate education director through the WTCS portal. While the mechanics of approval are discussed in chapter two of the ESM, some clarification of unique circumstances can be reviewed here.

- Q. Can a college have an alternate class that is fewer credits than the one it's replacing.
- A. Yes
  
- Q. Can a diploma or pathway certificate developed using the embedded process include courses using alternative courses that are recorded in the WTCS approved curriculum?
- A. No, the only course that can be used in developing an embedded curriculum is the primary course number in the parent program.
  
- Q. Does a program need to be suspended prior to discontinuance?
- A. Yes, the program will need to be suspended for at least a year and can be suspended for up to three years prior to discontinuance. Students who were enrolled within the program should have completed or moved to an alternative program leaving zero in queue.

KB-7. Cluster and Pathway Codes

During development of a program the Career Cluster and associated pathway will need to be identified by the WTCS Education Director. The following table provides those codes that will be used in setting up the program with the portal.

Cluster Code and Name	Pathway Code and Name
01 Agriculture, Food and Natural Resources	0101 Undeclared 0102 Food Products and Processing Systems 0103 Plant Systems 0104 Animal Systems 0105 Power, Structural and Technical Systems 0106 Natural Resources Systems 0107 Environmental Service Systems 0108 Agribusiness Systems
02 Architecture and Construction	0201 Undeclared 0202 Design and Pre-Construction 0203 Construction 0204 Maintenance and Operations
03 Arts, AudioVisual Technology and Communications	0301 Undeclared 0302 Audio and Video Technology and Film 0303 Construction 0304 Visual Arts 0305 Performing Arts 0306 Journalism and Broadcasting 0307 Telecommunications

04 Business, Management and Administration	0401 Undeclared 0402 Management 0403 Business Financial Management and Accounting 0404 Human Resources 0405 Business Analysis 0406 Marketing 0407 Administrative and Information Support
05 Education and Training	0501 Undeclared 0502 Administration and administrative Support 0503 Professional Support Services 0504 Teaching and Training
06 Finance	0601 Undeclared 0602 Financial and Investment Planning 0603 Business Financial Management 0604 Banking and Related Services 0605 Insurance Services
07 Government and Public Administration	0701 Undeclared 0702 Governance 0703 National Security 0704 Foreign Service 0705 Planning 0706 Revenue and Taxation 0707 Regulation 0708 Public Management and Administration
08 Health Services	0901 Undeclared 0802 Therapeutic Services 0803 Diagnostic Services 0804 Health Informatics 0805 Support Services 0806 Biotechnology Research and Development
09 Hospitality and Tourism	0901 Undeclared 0902 Restaurants and Food Beverage Services 0903 Lodging 0904 Travel and Tourism 0905 Recreation, Amusements and Attractions
10 Human Services	1001 Undeclared 1002 Early Childhood Development and Services 1003 Counselling and Mental Health Services 1004 Family and Community Services 1005 Personal Care Services 1006 Consumer Services
11 Information Technology	1101 Undeclared 1102 Network Systems 1103 Information Support and Services 1104 Interactive Media 1105 Programming and Software Development
12 Law, Public Safety and Security	1201 Undeclared 1202 Correction Services 1203 Emergency and Fire Management Services 1204 Security and Protective Services 1205 Law Enforcement Services 1206 Legal Services



13 Manufacturing	1301 Undeclared 1302 Production 1303 Manufacturing Production Process Development 1304 Maintenance, Installation and Repair 1305 Quality Assurance 1306 Logistics and Inventory Control 1307 Health, Safety and Environmental Assurance
14 Marketing, Sales and Service	1401 Undeclared 1402 Management and Entrepreneurship 1403 Professional Sales and Marketing 1404 Buying and Merchandising 1405 Marketing Communications and Promotion 1406 Marketing Information Management and Research 1407 Distribution and Logistics 1408 E-Marketing
15 Science, Technology, Engineering and Mathematics	1501 Undeclared 1502 Engineering and Technology 1503 Science and Math
16 Transportation, Distribution and Logistics	1601 Undeclared 1602 Transportation Operations 1603 Logistics Planning and Management Services 1604 Warehousing and Distribution Center Operations 1605 Facility and Mobile Equipment Maintenance 1606 Transportation Systems and Infrastructure Planning, Management and Regulation 1607 Health, Safety and Environmental Management 1608 Sales and Services
17 Not Otherwise Assigned	1701 Undeclared

## Supplemental Information

### Example Letter to ISA



Dr. H. Jeffrey Rafn, President

Visit our Web site at...[www.nwtc.edu](http://www.nwtc.edu)

June 12, 2015

Chris Matheny  
Vice President/Chief Academic Officer  
Fox Valley Technical College  
1825 North Bluemound Drive  
Appleton, WI 54912

Dear Chris,

Northeast Wisconsin Technical College (NWTC) is in the initial stages of the new program development process for a Laboratory Science Technician associate degree. I am writing to ask for your assistance as we prepare for submission to the Wisconsin Technical College System Board. As you know, during the Concept Review part of the process, any district with a similar or same programs are contacted to ascertain information. This letter serves as formal request for information you can share (enrollments, placement rates, capital expenses).

I truly appreciate any information you can provide by either forwarding your feedback to me or my staff as listed below. Anyone of us would be happy to discuss the details of NWTC proposed program and learn about your experience with your own program.

- Michaeline Schmit, Dean, General Studies, 920-498-7106, [michaeline.schmit@nwtc.edu](mailto:michaeline.schmit@nwtc.edu)  
OR
- Matt Petersen, Associate Dean, General Studies, 920-498-7155, [matthew.petersen@nwtc.edu](mailto:matthew.petersen@nwtc.edu).

NWTC intends to file this documentation with the WTCS Office on July 17, 2015. We will gladly incorporate any feedback you have on the topics outlined above. If you have any questions or concerns, please do not hesitate to contact me directly at 920-498-5478 or [lori.suddick@nwtc.edu](mailto:lori.suddick@nwtc.edu).

Sincerely,

Lori Suddick  
Vice President of Learning

Copy: Sandra Schmit, Associate Vice-President, WTCS  
Michaeline Schmit, Dean, General Studies, NWTC  
Matt Petersen, Associate Dean, General Studies, NWTC  
Vicki Csida, Program Design Consultant, NWTC

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Sturgeon Bay, WI 54235-1317  
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or call toll-free (800) 422-NWTC



## **Chapter 2 Program Requirements (in process)**

Status:

Currently being revised - check back later to see if it is finished.

## Chapter 3 Creating a New Program

Status: Released

### Introduction

The Wisconsin Technical College System (WTCS) office is tasked with approving new programs to ensure that there is consistent program quality throughout the WTCS programs and that programs meet the needs of employers, students and expectations of accrediting bodies.

### Procedure(s)

To ensure consistent and timely program development, fillable forms have been developed to successfully accumulate the level of documentation required. The forms have instructions embedded within them, activated by hovering the mouse pointer over the fillable blank for two seconds. Information and process maps provided within this chapter are offered as guidance with more in-depth discussion being found in chapter one of the ESM.

The two-step Occupational Program Development process requires program analysis and direct communication between the program area education director at the WTCS office and college personnel who submit new program development proposals. The Occupational Program Development process consists of two phases: Concept Review and Program Approval as shown in Figure 1.

