Educational Services Manual (ESM)

The Table of Contents has been built with hyperlinks. To quickly find a chapter, click on the chapter name in the Table of Contents. Or click on the appropriate bookmark in the bookmarks panel (on left side of the screen).

Table of Contents

Chapter 1 Introduction

Introduction

The Educational Services Manual (ESM) serves as the authoritative document and guide for Wisconsin Technical College System (WTCS) policies, processes and procedures related to educational services. The ESM's main purpose is to provide consistent quality throughout the WTCS based on this order of precedence:

1. State Statute and Administrative Rules
2. State Board Policy
3. Educational Research
4. College Input
5. Needs of the Wisconsin Technical College System Board office

Educational services include developing and maintaining courses, programs, and program curricula, as well as other pedagogical guidance. The topics are organized in sections or "chapters" containing process maps and/or process descriptions. Communication to the System Office will be accomplished using standard .pdf forms which are fillable and have embedded directions. 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 within each appropriate chapter. A glossary and list of acronyms is provided at the end of the ESM document.

Chapter 2 Program Requirements

Introduction

The ESM reviews the differences between credentials offered by colleges within the WTCS. Aid Code definitions are found on myWTCS website. Approval to develop and offer associate degree programs, technical diplomas, WTCS pathway certificates and courses must be sought from the Wisconsin Technical College System Board (WTCSB). Local district certificates may be granted at each district's own discretion.

The following procedures are to be followed when creating WTCS programs.

Procedures

Each college will grant the appropriate credentials to completers of the WTCSB approved occupational and collegiate transfer/liberal arts programs.

Applied associate degree courses may be included in a technical diploma program curriculum if the course exists in an approved associate degree program. Please note that technical diploma courses may not be included in an applied associate degree program curriculum.

Each college will develop, implement, modify, suspend, or discontinue programs in accordance with program change processes found in ESM Chapter 6. Program curriculum credit and compliance rules are found in the [Program Curriculum Approval Data Systems Manual](#) found within the myWTCS website. A chart summarizing the differences among the common WTCS credentials is found on the [myWTCS website](#).

Program Differentiation Guidance

In order to limit unnecessary duplication of programs, if less than 30 percent of program credits are different between two programs, the need for two distinct programs must be demonstrated to the program education director. This need may be demonstrated through distinct program outcomes, clear labor market information, or specific industry or educational need communicated during the approval process.

College staff may identify that the WTCS approved program title is not appropriate for local use. In this case the college can utilize a marketing program title within local advertising and communications as long at the title reflects the program intent. The marketing title cannot be the same as another existing WTCS approved program title.

Alternate course use (excludes general education courses):

- Each alternate course must be on a logical path of completion to a program, i.e., those that align with the approved program. They can provide a different focus within the program.

- Alternate courses cannot be used to create a different program or market a single approved program in more than one way.
- Alternate courses cannot exceed 30 percent of the total of technical/occupationally specific curriculum course credits. For example, a curriculum containing 40 occupationally specific course credits could have no more than 12 alternate course credits.
- Alternate courses do not need to be of the same credit value as the primary course.

Applied Associate Degree Occupational Programs Standards (Aid Code 10)

Associate Degree of Applied Arts (AAA) or Applied Sciences (AAS)

Applied Associate degree programs are developed to assist persons who are preparing for, or advancing in, an occupation. Curricula of applied associate degree programs are designed to reflect statewide competency requirements for a target job(s) which define the occupational program. Credit requirements are stated in the program curriculum credit and range distribution compliance rules chart found under the Educational Services Manual - Related Guidance section of the myWTCS website. Programs with more than 70 credits in the curriculum require written approval by the WTCS president. For curricula with more than 70 credits, the additional credits must be technical studies. Typically, these additional credits are needed to meet licensure or certification requirements.

Associate of Arts and Science courses (Aid Code 20) may not be used as primary courses in an Applied Associate Degree curriculum. They may only be used as alternates to an existing aid code 10 course.

General Education courses will be selected from the system course list found on the myWTCS website under WTCS General Education Approved Course List.

System-wide Prepared Learner (General College) courses are not appropriate for use in meeting Associate of Applied Arts or Applied Science program requirements and are not approvable as part of an applied associate degree program.

Technical Diploma Program Standards (Codes 30, 31, and 32)

Technical diplomas are based on local needs of business and industry. They are designed to assist persons preparing for entry into, remaining in or advancing in an occupation.

Credit requirements are stated in the program curriculum credit and range distribution compliance rules chart found on the myWTCS website. Deviation beyond 70 technical credits requires approval by the WTCS president.

Occupational supportive/general education courses relate to effective functioning in an individual's occupational and community settings. These courses are drawn from natural

sciences, mathematics, social and behavioral sciences, communicative skills, and other disciplines (both general and occupational). System-wide Prepared Learner (General College) courses are not appropriate for use in meeting technical diploma requirements and are not approvable as part of a technical diploma's curriculum.

WTCS Pathway Certificate Standards (Aid Code 61)

Please refer to ESM Chapter 4.

Apprenticeship Programs Standards (Aid Code 50)

Please refer to ESM Chapter 8.

Advanced Technical Certificates

Please refer to ESM Chapter 15.

Collegiate Transfer/ Associate of Arts and Science Programs (Aid Code 20)

The Associate of Arts (AA) and Associate of Science (AS) degrees are designed to prepare students to transfer to four-year colleges and universities. The degrees provide necessary preparation to enter or advance in the workplace while demonstrating rigorous academic accomplishment.

Associate of Arts and Associate of Science programs require a minimum of 60 credits. Liberal Arts courses are drawn from the disciplines of English, speech, humanities, social science, mathematics, and natural science. Elective credits may be successfully met upon the completion of approved liberal arts courses as described below, or through implementation of a college's policy on advanced standing.

Existing occupationally specific courses from an approved Applied Associate Degree may be used to satisfy the elective credit requirement when those courses are part of an existing articulation agreement with at least one postsecondary institution and meet discipline or major specific requirements within the agreement at the receiving college.

Credit requirements are stated in the program curriculum credit and range distribution compliance rules chart found on the myWTCS website under the Educational Services Manual - Related Guidance section.

Supplemental Information

Chapter 4 – WTCS Pathway Certificate Standards (Aid Code 61)

Chapter 8 – Apprenticeship Programs Standards (Aid Code 50)

Chapter 15 – Advanced Technical Certificates

[Program Curriculum Credit Range and Distribution Compliance Rules](#)

Chapter 3 Creating a New Program

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. Before describing the process used to develop new programs, we will discuss how need is demonstrated, discussion with other educational providers, Standard Occupational Classification (SOC) and Classification of Instructional Programs (CIP), and Cluster and Pathway Codes.

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. Do 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?

A program can be approved for a single employer if the employer provides compelling evidence of future need. The Concept Phase form of program approval provides a method of documenting this action. If a district is unable to meet the labor market demand of a single employer in their district, an out-of-district college may use that labor market data as justification for program approval under the following circumstances:

1. A letter of support from the home district's president to the out-of-district college president which includes the percentage of labor demand the home district will be able to meet.
2. The requesting out-of-district college must provide a letter documenting the percentage of labor market need they plan to meet. This will serve as justification for the labor market demand for the new program. And, because the labor market demand is being met by an out-of-district employer, the new program's curriculum must be aligned with the program offered at the home district.

In order to limit unnecessary duplication of programs, if less than 30% of program credits are different between two programs, the need for two distinct programs must be demonstrated to the program education director. This need may be demonstrated through distinct program outcomes, clear labor market information, or specific industry or educational need communicated during the approval process.

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. 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 (ISA). In addition to this substantive communication, the district proposing the new program must provide notice to the ISA 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. 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 Services 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. If any issue(s) and/or concern(s) are raised among the ISAs following notification, a written summary of the issue and/or concern must be provided in addition to whether a resolution was reached or not. Notification by mail or email is acceptable; a sample notification letter is located on the following page..

WISCONSIN TECHNICAL COLLEGE SYSTEM

Northeast
Wisconsin Technical College

Dr. H. Jeffrey Rafn, President

Visit our Web site at...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
  OR
- Matt Petersen, Associate Dean, General Studies, 920-498-7155, 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.

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

GREEN BAY CAMPUS
2740 W. Mason St., P. O. Box 19042
Green Bay, WI 54307-9042
(920) 498-5400

MARINETTE CAMPUS
1601 University Dr.
Marinette, WI 54143
(715) 735-9361

STURGEON BAY CAMPUS
229 N. 14th Ave.
Sturgeon Bay, WI 54235-1317
(920) 746-4900

or call toll-free (800) 422-NWTC

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 Classification of Instructional Programs (CIP) and Standard Occupational Classification (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.

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, Audio/Visual 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

Cluster Code and Name	Pathway Code and Name
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

Cluster Code and Name	Pathway Code and Name
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

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 1 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.
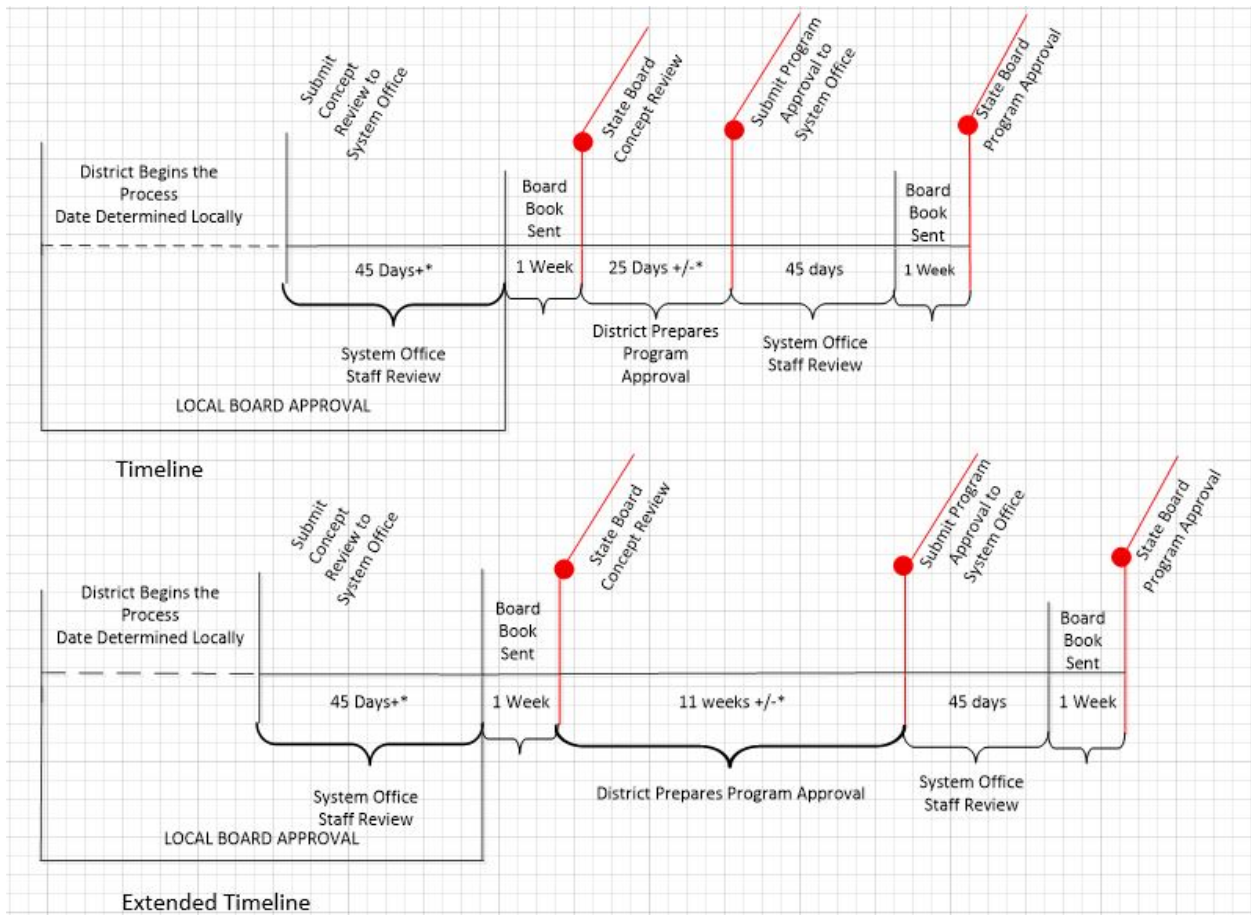
Figure 1

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 Instructional Services myWTCS website 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 process map on the following page.

Concept Review Phase

College	WTCS

Occupational Investigation → **Communicate Intent with WTCS Education Director**

Analysis of Labor Market

Contact Colleges with Similar Programs/ Summarize Conversations

Use Form 1 to Capture Program Information

Receive District Board Approval

Electronically Submit to programs@wtcsystem.edu

Education Director Review → (decision) → Yes → **Associate Vice President Review**

(decision) → No → **Review and Rework Concept**

Provost Review → **WTCS Board** → (decision) → No

(decision) → Yes → **Letter of Approval**

Continue to Program Approval Process

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. If 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 submission of the Program Approval has not been completed by the second WTCS Board meeting, the development process is terminated.