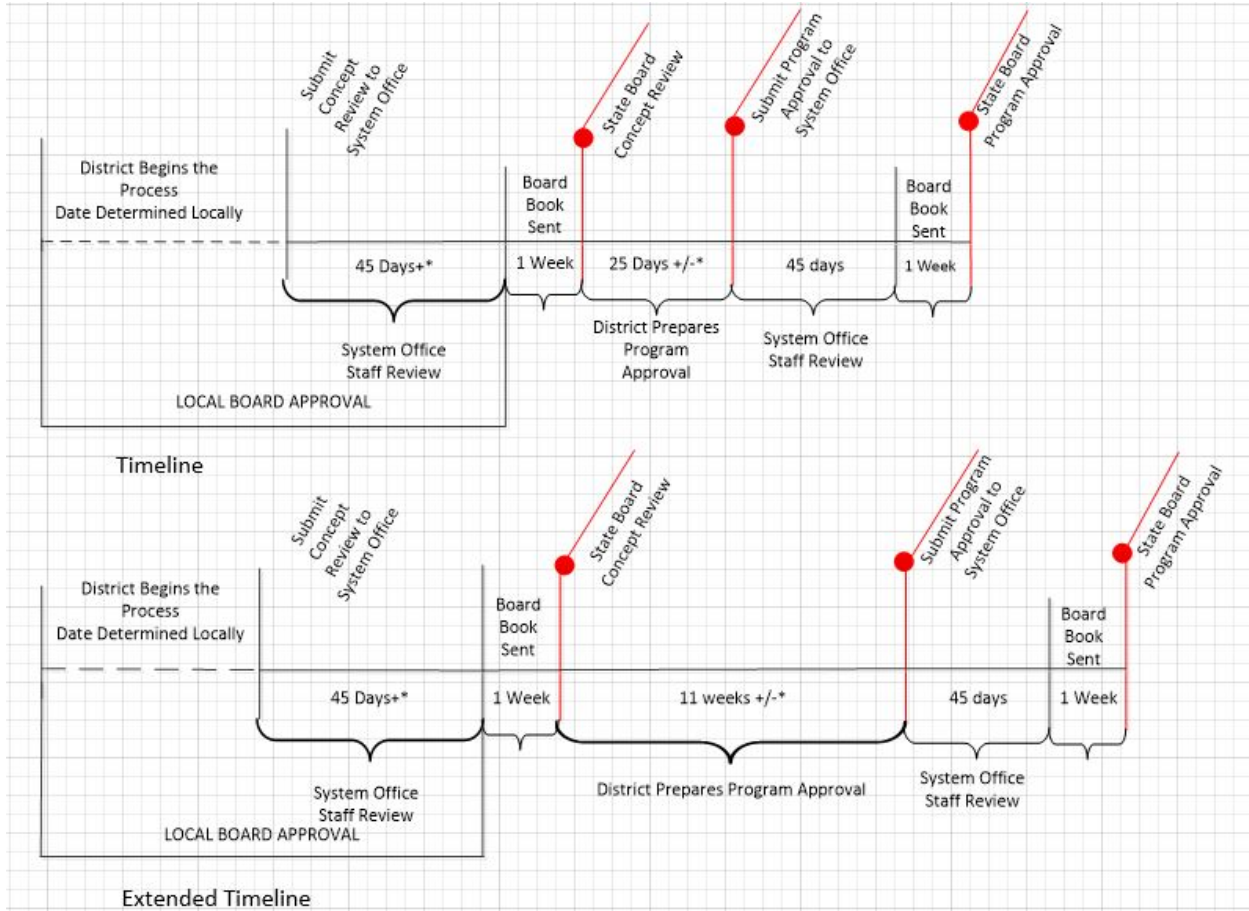


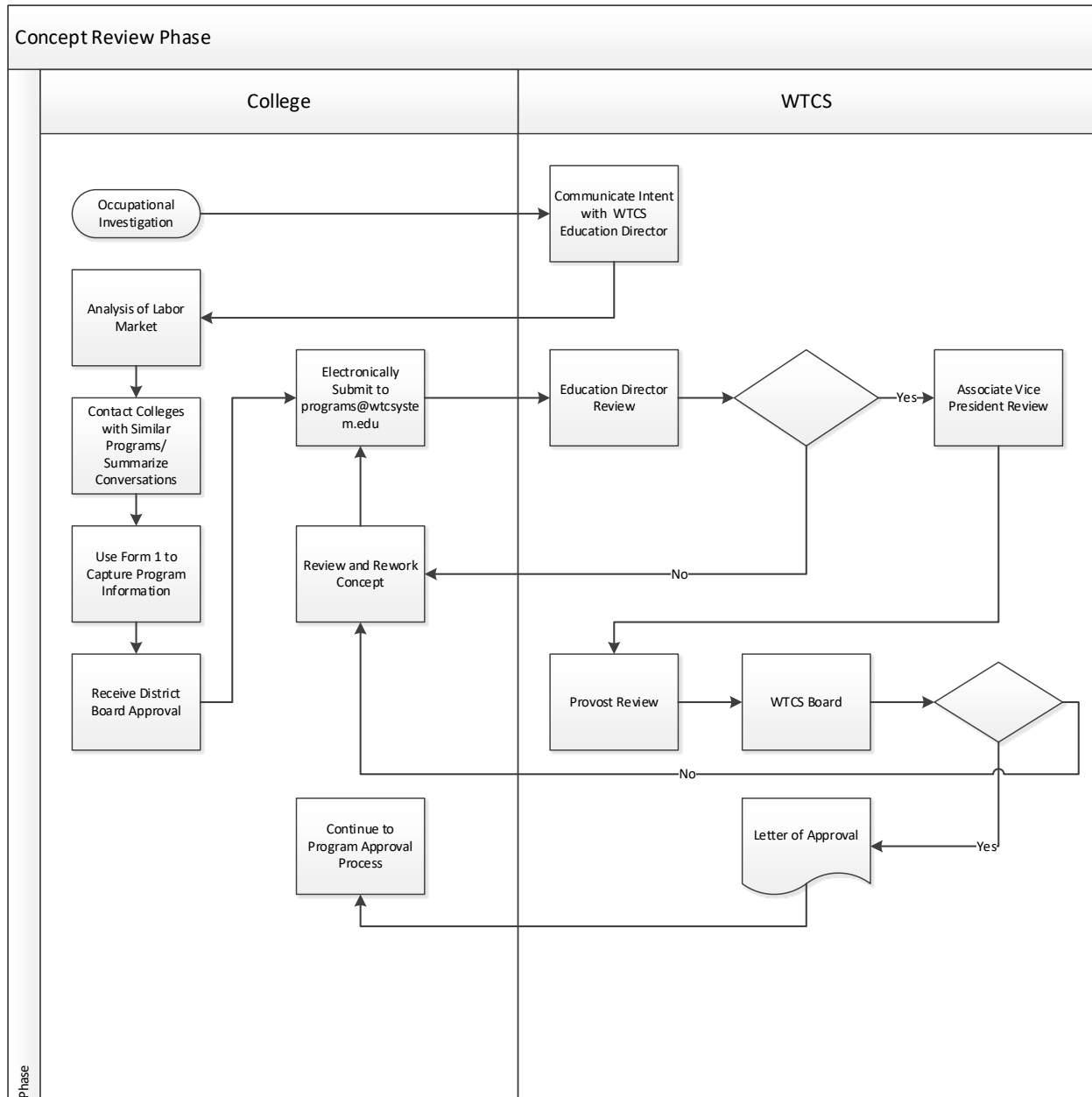
Figure 1

## Concept Review

The Concept Review is the first step in the Program Approval Process. Prior to submitting the Concept Review request form and supporting documentation to the System Office, the college will determine the academic, employment and fiscal viability of the proposed program. The Concept Review form requires the college to identify when the appropriate Education Director had been consulted prior to document submission. At a minimum, the education director will be involved with the naming, numbering and needs development for the potential program. Without prior consultation, a Concept Review may take a longer approval time. College staff may forward a Concept Review request to the System Office at any time; however, they will be sent to the WTCS board based on the deadlines found on the program development tab at the Occupational and Academic Excellence MyWTCS webpage showing WTCS Board deadlines for submission.

Guidelines for the Concept Review development are embedded on Form 3-1: Concept Approval Criteria, referenced in Section 3.0 of this procedure. Chapter one of the ESM should be consulted for an in-depth discussion on various aspects of developing a new program including documentation of industry support, demonstration of need, documentation of discussions with other WTCS Colleges, and SOC/CIP alignment.

The overall development, review and approval steps are identified in the following process map.



## Program Approval Phase

After initial WTCS Board approval of the Concept Review, college staff will advance to the Program Approval phase. College staff should prepare to submit the Program Approval in advance of the next successive WTCS Board meeting. In the event that a college provided a rationale for a delayed timeline, the Program Approval submission shall be submitted in advance of the second successive WTCS Board meeting. If











naming, numbering and needs development for the potential ETD/WPC. The process is overviewed in Figure 2 below.