Program Approval submissions must be received prior to the district board deadlines found in the program development tab at the Instructional Services myWTCS website showing WTCS Board deadlines for submission Guidelines for the Program Proposal phase are embedded on Form 3-2: Program Approval Criteria referenced in Section 3.0 of this procedure.
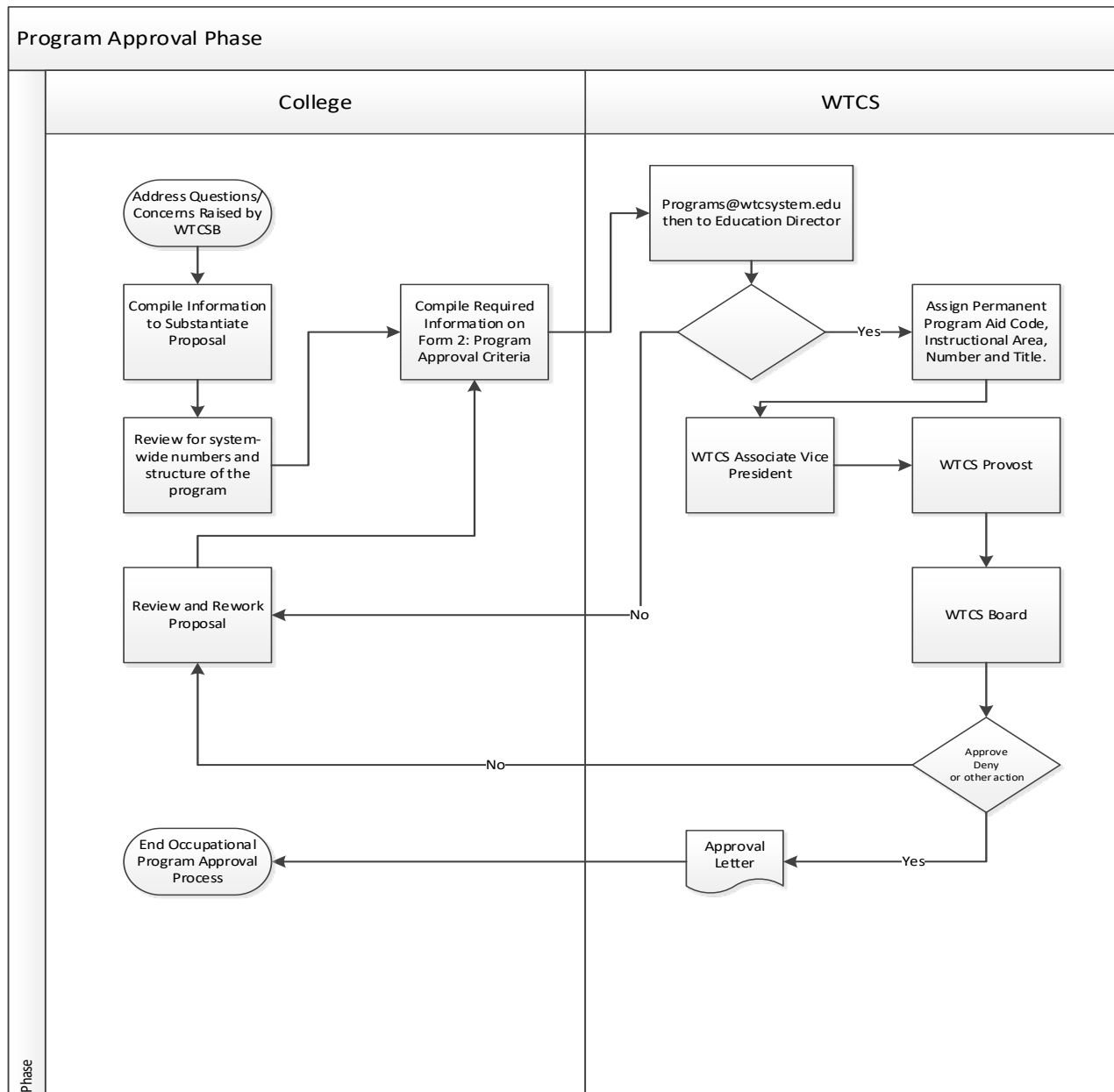
Program Approval Phase

College	WTCS

Address Questions/ Concerns Raised by WTCSB

Compile Information to Substantiate Proposal

Review for system-wide numbers and structure of the program

Compile Required Information on Form 2: Program Approval Criteria

Review and Rework Proposal

End Occupational Program Approval Process

Programs@wtcsystem.edu then to Education Director

Yes

Assign Permanent Program Aid Code, Instructional Area, Number and Title.

No

WTCS Associate Vice President

WTCS Provost

WTCS Board

Approve Deny or other action

No

Approval Letter

Yes

Phase

Supplemental Information

Program development records will be maintained at the WTCS office for a total of three 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.

Forms

Form 3-1 Concept Approval Criteria

Form 3-2 Program Approval Criteria

Chapter 4 Creating Embedded Technical Diploma and WTCS Pathway Certificates from Existing Approved Programs

Introduction

In response to employer and student demand for educational opportunities allowing seamless transition between education and work, the Wisconsin Technical College System Board (WTCS) has allowed Wisconsin Technical College Districts to create either an Embedded Technical Diploma (ETD) or Wisconsin Technical College System Pathway Certificate (WPC) from within an already approved program. ETD and WPCs prepare graduates with entry-level skills for job opportunities in demand by employers.

Procedures

The ETD and WPC approval process require colleges to demonstrate employer and industry need, document job opportunities at the end point of the credential and feasibility of offering the program from an institutional and student perspective. Approval criteria is a selection of the existing criteria from the Occupational Program Approval Process found in Chapter 3. Approval of ETDs and WPCs by the WTCS Provost is on behalf of the WTCS President and WTCS Board.

This chapter of the ESM provides the process for creating ETD and WPCs from existing WTCS Board approved programs. To ensure consistent and timely program development, a fillable form has been developed to successfully accumulate the level of documentation required. The form has instructions embedded within it, activated by hovering the mouse pointer over a fillable blank for two seconds. Information and process maps provided within this chapter are offered as guidance.

There must always be a one-to-one (1:1) relationship between the ETD/WPC and the already approved parent program using the existing primary courses within the already approved parent program curriculum. Using alternate courses from the already approved parent program curriculum is not permitted. Also, no alternate courses can be designed into the ETD/WPC curriculum.

Table 1 below represents the similarities and differences between the two distinct stacked credentials:

	WTCS Pathway Certificate	Embedded Technical Diploma
Curriculum Composition	66-100% occupationally specific 0-34% occupationally supportive	70 – 100% occupationally specific 0-30% occupationally supportive
Course Credits and Aid Code	Aid Code 61 = 2-18 credits	Aid Code 30 = 2-25 credits Aid Code 31 = 26-53 credits Aid Code 32 = 54-70 credits
Course Sequence	Primary courses from already approved program. Courses must be from the first two terms of the already approved program. No alternate courses are permitted.	Primary courses from already approved program. No specific sequence required. No alternate courses are permitted.
Outcome	Completer	Graduate
Technical Skill Attainment Required	No	Yes
Enrollment & Reporting	Although college can market, allow student application and locally enroll students, they are reported in Client Reporting only when the student has completed and has been issued the Certificate; the Client Reporting System does not allow WTCS Pathway Certificate completers to be reported as program enrollees since the Certificate is reported only when all of the courses within the Certificate's approved curriculum have been successfully completed and the Certificate has been issued.	Reported in Client Reporting throughout the students' academic progress in the program; the Client Reporting System allows program enrollees to be reported at any point during the completion of the program

Table 1

Guidelines for development of the ETD/WPC are embedded on Form 4-1: Proposal for Embedded Technical Diploma or WTCS Pathway Certificate, referenced in Section 3.0 of this procedure. Chapter 1 of the ESM should be consulted for an in-depth discussion on various aspects of developing an ETD/WPC including documentation of industry support, demonstration of need and SOC/CIP alignment. The process requires the college to identify when the appropriate education director has 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 ETD/WPC. The process is overviewed in Figure 2 below.

Embedded Technical Diploma and WTCS Pathway Certificate Approval Process

College	WTCS

ID Skill Set, Labor Market Need and Parent Program

Consult with Education Director

Complete Proposal Form 4-1

Review and Rework Proposal

WTCS Education Director and Associate Vice President Review Proposal

Complete Curriculum Form 4-2 (Or Substitute)

WTCS notifies district that proposal is denied and returned for further work

Approved? — Yes / No

District submits proposal programs@wtcsystem.edu

WTCS Provost Review Proposal

Approved? — No / Yes

District submits curriculum file and begins offering approved program

Approval Letter

Phase

Figure 2

ETD/WPC Curriculum Changes

Procedural information and forms regarding changes to ETD/WPC curriculum, such as parent program designation and existing program conversion to or from ETD status, are located in ESM Chapter 6.

Supplemental Information

Program development records will be maintained at the WTCS office for a total of three 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.

Forms

Form 4-1 Proposal for Embedded Technical Diploma or WTCS Pathway Certificate

Form 4-2 Proposed Curriculum Articulation

Chapter 5 General Education and Liberal Arts

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.

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. 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.
4. Designed to meet and transfer as a WTCS general education requirement between WTCS colleges.
5. Should not duplicate a comparable course already on the System-wide List of Approved General Education Courses (50-percent or greater similarity in competencies or objectives equals duplication)
6. At least four colleges must indicate commitment to offer the course at their respective college.

Process to add a course to the System-wide List of Approved General Education Courses

Proposing College	WTCS Education Director	Receiving Colleges

Stage 1: Course Development

Complete Form 5-1 and submit to Education Director

Request is sent out to WTCS colleges.

Colleges interested in participating in the course development inform the WTCS Education Director. At least four colleges must indicate interest.

If four colleges indicate interest, a contract is generated to develop course. If less than four colleges indicate interest, the proposal does not advance.

Course is developed collaboratively with colleges that indicated interest.

Course is shared with General Education Deans for review.

Course is revised if necessary.

Assigns a system-wide course number and title.

Submits the final WIDS course package to WIDS WTCS Repository. The WIDS course package should be sent to Tessa Campbell: campbellt@wids.org

Update the list of System-wide Approved General Education Courses

Post updated list to the MyWTCS website

Continue to Page 2

Stage 2: Program Review and Feedback

Continue from Page 1

↓

Generate survey to share with programs to solicit intent or interest in using the course. → **Colleges share the survey with programs.**

↓

Collects survey results and shares results with Deans ← **Programs review the course and complete survey.**

Submit sample syllabus to WTCS Education Director that meets criteria for posting to MyWTCS Website.

Stage 3: Course Transfer Review

Requests that UWS/ UWC Admin initiate review of the course for transferability. → **Each WTCS College updates TIS with college specific transfer information.**

↓

UW TIS Administrator enters course transfer decisions in TIS.

Stage 4: Course Implementation

Submit electronic course file via Course/Program Approval (Portal) System → **Approve the course.** → **Individual colleges offering the course will complete the electronic course submission via the Portal.**

How to Remove Courses from the list

1. Annually, in the Summer prior to the Fall General Education Deans and Administrators meeting (SCM), the WTCS education director will conduct a query using the OLAP data cubes and the Client Reporting Portal.
2. The query will identify which courses are currently reported in curriculums at the colleges and the enrollment numbers.
3. Courses that have less than four colleges reporting use or enrollments will be flagged for removal. **This does not apply to courses that were added to the list in the four years prior to the query (new classes are excluded).**
4. Flagged courses are on an at-risk list for one year.
5. A notice is sent out to General Education Deans notifying them of the status including enrollments and program usage.
   a. Discussion at the Fall SCM will include issues and concerns regarding the removal as well as alternative course replacements when it is removed. Further actions including a course review may follow depending on the outcomes of the discussion.
   b. Does removal of the course impact the WTCS-UW Universal Credit Transfer Agreement?
   c. During this year, additional colleges could elect to start offering the course, bringing the number offering it to four or more.
6. If the course is still flagged during the query the following year, the course is removed the following academic year from the System-wide Approved List of GE Courses. There is no additional opportunity to consider offering the course.
7. Notice is sent out to the General Education Administrators, Instructional Services Administrators and other WTCS education directors. WTCS IT is also informed to update Client Reporting.
8. Master System-wide List of Approved General Education Courses is updated and posted to the [myWTCS website](#).

Example:

July 2018, a query is conducted and discovers that 10-804-111 is only offered at three colleges. It is flagged, and a notice is sent out to the GE Deans informing them of the status.

A discussion is held at the Fall 2018 Gen Ed SCM. If the course is removed is there a viable alternate still on the list, would a review and updating of the course make it more useable to other colleges/programs, etc.

In July of 2019, a query is conducted and 10-804-111 is still only offered at three colleges. The course will be removed from the list effective Fall 2020. A notice will be sent out to the General Education Administrators, Instructional Services Administrators and other WTCS education directors.

Course Reviews

1. Annually, in the Summer prior to the Fall General Education Deans and Administrators meeting (SCM), the WTCS education director will review the Gen Ed Review List to determine when a course was last reviewed.
2. If a course has not been reviewed in the last five years, it is eligible for a Course Outcome Summary (COS) Review.
3. A grant will be submitted to cover the costs of facilitating COS Reviews
   a. A third-party facilitator from WIDS or one of the colleges will be utilized
   b. Costs associated with meeting expenses will be covered
4. A survey will be sent out to programs using the course for feedback
5. A one-day face-to-face meeting will be held for faculty teaching the class with the facilitator to review the current COS.
   a. One faculty member from each college is permitted to attend the face-to-face meeting.
6. A survey will be sent out to all faculty who teach the course seeking their feedback on the proposed revisions.
7. Feedback will be shared with team and facilitator. Changes will/will not be made, and a final COS draft will be shared with Deans for final review.
8. Final COS will be uploaded to WIDS for system-wide sharing as well as the myWTCS website.
9. If a course undergoes significant changes or the course is listed in the current Universal Credit Transfer Agreement, the newly revised COS will be shared with UW Transfer partners at the Fall meeting for transfer review purposes.
10. New COS's go into effect the Fall term following the review completion.
11. Notice of changes will be sent to Gen Ed Deans as well as WTCS education directors to share with programs.
12. There may be times when course reviews do not occur due to other initiatives, funding, or other events.

Supplemental Information

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

Forms

Form 5-1 Proposal to Add General Education Course

Chapter 6 Making Program Changes

Introduction

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 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. College staff can utilize Form 6-1 to move their program into other aid codes, instructional areas or activate new program numbers without moving through the program approval process.
3. If the proposed change affects other colleges sharing the same program title and number, the requesting college shall provide an email or letter of agreement from each impacted college's Instructional Services Administrator (ISA). All colleges must agree to the change.
4. Use Form 6-1 and attach advisory committee documentation supporting the change and send to programs@wtcsystem.edu. If the proposed change affects other colleges sharing the same program title and number, only the lead college is required to submit their advisory committee minutes.
5. After a program number change is approved, the old program number will be placed into suspension. Between one and three years the college will need to submit discontinuance paperwork for the old number, as with any other suspended program.
6. If a program number is changed and the program has an associated Embedded Technical Diploma or WTCS Pathway Certificate, the new program number becomes the parent number for the embedded credentials.

Curriculum Modification

Program curriculum in the WTCS portal should accurately reflect the curriculum being offered at the college. Curriculum should be in Approved or 1-Year Approved status prior to the college offering it. All modifications to a curriculum must be submitted electronically for approval through the WTCS portal in a timely manner. All changes to a curriculum will be reviewed by the assigned WTCS education director upon submission to the portal. When changes to a curriculum warrant further discussion, the WTCS education director will review Program Advisory Committee Meeting minutes and may contact the college for discussion before approving.

Examples of changes that may warrant further discussion include, changes that result in training for a different occupation than the approved program, changes that do not meet WTCS business rules, and changes that lead to the program curriculum being substantially different than similar programs offered at other WTCS colleges.WTCS expects that all major* curriculum changes, prior to submission to the portal, have been vetted and supported by the Program Advisory Committee. Program Advisory Committee Meeting minutes shall be submitted to programs@wtcsystem.edu *and* the respective education director as soon as feasible, and no later than one month after the meeting. Meeting minutes need to clearly demonstrate that the Committee was presented the proposed changes, including all courses being modified. Support of majority of members should be indicated. Best practice is to highlight the section of the minutes where the discussion and support of the changes is documented.

WTCS education directors may disapprove any changes that do not align with business rules, are not supported by the Program Advisory Committee, or are deemed to not be in the best interest of students or the WTCS.