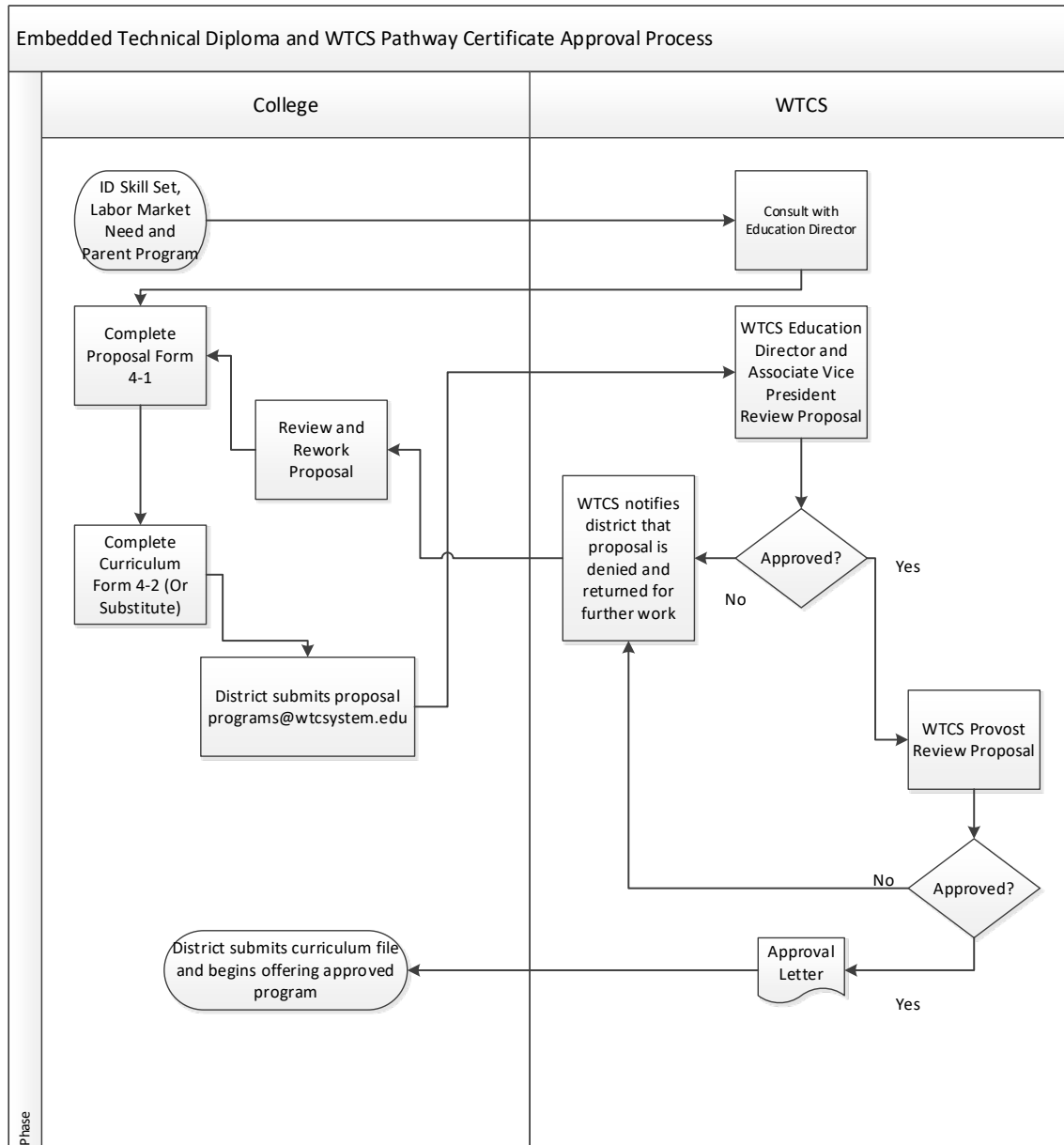


Figure 2

### Supplemental Information

Program development records will be maintained at the WTCS office for a total of three (3) years and at the participating college district based on college policy.

All materials shall be submitted as one Adobe PDF document file, inclusive of all attachments. Only one program should be submitted in each email. Documents are not

considered submitted until a confirmation is supplied by the Wisconsin Technical System Office. Electronic documents are sent to: [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu).

### Chapters

Chapter 1: Introduction and knowledge bank for the ESM. Can be used to orient a new district employee to the expectations in new program development.

### Forms

- 4.1 Proposal for Embedded Technical Diploma or WTCS Pathway Certificate
- 4.2 Proposed Curriculum Articulation

## Chapter 5 General Education and Liberal Arts

Status: Released

### Introduction

This chapter provides information related to the general education courses required in the Applied Associate Degree programs offered by the WTCS.

#### General Education

This policy details the processes of adding, reviewing and removing courses from the System-wide List of Approved General Education Courses and provides the most current list of eligible courses.

For information related to the specific general education discipline category requirements for Applied Associate Degree programs refer to Chapter 2: Program Requirements.

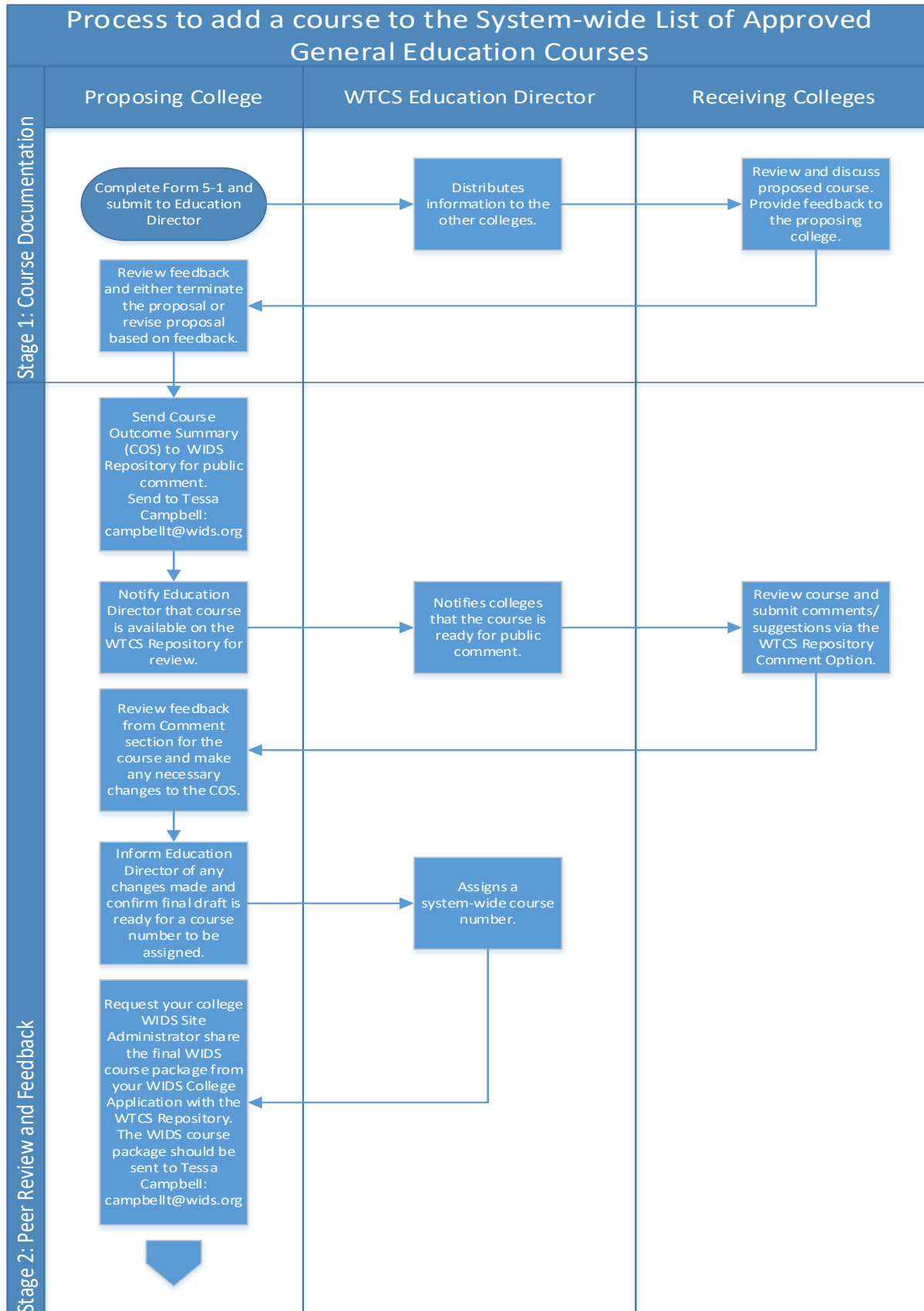
### Procedure(s)