*Major c*hanges are defined as:

> The calculation of the total course components being changed when compared to the last uploaded version on file in the Curriculum Approval Data System that results in a twenty percent change to the curriculum. This calculation includes both technical and general education courses. Form 6-5 may be used as a guide but does not have to be submitted to WTCS.

> Each of the actions below counts as 1 action:
> - Replacing a course (1:1 swap)
> - A change of title and/or credits of course (by course number)
> - Addition of a course beyond replacement
> - Deletion of a course beyond replacement

> Actions that do not count include:
> - Swapping an alternate course for a primary course
> - Changing course term
> - Changes made to alternate courses

Example:

Form 6-5 Curriculum Modification   Wisconsin Technical College System

Example: Counting for Curriculum Modification*

Program # XXX-XX-XXX   Select College Select college

ALL TERMS

Current/Already Approved Curriculum   Proposed Curriculum

Course #	Course Title	Credits	Function	Action	Course #	Course Title	Credits	Function
10-804-107	College Mathematics	3	6 AAS	Select	10-804-107	Statistics	4	7 AAS
10-412-140	Diesel Shop Skills Fundamentals	1	7 AAS	Delete/Add	10-442-126	Metal Repair Techniques	2	7 AAS
10-801-196	Written Communication	3	6 AAS	No Change	10-801-196	Written Communication	3	6 AAS
10-412-155	Heavy Duty Drivetrains	4	7 AAS	Move	10-412-155	Heavy Duty Drivetrains	4	7 AAS
10-412-190	Diesel Equipment Lab Experience 1	1	7 AAS	Select	10-412-164	Brake & Suspension Systems	4	7 AAS
10-412-125	Cab Climate Control	4	7 AAS	Delete				Select
			Select	Select				Select
			Select	Select				Select
			Select	Select				Select
			Select	Select				Select

First Line: This course is changing name, credits, and function in program code = 1
Second Line: Course 10-412-140 is being swapped with 10-442-126 = 1
Third Line: Nothing is changing = 0
Fourth Line: This course is moving terms = 0
Fifth Line: Course 10-412-190 is being exchanged for its alternate course
    10-412-164 = 0
Sixth Line: Course 10-412-125 is being deleted and not exchanged for a new
    course = 1

System Aligned Curriculum Modification

WTCS and/or WIDS initiate modification on a periodic review (every three years) or as-needed basis. Colleges may also initiate modification by request of presidents, deans, instructors, staff and/or advisory committees.

Please reference ESM Chapter 17 System Aligned Programs and Courses for complete information on this process, including the timing of Advisory Committee Meeting Minutes submission.

Embedded Program Modification

Embedded Program Parent Change Form

Embedded programs may need reassignment to a different parent. This can be accomplished using the Embedded Program Parent Change Form 6-6.

Existing Programs –Embedded Status Change

On occasion, an existing program already has the characteristics of an embedded program where it has the 1:1 curriculum relationship but is not identified as ETD/WPC.

Should the college wish to adopt this identification, submit the request via Form 6-7.OIS staff will implement the change.

If a college wishes to move a program from ETD/WPC status to stand-alone Technical Diploma status (non-embedded), the program must go through the new program approval process for WTCS board approval outlined in ESM Chapter 3. Since an approved ETD/WPC will have already received district board approval and demonstrated labor market need, the initial ETD/WPC submission serves as the Concept Approval.

Form 3-1 is not needed. Form 3-2 is required. When filling out Form 3-2, these additional actions are required:

- Enter the original ETD/WPC approval date under "WTCSB Concept Review Approval Date"
- Demonstrate the need for the change from ETD/WPC to stand-alone Technical Diploma by describing the rationale for the change in the "Comments" section
- Provide documentation of advisory committee support as "Attachment D"
- Attach any other supplemental information as needed.

Program Suspension and Reinstatement

College staff may suspend programs for a maximum of three 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 program must be discontinued.

The system office staff will annually review programs with no enrollments. These programs will be reviewed for possible suspension.

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.
3. If the program is a parent program, all child programs (Embedded Technical Diplomas and/or WTCS Pathway Certificates) must also be suspended. No separate form is required. Colleges will acknowledge the child program suspension on Form 6-3 of the parent program.

To reinstate a suspended program; within three years of suspension:
1. Complete Form 6-3 and provide documentation on the reinstatement to programs@wtcsystem.edu.

Program Discontinuance

Programs must be in suspension for one year prior to discontinuance. After one year of suspension the college can initiate discontinuance if no students are enrolled. After three 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. College staff must follow the system board submission dates. View board submission dates.
2. If the program is a parent program, all child programs (Embedded Technical Diplomas and/or WTCS Pathway Certificates) must also be discontinued. No separate form is required. Colleges will acknowledge the child program discontinuance on Form 6-4 of the parent program.

Supplemental Information

Forms

Form 6-1 Program Title Number Change

(Form 6-2 is retired)

Form 6-3 Program suspension or Reinstatement

Form 6-4 Program Discontinuance

Form 6-5 Curriculum Modification (Also available as excel sheet)

Form 6-6 Embedded Parent Change

Form 6-7 Embed Existing Tech Diploma

Chapter 7 Course Standards

Introduction

The standards and processes for course development are reviewed here. Information is included on the number of hours for various types of courses.

Course Approval

All courses offered within the Wisconsin Technical College System (WTCS) must receive approval from the Wisconsin Technical College System Board (WTCSB). All courses must be approved by the System Office before enrolling students. This standard ensures that courses offered by districts are assigned with proper aid code, instructional area, credits, and materials fees. Refer to client and course and curriculum approval manuals.

Course Standards

System-wide (aligned) curriculum: all program courses in the alignment must have the same title, number, and credit value.

Non-aligned curriculum: Use consistent names/numbers whenever possible if other colleges have existing courses with a similar title, number, credit value.

Course numbers: Must consist of eight digits in the format: 12-345-678
- Digits 1-2: Aid code
- Digits 3-5: Instructional area
- Digits 6-8: Unique course ID numbers

Course titles:
- Should be as short as possible not to exceed 43 characters
- Should include descriptive language such as "workshop" or "seminar"
- Can be abbreviated as necessary; use common abbreviation methods

Course Descriptions: Course descriptions are provided for informational purposes to aid in the assessment of the overall course and to ensure that the aid code and instructional area are correct for the content of the course:
- Describe the intent and content of the course
- Must not exceed 700 characters

Computation of credit: Credit computation rules were developed by Aid Code. The computations may use some or all the following elements:
- A Type Hours, B Type Hours, C Type Hours, D Type Hours, and E Type Hours
- Total Hours of Instruction
- Aid Code and District Number

Rules for calculation are found in the client course approval manual, found on the myWTCS Data Systems Manual page in the Course Credit Computation Rules section.

All courses with Aid Code 10, 20, 30, 31, 32 or 50 must be offered at the same credit value on file as, and as approved by, the WTCS.

Aid Code 60 courses are permitted to be offered at the same or lesser credit value than the value on file as, and as approved by, the WTCS.

Aid Code 42 and 47 courses are provisionally allowed to be offered at a lesser credit value than the value on file as, and as approved by, the WTCS. Annually, a list of Aid Code 42 and 47 courses offered for less than the approved credit value must be submitted by the districts to WTCS pursuant to the auditing policy. Any course offered at a lesser credit value that the district intends to offer again, shall be submitted to the WTCS for approval under a separate course number. Modifications are not allowed for Aid Code 47 courses when in Instructional Area 503 (fire service) or when included in an apprenticeship program or taken as part of the 50-499-9 "Journeyworker Upgrade" program.

Audit Schedule and Criteria

Schedule

- On September 1st, the colleges will be provided with a report of courses offered in the preceding fiscal year at unapproved credit values (Course Credit Audit List (CCAL) (Form 7-1)). *Note: Form 7-1 is in development and will be linked here at a later date.*
- By October 1st, colleges shall complete the following sections of the CCAL and submit the completed CCAL to programs@wtcsystem.edu: Modified Course Name (if applicable), Modified Local Course Number (if applicable), Rationale for Modifications, Course Scheduled for Submission (Y/N), and Comments (if applicable).
- By November 1st, WTCS Education Directors shall submit a list of modified courses deemed impermissible to the Associate Vice President – Office of Instruction (AVP-OIS) and have concluded dialogue between the WTCS Office and Colleges about any course initially deemed impermissible.
- By December 1st, a list of courses requiring changes or deemed to be disallowed will be provided to the Colleges.
- By December 31st, any course requiring change shall have said change uploaded and approved in the Course Approval Data System.

The timing of this schedule takes into consideration that course(s) may have been offered in the Summer/Fall following the close of Client Reporting, but prior to the final determination list of course(s) requiring change or being impermissible is provided to

the colleges. The goal is to ensure the any course requiring change is corrected and any course deemed impermissible is not offered after the final determination is made.

Criteria

The CCAL will be reviewed by WTCS Education Directors to ensure business rules and appropriate coding practices are followed. Any impermissible practices will be discussed with the college and amended or disallowed for the following year. Any modified course intended to be offered in the following year should be submitted for official approval in the WTCS Portal under a new name and number. Thus, it should not show up on the future CCALs.

There are permissible reasons for modifying a course. The following reasons will be included on the CCAL as checkboxes for the colleges to select. If the course modification falls outside the reasons provided, colleges shall select the "Other" box and then describe the rationale for the modification.

Rationale for Modification

- Rapid request for training through Business and Industry Services division
- College coding error
- Incorrect credit value on file at WTCS
- Grant Deliverable (e.g. National Criminal Justice Training Center)
- Other (provide rationale)

Course Hours Information (A-E)

A Type Hours: Faculty-delivered content via multiple learning environments including face-to-face and through a variety of distance education modalities.
- Content includes lectures, presentations, discussions, and other teaching methods.
- Course outcomes, learning objectives and performance assessment criteria are specified.
- Faculty interaction is frequent or continuous.
- A Type Hours exclude clinical, independent, and individualized study, laboratory, occupational (internships/externships), practicum, scenario, simulation, and work-based learning per B-E Hour definitions.

Associate Degree/Liberal Arts Course Credit Standards
- In A Type Hours, eighteen - 50-minute potential periods of instruction per term equal one associate degree credit. PHI/18 = CR
- Student outside effort: two hours for each potential period of instruction.

Technical Diploma Course Credit Standards
- In A Type Hours, thirty-six - 50-minute potential periods of instruction per term equal one technical credit. PHI/36 = CR

    o   Student outside effort: No less than 1/2 hour for each contact hour.

<u>B Type Hours:</u> Hands-on and experiential learning via laboratory, scenario, simulation, shop, or other non-work-based learning experience.

- Course outcomes, learning objectives and performance assessment criteria are specified.
- Faculty interaction is frequent or continuous
- Faculty deliver content via multiple learning environments including face-to-face and through a variety of distance education modalities.

    Associate Degree/Liberal Arts Course Credit Standards
       o   In B Type Hours, thirty-six - 50-minute potential periods of instruction per term equal one associate degree credit. PHI/36 = CR
       o   Student outside effort: one hour for each two potential periods of instruction.

    Technical Diploma Course Credit Standards
       o   In B Type Hours, the equivalent of thirty-six - 50-minute potential periods of instruction per term equal one technical credit. PHI/36 = CR
       o   Student outside effort: No less than 1/2 hour for each contact hour.

<u>C Type Hours:</u> Independent and individualized study.
- Course outcomes and learning objectives and performance assessment criteria are specified.
- Faculty manage learning, create objectives, remotely direct – but are not present on a daily/weekly basis
- Faculty/student interaction schedule is set by the faculty appropriate to the learning objectives and performance objectives.

    Associate Degree/Liberal Arts Course Credit Standards
       o   In C Type Hours, fifty-four - 50-minute potential periods of individualized/independent instruction per term equal one associate degree credit. PHI/54 = CR
       o   Student outside effort: none required.

    Technical Diploma Course Credit Standards
       o   In C Type Hours, fifty-four potential periods of individualized/ independent instruction per term equal one technical diploma credit. PHI/54 = CR
       o   Student outside effort: None required.

<u>D Type Hours:</u> Work-based learning including clinical, externship, job shadowing, internship, and practicum.
- Content includes clearly specified and documented learning criteria. Faculty and employer direct the learning.

- o Course outcomes, learning objectives, performance assessment criteria, sequencing, and student progress reporting expectations are collaboratively identified and documented by faculty and employer.
  - o Examples of student learning may include supervised job-shadows, individual assignments, or team-based projects.
- Faculty provides direct oversight of program standards with frequent or periodic supervision.
- Employer provides direct or indirect supervision.

Associate Degree/Liberal Arts Course Credit Standards
- o In D Type Hours, seventy-two hours of worked-based learning equal one associate degree credit. PHI/72 = CR
- o Student outside effort: none required.

Technical Diploma Course Credit Standards
- o In D Type Hours, seventy-two hours of worked-based learning equal one technical diploma credit. PHI/72 = CR
- o Student outside effort: none required.

E Type Hours: Work-based experience (*E hours are used infrequently*).
- Student has shown competency to work at an approved off-site employer and independently performs the occupation as any other employee with limited supervision.
- Used to accommodate specific program requirements not addressed by D Type hours.
- Discuss intended use with relevant Education Director.

Associate Degree/Liberal Arts Course Credit Standards
- o In E Type Hours, two hundred sixteen hours of work-based learning experience equal one associate degree credit. PHI/216 = CR
- o Student outside effort: none required.

Technical Diploma Course Credit Standards
- o In E Type Hours, two hundred sixteen hours of work-based learning experience equals technical credit. PHI/216 = CR
- o Student outside effort: none required

A – E Hour Differentiation Factors Table

Type	Associates Degree # of Contact Periods / Credit (Aid Code 10)	Associates Degree Outside effort required / Credit	Technical Diploma # of Contact Periods / Credit (Aid Codes 30/31/32)	Technical Diploma Outside effort required / Credit	Specified learning objectives	Faculty directed learning	Faculty Interaction	Primary Mode Examples
A	PHI/18 = CR	Yes/18-36	PHI/36 = CR	Yes / no less than 18	Yes	Yes	Frequent / Continuous	• Lecture • Presentations • Discussion • Other Teaching Methods
B	PHI/36 = CR	Yes/18	PHI/36 = CR	Yes / no less than 18	Yes	Yes	Frequent / Continuous	Hands-on /Experiential Learning • Lab • Scenario • Simulation • Shop
C	PHI/54 = CR	No	PHI/54 = CR	No	Yes	No	Periodic	Independent / Individualized Study
D	PHI/72 = CR	No, may vary based on experience	PHI/72 = CR	No, may vary based on experience	Yes	Shared	Shared / Periodic	Work-Based Learning • Clinical • Externship • Job Shadow • Practicum • Internship
E	PHI/216 = CR	No	PHI/216 = CR	No	No	No	Limited	Work-Based Experience • Indirect supervision Used infrequently

Supplemental Information

Apprenticeship Course Standards

Apprenticeship courses allow for only A, B, C and D hour use.