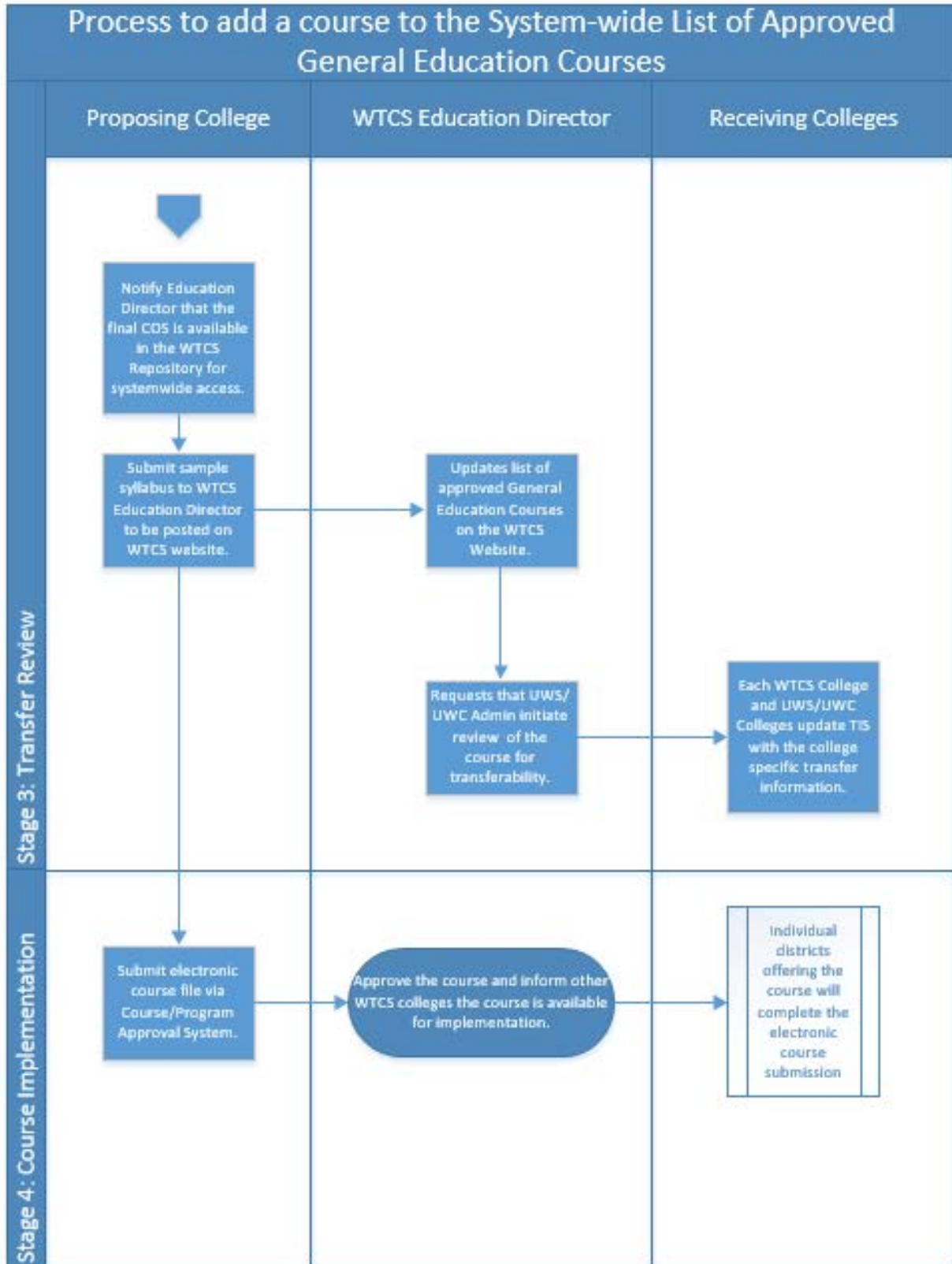
#### General Education

##### *Adding Courses to the System-wide List*

In order to submit a course for addition to the WTCS List of General Education Courses, a course must meet the following criteria:

1. Be offered at aid code 10.
2. Be in the 801 (Communications), 804 (Mathematics), 806 (Natural Science), and/or 809 (Social/Behavioral Science) instructional areas.
3. Align with the Higher Learning Commission Statement and the Role of General Education.
4. Be of postsecondary rigor with the potential to transfer to an accredited private and/or public two-and/or four-year institution of higher education.
5. Designed to meet and transfer as a WTCS general education requirement.
6. Should not duplicate a comparable course already on the System-wide List of Approved General Education Courses.





### *How to Remove Courses from the list*

Each fall the Education Director generates a 5-year enrollment report for all of the currently approved general education courses. Courses that do not have any enrollments reported within that five-year period are considered eligible for removal. Courses eligible for removal are discussed at the Fall System Called Meeting (SCM). General education deans must share course change information from the meeting with their Instructional Services Administrators (ISA). The ISA will communicate any concerns with removing the course(s) to the Education Director. If there are no concerns presented and at least 12 colleges (three-fourths) colleges consent, the course(s) is removed from the list of approved general education courses.

### *Course Reviews*

Courses on the System-wide List of Approved General Education Courses will be reviewed annually based on the following criteria:

1. Sequence/relation
  - Will changes to the course affect other courses on the list? In the program?
  - Did another course change that necessitates a revision of the course.
2. When was the last time the course was reviewed/updated?
3. Do the General Education Deans recommend changes?
4. Do faculty teaching the course, or programs that use the course, feel it is in need of updating?
5. Transferability
  - Would a change to the course affect its transferability?

## **Supplemental Information**

### Form 5-1 Proposal to Add General Education Course

Refer to General Education and Liberal Arts webpage for more information including:

- List of the current System-wide General Education Approved Courses
- Course Outcome Summaries for each System-wide General Education Course
- Role of General Education
- Essentials Standards of Quality
- Current Transfer Report
- Universal Credit Transfer Agreement information

## Chapter 6 Making Program Changes

Status: Released

### Introduction

This chapter provides the procedures for modifying Wisconsin Technical College System (WTCS) Board approved programs. Program aid code, instructional area, title changes, program modifications or program suspension/discontinuance may be necessary when there is a change in job function caused by regional employment trends, or when mandated by an accrediting or credentialing authority. College staff or WTCS education directors may initiate a change to an existing program aid code, program number, or title based upon adequate evidence of need.

### Procedure(s)

The following sections provide high level instructions for four types of program modifications along with references to controlling forms that have built-in instructions which are activated on each line by hovering for two (2) seconds. Other training instructions are available in the first chapter of the ESM.

### Changes to Program Title and/or Number

1. Prior to completing Form 6-1, consult with the appropriate WTCS education director.
2. If the proposed change affects other colleges sharing the same program title and number, the requesting college shall provide documented evidence of agreement from the impacted program's dean and Instructional Services Administrator (ISA).  
**All colleges must agree to the change.**
3. No limit has been identified as to a program changing between aid codes of 10, 32, 31 and 30. The change will need to be negotiated in consultation with the WTCS education director. The WTCS education director will identify if the change should be sent to the WTCS Board for approval rather than by desk approval.
4. Use Form 6-1 and attach advisory committee documentation supporting the change and send to [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu)
5. When a program number change is approved, the existing program number being modified will be placed into suspension for an academic year.

### Curriculum Modification

When a district is modifying more than 20 percent\* of an existing curriculum during a single academic year, documented approval from the WTCS education director is required prior to electronic submission. Requests to modify less than 20 percent of a program curriculum will follow the normal procedures for the electronic approval of a

single course. See the [Course and Curriculum Approval System User Guide](#) for information on the electronic submission of courses

1. To modify, complete Forms 6-2 and 6-5, and attach documentation of advisory committee support that provides justification for the change.
2. Send as a single PDF file to [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu).

## Program Suspension and Reinstatement

College staff may suspend programs for a maximum of three (3) years. Should economic conditions warrant the need, college staff can request reactivation of programs at any time within that three-year period by contacting the WTCS education director. At the end of the three-year period, the WTCS education director will initiate discontinuance of the program.

To suspend a program:

1. College staff must document their plan to stop enrolling students as well as their plan to transition enrolled students to completion or transfer.
2. Complete Form 6-3 and provide other documentation on the suspension to [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu).

To reinstate a suspended program; within three (3) years of suspension:

1. Complete Form 6-3 and provide documentation on the reinstatement to [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu).

## Program Discontinuance

Programs must be in suspension for one (1) year prior to discontinuance. After one (1) year of suspension the college can initiate discontinuance as long as no students are enrolled. After three (3) years in suspended status, the college must discontinue the program. All program discontinuances are taken to the WTCS Board for approval.

To discontinue a suspended program

1. Complete Form 6-4 and provide documentation on the suspension to [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu). College staff must follow the system board [submission dates](#).

## Supplemental Information

\* Twenty percent of a currently approved curriculum change requiring WTCS approval is the calculation of the total course components (both technical and general education) being changed in one academic year. Changes are only counted against the primary courses and does not count changes to alternates. When the program being modified is a parent program to an embedded program, the twenty percent calculation needs to be calculated for embedded programs as well.



Countable actions are:

- Adding a course
- Deleting a course
- Adjusting credit
- Modifying the title
- Changing course number

**Example**

Current/Already Approved Curriculum					Proposed Curriculum			
Course #	Course Title	Credits	Function	Action	Course #	Course Title	Credits	Function
31-420-347	SINGLE SPINDLE AUTOMATIC SCREW MACHINE 1	3	1		31-420-347	SINGLE SPINDLE AUTOMATIC SCREW MACHINE 1		
31-420-348	SINGLE SPINDLE AUTOMATIC SCREW MACHINE 2	3	1		31-420-348	SINGLE SPINDLE AUTOMATIC SCREW MACHINE 2		
31-420-360	METROLOGY	1	1		31-420-360	METROLOGY		
31-420-361	MULTIPLE SPINDLE AUTOMATIC SCREW MCH 1	3	1		31-420-361	MULTIPLE SPINDLE AUTOMATIC SCREW MCH 1		
31-420-362	MULTIPLE SPINDLE AUTOMATIC SCREW MCH 2	3	1		31-420-362	MULTIPLE SPINDLE AUTOMATIC SCREW MCH 2		
31-420-367	MACHINE TOOL TECHNOLOGY	1	1		31-420-367	MACHINE TOOL TECHNOLOGY		
31-420-384	MACHINE TRADES MATHEMATICS 1	1	1		31-420-384	MACHINE TRADES MATHEMATICS 1		
31-421-385	<b>1</b> MACHINE BLUEPRINT READING 1	1	1	Del/Add	31-457-385	<b>2</b> MACHINE TOOL PRINT READING	2	1
31-801-347	COMMUNICATIONS 2	1	2		31-801-347	COMMUNICATIONS 2		
31-420-304	INTRODUCTION TO CNC	1	1		31-420-304	INTRODUCTION TO CNC		
31-420-371	CNC Swiss Tuning Cntr 1	4	1		31-420-371	CNC Swiss Tuning Cntr 1		
31-420-372	CNC Swiss Tuning Center 2	4	1	Change	31-420-372	CNC Swiss Tuning Center 2	<b>3</b>	1
31-420-373	CNC Swiss Tuning Center 3	4	1		31-420-373	CNC Swiss Tuning Center 3		
31-420-385	MACHINE TRADES MATHEMATICS 2	1	2		31-420-385	MACHINE TRADES MATHEMATICS 2		
31-420-391	<b>4</b> QUALITY CONTROL	1	1	Del				
31-421-386	MACHINE BLUEPRINT READING 2	1	1		31-421-386	MACHINE BLUEPRINT READING 2		
31-809-330	APPLIED ECONOMICS/HUMAN RELATIONS	1	2		31-809-330	APPLIED ECONOMICS/HUMAN RELATIONS		
				Add	31-420-330	<b>5</b> MACH TOOL MEASURING	1	1