Guidance for Study Abroad Courses

Study abroad courses should use the instructional area that reflects the content of the course. The instructional area 140 can be used for study abroad courses that do not fit into a specific content-related instructional area or in other instances as approved by the WTCS office. To track study abroad courses, the "location code" in client reporting will identify that a given course is study abroad. The "location of learning code" in client

reporting will identify the country of study. Refer to client and course and curriculum [approval manuals](#) for further information.

Guidance for Co-requisite or Integrated Courses

When an integrated course involves two or more courses, report each of the courses individually in the Course and Curriculum data system and Client Reporting data system, including the correct aid codes, instructional areas, required hours and credit values. Although the courses might be "stacked" or integrated in a concurrent delivery format and seem like one intensive course to students, they need to be reported to the system office in their separate, approved formats.

Hours cannot be double counted for two courses (i.e. a 4-hour course cannot be counted as four hours general education instruction AND 1-hour support/ adult basic education (ABE) instruction). Course credits are based on student contact hours. Courses cannot be scheduled simultaneously and have one student contact hour count for two different courses. For example, if a student is enrolled in a 3-credit general education course that has 54 hours of instruction and also enrolled in a supplemental 1-credit ABE course which requires at least four hours of instruction, the student must receive at least 58 hours of instruction to receive 4 credits (3 credits general education and 1 credit ABE). The content of the general education and ABE courses can be intermingled if that works best for students, but the student must receive 58 hours of instruction.

Hours for the ABE course must be tracked separately from the general education course since the number of credits awarded is based on the number of hours the student attends. If the student does not participate in the supplemental ABE course, they cannot receive any hours of participation for that course even if they attend all the general education course. If the student participates in two hours of the supplemental ABE course, they can only be reported in Client Reporting with having completed two hours.

Guidance for Third-party Course Instruction

Courses taught by a third- party vendor can only be submitted in Client Reporting if the course content was developed by a WTCS college and the course is approved in the Course Approval Data System. Courses developed by a third- party vendor are not reportable in Client Reporting. Third-party instructors must meet the minimum academic, occupational, and teaching requirements for WTCS colleges as outlined by the Faculty Quality Assurance System and local college requirements.

Forms

7-1 CCAL (In development for 2021)

Chapter 8 Working with Apprenticeships (in process)

Content is being developed; multi-release publishing anticipated in 2021.

Chapter 9 Assessing Programs through Technical Skill Attainment

Introduction

The Wisconsin Technical College System (WTCS) Technical Skills Attainment (TSA) process is designed to ensure all program students can demonstrate industry-validated technical skills throughout and upon completion of their chosen occupational program of study.

Since the inception of the Wisconsin Technical College System (WTCS) 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 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 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 WIDS consultant facilitates this process by managing the development of content, surveying stakeholders, making

needed edits, and posting the final product to the WTCS WIDS Repository. Colleges not participating in Phase 1 development process are still required to use the final product approved and posted to the WTCS WIDS 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 WIDS 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 WIDS 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 WIDS 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. 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.

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.

Procedures

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 WIDS 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 WTCS WIDS Repository to retrieve content for the program's TSA.

New Program Adoption of Existing Approved TSA-Phase 1

Colleges seeking approval for a program that already exists within the System (i.e. shared program number and title) must adopt the existing TSA Phase 1 for that program.

As outlined in ESM Chapter 3, it is required that the requesting college consult with the assigned WTCS Education Director when creating new programs. Regarding TSA, the Education Director shall identify if the proposed program will be adopting an existing program number and title; in such instances, the Education Director shall locate the associated TSA Phase 1 documents in the WTCS WIDS Repository, then communicate to the requesting college the TSA Phase 1 adoption requirement and forward TSA Phase 1 information for that program.

Requesting college should send the existing TSA Phase 1 to its advisory/ad hoc committee for review and discussion.

Upon WTCS Board Approval of the program, the letter of program approval will include a statement recognizing the college has agreed to adopt the existing TSA Phase 1. The existing TSA Phase 1 completion date is automatically updated to the WTCS Portal for this new college program.

Unique Program

Review Plan to Develop TSA with Education Director

Determine if TSA will be 3rd Party

Identify Program Outcome Criteria

Identify and Document Employer Support

Complete and Submit TSA form 9-1 to programs@wtcsystem.edu

Education Director

Disapproved

Approved

Letter of Approval

File Copy Phase 1 In WIDS Repository

Continue to Phase 2
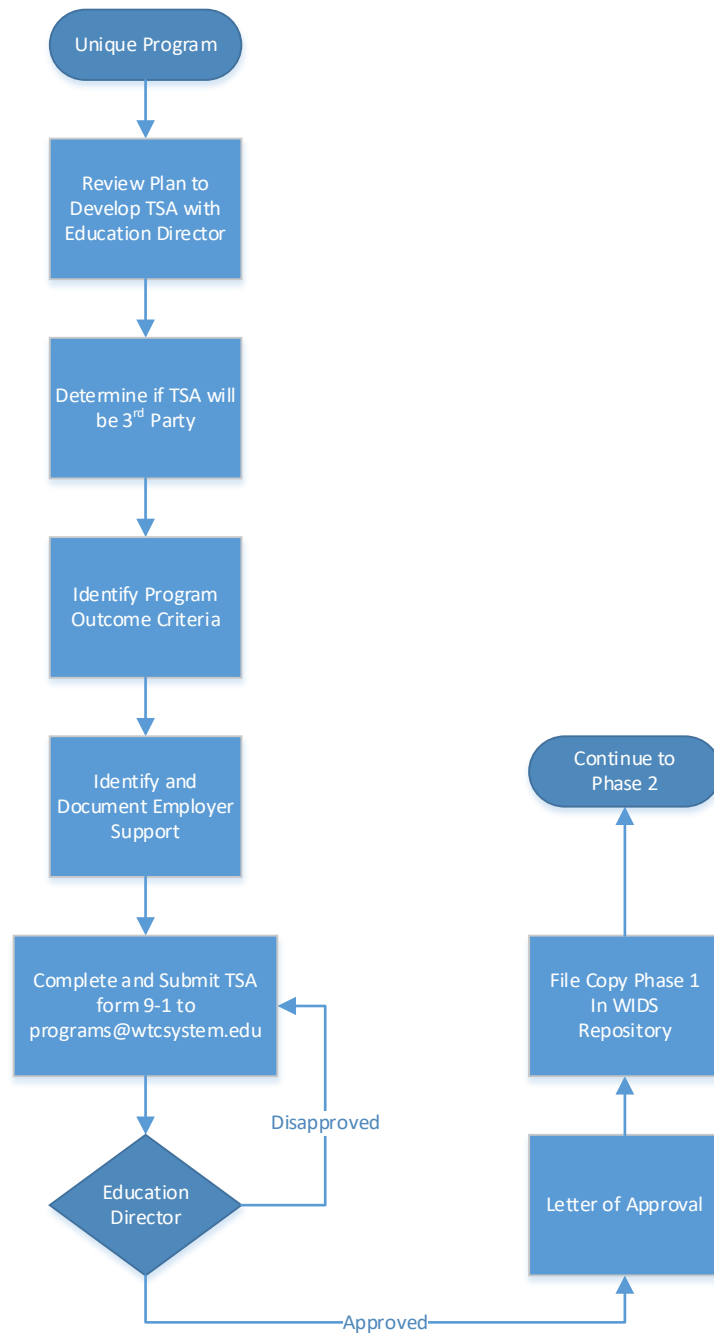
Process Map TSA Phase 1 – Planning for Unique Program
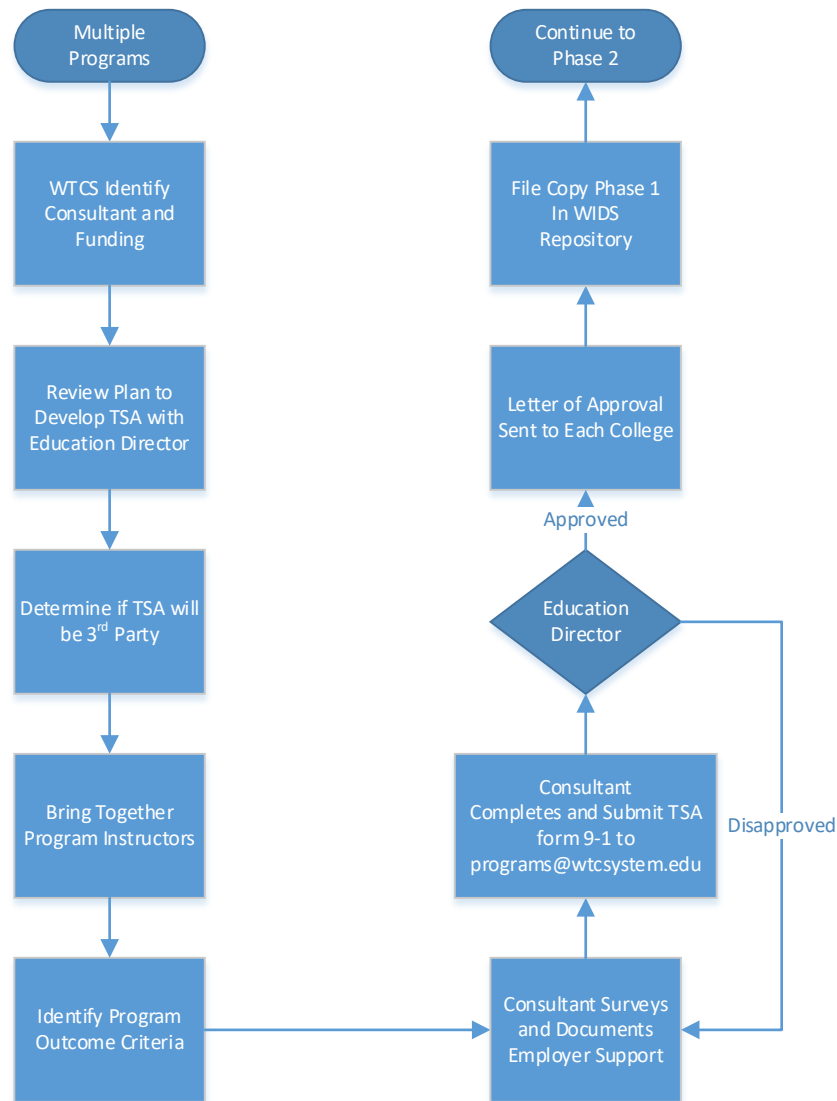
Process Map TSA Phase 1 – Planning for Multiple Programs