This program has 17 courses. The changes affects five courses resulting in a difference of 29.4% and the need for approval prior to electronic submission.

## **Chapter 7 Courses Standards (in process)**

Status:

Currently being revised - check back later to see if it is finished.

## **Chapter 8 Working with Apprenticeships (in process)**

Status:

Currently being revised - check back later to see if it is finished.

## Chapter 9 Assessing Programs through Technical Skill Attainment

Status: Released

### Introduction

The Wisconsin Technical College System (WTCS) Technical Skills Attainment (TSA) process is designed to ensure all program students have the opportunity to demonstrate industry-validated technical skills throughout and upon completion of their chosen occupational program of study. The history and background can be found in the Education Services Manual (ESM) Chapter 1 Knowledge Base.

A TSA is implemented using a two phased process, culminating with data collection. TSA Phase 1 and 2 plans are submitted for approval through the Office of Occupational and Academic Excellence at the System Office. The System Office's role is to manage this initiative and support the implementation of assessments for all programs.

Upon approval of TSA Phase 2 plans, colleges begin to submit individual student data that is reported to the WTCS through the Client Reporting System (CRS) for purposes of tracking federal reporting requirements, including outcomes-based funding. The deadline for a TSA Phase 2 submission for purposes of being eligible for use in outcomes-based funding formulas is May 1 of that fiscal year.

### Procedure(s)

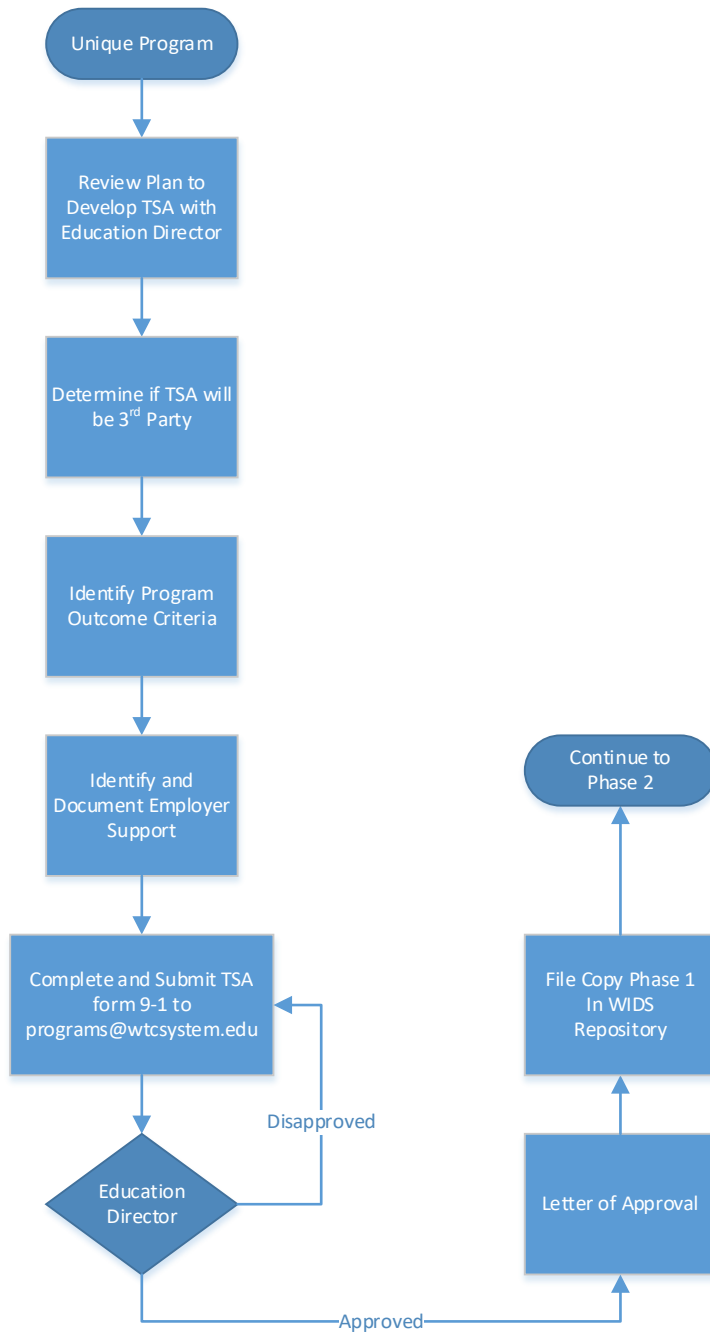
#### TSA Phase 1 – Planning

TSA Phase 1 creates standard program outcomes and related criteria among all invited programs of similar nature. Unique programs will complete the TSA Phase 1 process locally, consulting with their education director. The Worldwide Instructional Design System (WIDS) Consultant facilitates these processes although a college with a unique program can develop this phase independently.

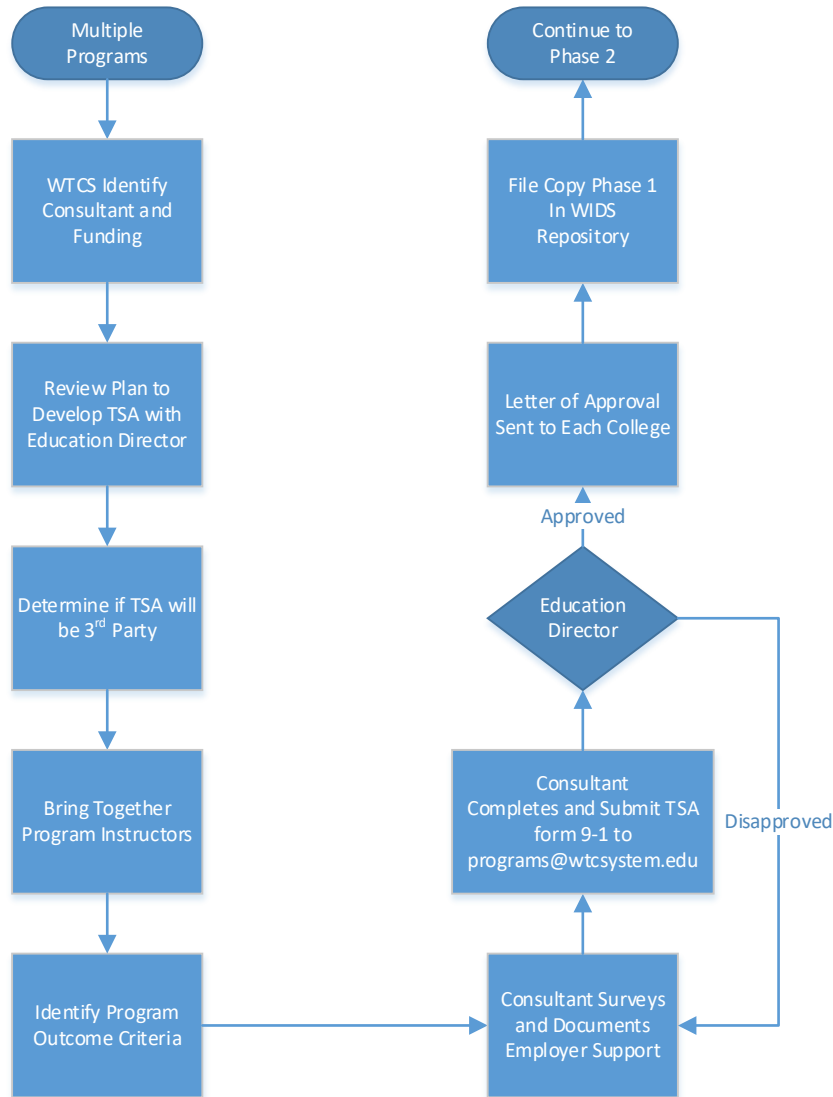
The Phase 1 TSA Scoring Guide is the minimum standard for all districts to use in the assessment of their students. This scoring guide documents industry support using a survey provided to advisory members. After industry support is documented, a TSA Phase 1 Request (Form 9-1) and supporting documentation is submitted to the WTCS Office by WIDS or college staff. This form will include the following documents: the Program Outcome Summary, TSA Scoring Guide, supporting documentation as to industry relevance and a Third Party Assessment Tool, if applicable. If WIDS facilitated this process, they will submit this request on behalf of the colleges.

One submission per program (i.e. 32-420-2) is required. WTCS staff will review the request form and either approve or seek additional information from the college. Once the TSA Phase 1 is approved by WTCS staff, notification will be sent to all colleges with the program, inviting the colleges into TSA Phase 2. The original TSA Phase 1 documentation is posted on the WTCS Repository.

If a college has a unique program that may have similar competencies as a program with an approved TSA, it is that college's responsibility to access the WIDS Repository to retrieve content for the program's TSA.



*Process Map TSA Phase 1 – Planning for Unique Program*



*Process Map TSA Phase 1 – Planning for Multiple Programs*

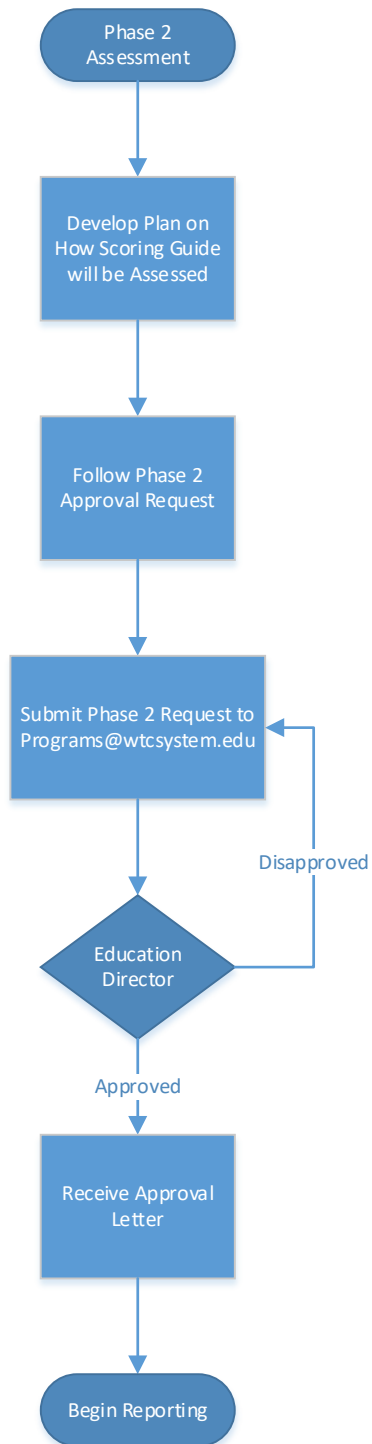
### TSA Phase 2 – Implementation

After receipt of TSA Phase 1 approval, each college is required to submit a TSA Phase 2 plan to the System Office for review and approval. The TSA Phase 2 plan will detail how an individual college assesses the TSA Phase 1 standard outcomes and criteria as approved in order to manage and report the data. A college may have additional outcomes within a program but should only report the outcomes identified in TSA Phase 1. All TSA Phase 2 plans are posted in the WTCS Repository by WTCS staff after approval.

Colleges must submit the TSA Phase 2 approval request to our office which includes:

- Form 9-2 TSA Assessment Plan
- TSA Scoring Guide or applicable 3<sup>rd</sup> party assessment

- WIDS Program Outcomes Course Assignment Matrix/College Matrix
- Advisory Committee Minutes, indicating their acknowledgment and support of the TSA process



*Process Map TSA Phase 2 – Implementation*

## TSA Revision Process

All proposed revisions to either a TSA Phase 1 or 2 requires making contact with the education director responsible for that program prior to making any revisions. Once approved by the education director, unique (offered at only one college) programs will move forward in the revision process locally. Programs offered at multiple colleges (offered at two or more colleges) are required to utilize WIDS in the revision process.

### TSA Phase 1 Revisions

TSA Phase 1's identified as needing revisions are required to submit a TSA Revision Request Form 9-4 and the following attachments to the System Office for review and approval:

- revised TSA Scoring Guide and/or other revised documents
- Advisory Committee meeting minutes specifically indicating support for the proposed revisions

### TSA Phase 2 Revisions

TSA Phase 2's identified as needing revisions are required to submit a TSA Revision Request Form 9-5 and the required attachments to the System Office for review and approval:

- revised Course Matrix and/or other revised documents
- Advisory Committee meeting minutes specifically indicating support for the proposed revisions

Revisions are submitted in the same manner as the original or last revision. All approved TSA Phase 1 and 2 revisions will be uploaded into the WTCS Repository.

## Reporting

Each college is required to report TSA completion information through the Client Reporting System (CRS). Reporting can begin on the date when the college's TSA Phase 2 submission is approved by WTCS as documented in the approval notification. All reporting is done on the individual student. Students are reported as a "1" assessed and passed or "2" assessed and failed or as a "9" not assessed. Reporting will be used in Outcome Based Funding (OBF) in Criteria #3: Industry-validated Curriculum. Twenty-five percent of funds distributed in this criteria will be based on each college's proportionate share of programs with Phase 2 TSA assessment approvals.

## **Supplemental Information**

WIDS Repository provides access to the required TSA Phase 1 and 2 documents.

WTCS Portal provides access to the program reports as referenced during the TSA process.



## Forms

Instructions for filling out the TSA approval requests are found on the forms as you hover over data boxes.

9-1 TSA Assessment Plan Approval Request Form Phase 1

9-2 TSA Assessment Plan Approval Request Form Phase 2

9-3 Guideline for Choosing a Third Party Technical Skills Assessment

9-4 TSA Assessment Plan Revision Request Form-Phase 1 System Level Revision

9-5 TSA Assessment Plan Revision Request Form-Phase 2 District Level Revision

## Chapter 10 Credit for Prior Learning

Status: Released

### Introduction

This procedure expands upon [WTCS State Board Policy 323](#), Credit for Prior Learning. WTCS Colleges will incorporate the principles and the interpretations identified below into their local procedures.

Technical college students can acquire knowledge, skills, and competencies in a variety of ways in addition to technical college educational programming. Formal education or training programs, either at another postsecondary institution or through employer or military service, provide avenues for prior learning. Participation in Youth Apprenticeships, Career Prep/Dual-enrollment or other advanced coursework at the high school provides another option. Education and training experiences provided by employment, community service, or other life experiences create additional options for assessing and documenting prior learning.

In providing CPL, WTCS seeks to provide students with opportunities to obtain credit toward the completion of their technical college educational programming that:

- Recognizes the validity of a variety of prior learning experiences;
- Recognizes the inherent mobility of students geographically and among postsecondary educational institutions;
- Accelerates the achievement of educational goals while maintaining the integrity of the technical college institutions;
- Provides flexibility for students by offering multiple ways of gaining credentials needed to move ahead in their careers;
- Leverages prior learning experiences to lessen the cost of duplicative postsecondary education to students, parents and taxpayers; and
- Responds to local economic needs to validate and expedite the training of skilled workers in a variety of technical fields.

### Categories of Credit for Prior Learning

A student admitted to a technical college may obtain CPL under the following six categories:

\*Please refer to the [Client Reporting Manual](#) for specific directions on how to report these credits.

#### 1) Post-secondary Credits Earned at WTCS Colleges

CPL can be awarded to students who present appropriate documentation of credits earned while attending other WTCS colleges. College guidelines should affirm the full transferability among WTCS colleges of similar courses and those courses

adopted as part of system-wide curricula. Transfer credit is awarded at the time the student is admitted.

Credits awarded as fulfilling general education requirements at one WTCS college should be honored as fulfilling general education requirements at another. Colleges should reevaluate credits awarded as fulfilling program course requirements to determine their applicability to new program requirements for students who enrolled in a different program within a college or who transfer to a different WTCS college.

Occupational-specific and general education credits earned as part of a technical diploma program or career pathway based on course competencies should be evaluated if a student seeks to transfer these credits as counting toward completion of an associate degree.

## **2) Experiential Learning**

CPL can be awarded for previous work experience, employer training, military education, Military Occupational Specialist (MOS) training, certifications, licenses, badges or other prior learning which technical college personnel determine as comparable in content and level of rigor.

## **3) Post-secondary Credits Earned at Non-WTCS Colleges**

Colleges will award CPL to students who present appropriate documentation from any nationally or regionally accredited institution of higher education. Colleges should evaluate these credits according to documented college criteria to determine the extent to which the credits apply to program requirements, general education requirements, or other program-specific graduation requirements.

Students who have a postsecondary or professional degree from a nationally or regionally accredited institution of higher education can receive credits towards fulfilling WTCS associate degree general education core requirements. Students who meet the required general education credits may need to complete some additional general education core courses based on documented program-specific general education requirements. For example, a student with a business degree seeking to enroll in a WTCS health occupations program may need to complete additional general education science courses.

International credits may qualify for CPL if the international credits are deemed comparable to WTCS credits offered by the college in which the student is seeking to enroll.

#### 4) High School Credits

##### **Transcribed Credits:**

For purposes of CPL, high school transcribed credits are defined as college credits and qualify for CPL as postsecondary credits. The college transcript the high school student receives may need to be presented and reviewed.

##### **Advanced Standing Credits:**

When a student enrolls at a technical college, the college will award technical college credit for high school credits earned by students that were:

- (a) Covered by articulation agreements between a high school and the technical college in which they are enrolling;
- (b) Part of a recognized Youth Apprenticeship program, or
- (c) Other advanced high school level course work, not covered by an articulation agreement, to which a technical college deems comparable in scope and content to a specific technical college course or courses, including course work completed by home-school students.

Students must present appropriate documentation to support requests for CPL for credits earned while high school students. Other WTCS colleges should accept technical college credit awarded through an advanced standing articulation agreement by one WTCS college for similar courses or those courses adopted as part of system approved curricula.

#### 5) Registered Apprenticeship

All WTCS Colleges should recognize successful completion of a WTCS program of apprentice-related technical instruction and possession of a Certificate of Apprenticeship issued by the Wisconsin Department of Workforce Development Bureau of Apprenticeship Standards (DWD-BAS) as fulfilling the 39-credit minimum Technical Studies requirement of the WTCS Technical Studies – Journey Worker Associate in Applied Science Degree. The WTCS apprentice program must be at least three years long and include at least 400 hours of prescribed paid-related technical instruction to fulfill the 39-credit minimum. For shorter apprenticeship programs and for apprentice-related instruction taken at other accredited institutions, advance standing is determined on an individual basis using established Credit for Prior Learning procedures. As a member of the United States Department of Labor (USDOL) - Office of Apprenticeship-sponsored Registered Apprenticeship College Credit (RACC) Consortium, the WTCS recognizes credit recommendations among RACC partners, both public and private sector. A list of national RACC members can be found on the [United States Department of Labor – Employment and Training Administration](#) website.

## 6) Credit by Exam

CPL should be awarded to students who demonstrate subject-area competency by examination. Credit can be awarded for district developed exams or national exams. National exams include, but are not limited to, the College Board Advanced Placement Examinations (AP), the International Baccalaureate Examinations (IBO), College Level Examination Program (CLEP), Department of Defense Examinations (DSST), New 2014 GED and nationally recognized exams in specific occupational areas.

Colleges may specify minimal acceptable scores on examinations with nationally recognized standards.

- Students must earn a minimum score of three (3) on AP exams to qualify for CPL.
- GED® College Ready + Credit. Test-takers demonstrate some of the skills that are taught in college-level courses, and may be eligible to earn up to 10 college credits by earning a score of 175 -200 in the tests of Mathematical Reasoning, Reasoning Through Language Arts, Science and Social Studies. (GED Testing Service)

**CPL data is important and captured through Client Reporting. Refer to the Client Reporting Manual for information on CPL reporting.**

### Procedure(s)

#### District Level Implementation

Each WTCS college will adopt policies and procedures for awarding CPL that are consistent with State Board policy and procedures established by the System Office. Colleges should ensure the availability of their policies and procedures on CPL in college publications and websites.

Each WTCS college's CPL policy must address:

- 1) Minimum Grade Requirements
  - a. College policies and/or procedures will require that only postsecondary credits awarded a minimum 2.0 grade point on a 4.0 scale qualify for transfer as CPL to a WTCS college from a nationally or regionally accredited institution of higher education. District policies and/or procedures shall specify that high school credits require a minimum 3.0 grade point on a 4.0 scale to qualify for transfer as CPL to a WTCS college.
- 2) Impact of Transferred Credits on College Transcripts and Grade Point Calculations
  - a. College policies and/or procedures will specify how awarded CPL will appear on college transcripts, including whether awarded credit will carry a letter grade and identify when awarded credit counts in computing student grade point averages.

- 3) CPL Costs
  - a. College policies and/or procedures will include information on expected costs for students seeking CPL.
  - b. PLA fees across the WTCS are consistent as agreed to by WTCS College Presidents (See PLA).
- 4) Consistency Within a College Across Program Areas
  - a. College policies and/or procedures shall include consistent approaches across program areas within the technical college for awarding CPL that ensure equitable treatment of students.
- 5) Time Limits
  - a. Time limits will not restrict CPL credit awarded unless a college has documented a specific programmatic reason for time limits.
- 6) Maximum CPL
  - a. College policies and/or procedures will require that applied associate degree or associate degree students complete 25 percent of the required technical studies (or liberal arts credits for students enrolled in liberal arts transfer programs) while enrolled as postsecondary students at the technical college that will award the postsecondary degree.
  - b. College policies and/or procedures will require that technical diploma students complete 25 percent of occupational-specific credits while enrolled as postsecondary students at the technical college that will award the postsecondary degree.
  - c. College policies and/or procedures will not establish requirements beyond the 25 percent of credits required for completion at the technical college that will award the postsecondary degree or diploma.
  - d. College policies and/or procedures will specify that this requirement applies to students who qualified for CPL because they completed a state-approved Youth Apprenticeship program.
- 7) Appeal Process
  - a. College policies and/or procedures will identify a process by which students who request CPL may appeal institutional decisions about the awarding of CPL.

## Prior Learning Assessment (PLA)

PLA is the evaluation and assessment of an individual's life learning for college credit, certification or advanced standing toward further education or training. Prior learning assessment is often applied to Military Occupational Specialty (MOS) as well as community service, informal online learning and other learning acquired outside traditional academic institutions. Prior learning assessment often uses evaluation of competency mastery to "translate" these learning experiences into college credits.

**PLA Test** – sometimes referred to as challenge exams or institutional exams, usually requires an answer key to score.

**PLA Skill Demonstration** – the active performance and demonstration of a student's skills, usually requires a rubric or scoring guide to score.

**PLA Portfolio** – a collection of artifacts and reflections of prior learning compiled by students to demonstrate mastery of competency, usually requires a rubric or scoring guide to score.

### **Prior Learning Assessment Fees Across the WTCS**

The PLA fee structure, which goes into effect no later than the start of the 2017-2018 academic year, is standard across all WTCS Institutions. All students seeking CPL will be charged the standard PLA fee. PLA fees are not waived for military veterans. If two types of PLA are needed, only the higher fee of the two is charged.

The Prior Learning Assessment fee is a flat fee to cover incurred administration and evaluation costs is not tied to a number of course credits. The PLA fee structure will be reviewed every 3 years.

<u>Type of Prior Learning Assessment</u>	<u>Prior Learning Assessment Fee</u>
PLA Test	\$50.00
PLA Skill Demonstration	\$90.00
PLA Portfolio	\$90.00

### **Transfer of CPL credits awarded through PLA within the WTCS**

CPL can be awarded to students who present appropriate documentation of credits earned through Prior Learning Assessment (PLA) while attending other WTCS colleges. College guidelines should affirm the full transferability among WTCS colleges of courses adopted as part of system-wide assessments that are managed and stored in the system repository as available to all WTCS colleges. Transfer credit is awarded at the time the student is admitted to the technical college.

Colleges should reevaluate credits awarded as fulfilling program course requirements to determine their applicability to new program requirements for students who enroll in a different program within a college.

### **Supplemental Information**

WTCS Board Policy number 323 will identify the principles governing the awarding of [Credit for Prior Learning](#).

Specific information pertaining to the course record (S3 Record) can be found in the [Client Reporting Manual](#). Data elements used to identify all credits placed on a student's transcript and reported to the System Office are described within.

The Transfer Information System ([TIS](#)) website may provide additional information related to existing transfer equivalencies between and within the Wisconsin Technical College System and the University of Wisconsin System institutions to assist with identifying courses for equivalent credit.

## **Chapter 11 Basic Skills-Dev Ed-General College (in process)**

Status:

Currently being revised - check back later to see if it is finished.



## Chapter 12 System-wide Articulation Documentation Process

Status: Released

### Introduction

The system-wide articulation process is designed to be used by the Wisconsin Technical College System (WTCS) and its participating institutions of higher learning, whether public or private to allow collaborative agreements within a specific program area to be created. The agreements facilitate seamless credit transfer from the Wisconsin Technical College System to the connected partnering institution or system.

### Procedures

One of the 16 districts functions as the “originating” college (OC) and serves as the lead in the process; both at the start as well as the follow-through when signatures are collected. The “originating” college is also responsible for any updates or renewals of the articulation agreement. Renewals or revisions of agreements should also be completed using this process. Agreements that have not been updated by their renewal date will be removed from the WIDS Repository by the System Office.

- Step 1 Colleges participating in the original development of the articulation agreement select one college Instructional Services Administrator (ISA) to serve as the Originating College (OC) and lead the process.
- Step 2 OC ISA completes an agreement with a postsecondary partner.
- Step 3 OC ISA requests to be an agenda item at the next Instructional Services Administrators (ISA) Meeting through the current chair of the ISA.
- Step 4 OC ISA presents agreement at the ISA meeting for discussion and review. OC ISA requests completion of signature page. It is the responsibility of the OC to secure all signatures before submitting the agreement the WTCS Office.
- Step 5 OC submits all completed agreement paperwork including the signature page and cover page, Form 12-1, to the Program Coordinator in the Office of Instructional Services (OIS) at the WTCS office: [programs@wtcsystem.edu](mailto:programs@wtcsystem.edu)
- Step 6 The Program Coordinator for the OIS will post a copy of the agreement to the WIDS Repository and send a copy and link to all ISA, Transfer In/Out Coordinators, and relevant Education Director.



## Supplemental Information

Form 12-1 System-wide Articulation Agreement Cover Page

Form 12-2 System-wide Articulation Agreement Signature Page

## **Chapter 13 Individualized Technical Studies (in process)**

Status:

Currently being revised - check back later to see if it is finished.

## **Chapter 14 Competency Based Education (in process)**

Status:

Currently being revised - check back later to see if it is finished.

## **Chapter 15 Advanced Technical Certificates (in process)**

Status:

Currently being revised - check back later to see if it is finished.

## **Chapter 16 Collaborative Program Agreement (in process)**

Status:

Currently being revised - check back later to see if it is finished.

## **Chapter 17 System Aligned Programs and Courses (in process)**

Status:

Currently being revised - check back later to see if it is finished.

## ESM Glossary

Status: Released

Terms used throughout the ESM are below.

*Aid Code:*

The first two-digits of the program number now called “Credential Code”. Change implemented in Fiscal 2019.

*Already Approved Program:*

Any Associate in Applied Arts, Associate in Applied Science or short-term, 1-year or 2-year Technical Diploma for which a college has Wisconsin Technical College System Board approval to award. The already approved degree referred to as the “Parent Program”.

*Apprenticeship:*

A structured program of work-based training for skilled occupations determined to be apprentice-able by the Department of Workforce Development (DWD-BAS) or the federal Department of Labor Office of Apprenticeship (USDOL-OA). Apprenticeship combines structured on-the-job learning under the supervision of experienced (journey) workers with related classroom instruction.

*Associate in Applied Science (AAS):*

A two-year, postsecondary program in an occupational area designated and approved by the WTCS Board and for which the course requirements are established by the WTCS Board. About 30% of the course work is in general education; the remaining 70% is in technical studies.

*Associate in Arts (AA):*

Liberal Arts based Associate degree offered with an emphasis in the Arts. The curriculum typically includes more history, humanities, and social and behavior science courses than the corresponding Associate in Science degree.

*Associate in Science (AS):*

Liberal Arts based Associate degree offered with an emphasis in Science. The curriculum typically includes more mathematics and science courses than the corresponding Associate in Arts degree.

*Career Cluster:*

An organizing tool defining education for post-secondary education and careers using broad clusters of occupations and pathways with validated standards that ensure opportunities for all students regardless of their career goals and interests. Career Clusters are groupings of occupations and industries.



*Career Pathway:*

A series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.

*Classification of Instructional Programs (CIP codes):*

United States Department of Education (USDE) taxonomy used to identify appropriate program titles based on expected instructional outcomes.

*Client Reporting Manual:*

A computer systems policy manual for submission and use of data in conjunction with the WTCS Office.

*Client Reporting System:*

One of three main computer databases used by the System Office to manage student and course activities and the activities of grants provided to 16 Wisconsin Technical Colleges.

*Concept Review:*

First step in the WTCS program approval process.

*Course Number:*

A unique eight-digit identifier of approved courses. The WTCS Office assigns the first five digits. The first two digits identify the credential code and the third, fourth, and fifth digits identify the instructional area. The sixth, seventh, and eighth digit are assigned by the district. In the case of system-wide courses, the WTCS Office will assign the entire course number.

*Credit for Prior Learning (CPL):*

Practice used by institutions at or close to the time of a student's admission to award institutional credit for demonstrated competency mastery learned in other settings. In competency-based education, this practice is an important factor in placing students to avoid repeating unneeded content and advancing the student toward completion as quickly as is appropriate to do so.

*Credential Code:*

The first two-digits of the program number that identify the type of program a diploma or credential is while defining a course's purpose (i.e.: apprenticeship, occupational or recreational).

*Curriculum:*

Describes the entire list of courses required for a WTCS Board approved program (i.e.: course title, credits, hours, and course sequence).

*Education Director:*

Staff from the System Office who provides leadership and technical assistance to the colleges related to educational issues, including the approval of courses and programs.

*Educational Services Manual (ESM):*

The policy manual for the development and management of programs and courses in the WTCS.

*Embedded Technical Diploma:*

A set of courses (forming the child program) taken from the program curriculum of an already approved degree (referred to as parent program) that taken together provides the learner with a set of standardized and industry recognized specific occupational skills and abilities, which leads students to a job. A credential code 10 course can be offered in a technical diploma when embedded within an AAS.

*General Education Courses*

Courses selected from the system-wide approved list of general education courses that meet the general education requirements for the applied associate degrees.

*Instructional Area Number:*

A three-digit number contained within the eight-digit course number indicating the assigned industry area the course is contained within. Example:10-101-100 indicates through the designation "101" that the course is contained within the Accounting instructional area.

*Labor Market information:*

Information that substantiates current or predicts future need of occupations. Information may be obtained from one or more sources.

*Occupational Program:*

Associate Degree and Technical Diploma level programs where the intended outcome, upon completion of the program, is employment in a specific occupational role.

*Occupationally Specific:*

Courses that contain content directly related to a specific technical area and are core to a technical diploma or apprenticeship program.

*Occupationally Supportive:*

Program courses that relate to effective functioning in an individual's occupational and community settings. These courses are drawn from natural science, mathematics, social and behavioral sciences, communicative skills, and other disciplines, both general and occupational.

*Pathway Certificate:*

A set of courses taken from the first two semesters in the program curriculum of an already approved degree.

*Performance Assessment Tasks:*

Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning.

*Prior Learning Assessment (PLA):*

The evaluation and assessment of an individual's life learning for college credit, certification or advanced standing toward further education or training. Prior learning assessment is often applied to military and work experience, as well as community service, informal online learning, and other learning acquired outside traditional academic institutions. Prior learning assessment often uses evaluation of competency mastery to "translate" these learning experiences into college credits.

*Program:*

A WTCS Board approved group or cluster of courses leading to a technical diploma or associate degree. Programs are defined by a unique title and an approved curriculum.

*Program Approval:*

The second and final step in the WTCS Program Approval Process.

*Program Approval Process:*

The process, which justifies the need and cost, benefit of opening a new Occupational Program within a college's boundaries.

*Program Curriculum File:*

A collection of computer records submitted electronically by the college. Each record describes the courses associated with a program.

*Program Outcome Matrices:*

Used in Technical Skills Attainment (TSA) to correlate TSA program outcomes with the occupational/technical course where the student's competency will be measured, documented and eventually reported to WTCS.

*Program Outcomes Course Assignment Matrix:*

Used in Technical Skills Attainment (TSA) within the Phase 2 TSA document to identify the specific occupational/technical course where a program outcome is measured. Each entry is distinctive to the mode of instruction and/or evaluation. Documented as *introduced (I)*, *practiced (P)* or *assessed (A)*.

*Program of Study:*

A sequence of courses within a career pathway designed with input from business and industry.

*Single Source:*

Refers to requests received by a district from an employer or group of employers who are requesting a specific occupational program. The employer(s) guarantee both student enrollment and post-graduation placement.

*System Office:*

The System Office is the administrative agency responsible for the implementation of WTCS Board policy. It is a state agency statutorily responsible for system-wide policies and procedures for the Wisconsin Technical College System. This administrative

authority and responsibility extends to developing and maintaining a system of course and program approval.

*Technical Diploma:*

Technical diploma program is a less than one-year, one-year, or two-year postsecondary program with a specific occupational objective in an area designated and approved by the WTCS Board. In the WTCS context, technical diploma programs place more emphasis on the development of specific skills and less on the development of academic competencies.

*Technical Skills Assessment (TSA) Scoring Guide:*

The minimum standard for all districts with common programs, to use in the assessment of their students. The scoring guide is validated with documented industry support.

*WTCS Board:*

The Wisconsin Technical College System Board is the governing body for the Technical College System. The 13-member Board establishes statewide policies and standards for educational programs and services provided by the 16 technical colleges. The Board is also responsible for administering state and federal aids to the colleges.

## **ESM Miscellaneous** (in process)

Status:

Currently being revised - check back later to see if it is finished.