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 WIDS 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 third-party assessment

- WIDS Program Outcomes Course Assignment Matrix/College Matrix
- Advisory Committee Minutes, indicating their acknowledgment and support of the TSA process
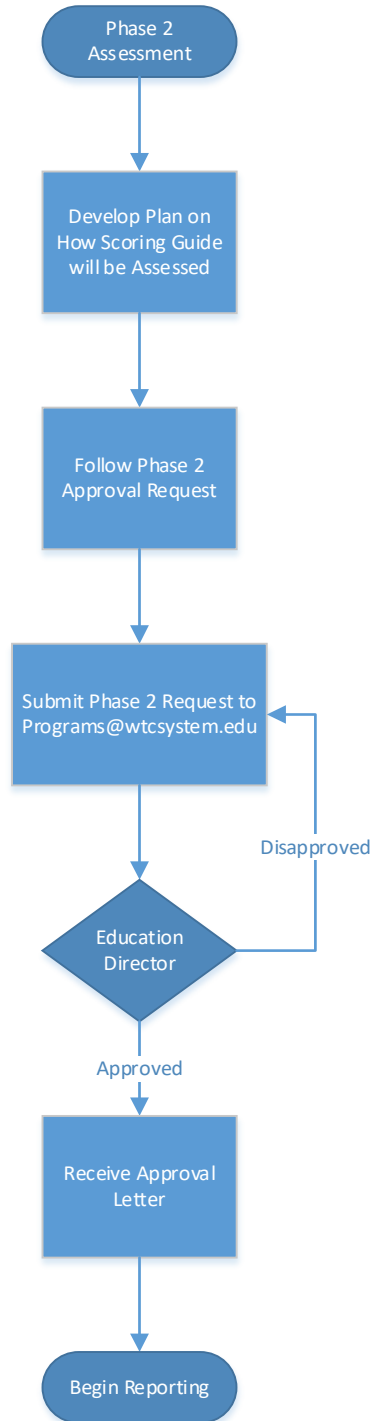
Process Map TSA Phase 2 – Implementation

TSA Revision Process

All proposed revisions to either a TSA Phase 1 or 2 requires contacting 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.

Programs in suspended status are not required to engage in TSA revisions. Use of existing TSA Phase 1 and Phase 2 may remain through the suspension period. If the program is re-instated, revisions must be completed.

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

PLEASE NOTE: When a TSA Phase 1 revision is approved, the previous TSA Phase 2 date will be removed from the data system the following fiscal year. Therefore, a TSA Phase 2 revision is required to be submitted as directed below. If the TSA Phase 1 revision does not result in any changes to the previous TSA Phase 2, please communicate the same to the program education director.

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 WIDS 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 these criteria will be based on each college's proportionate share of programs with Phase 2 TSA assessment approvals.

Supplemental Information

WTCS 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.

Form 9-1 TSA Assessment Plan Approval Request Form Phase 1

Form 9-2 TSA Assessment Plan Approval Request Form Phase 2

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

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

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

Chapter 10 Credit for Prior Learning

Introduction

This procedure expands upon [WTCS State Board Policy 323](#), Credit for Prior Learning (CPL). 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/Duel-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 applied 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 applied 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
Transcripted Credits:
For purposes of CPL, high school transcripted 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.

   a. Students must earn a minimum score of three on AP exams to qualify for CPL.
   b. 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.

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 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 three years.

Type of Prior Learning Assessment	Prior Learning Assessment Fee
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

Basic Skills Education

Basic Education courses are those courses below the postsecondary level designed to meet the instructional needs of adults who:

- have attained 18 years of age
- are not enrolled or required to be enrolled in secondary school under State law
- and who lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or are unable to speak, read, or write the English language.

Basic Education is comprised of Adult Basic Education (ABE) and Adult Secondary Education.

Adult Basic Education (ABE)

ABE consists of instruction in competencies below the secondary-school level. ABE is divided into Beginning ABE (grade levels 0 - 5.9) and Intermediate ABE (grade levels 6.0 - 8.9).

Adult Secondary Education

Adult Secondary Education consists of instruction in competencies at secondary-school levels (grade levels 9.0 - 12.9). It includes the following areas:

- English Language Learning: instruction in communicating in English for learners whose native or dominant language is not English.
- Developmental education: instruction in secondary-school level academic subjects for individuals who need to strengthen foundation competencies in order to be admitted to a postsecondary program.
- Remedial education: instruction in secondary-school level academic subjects for postsecondary program students whose deficiencies in foundation competencies were not extensive enough to deny them admission.

Instruction is available in the areas that include reading, mathematics, communications skills, social studies, physical sciences, health, basic computer skills, and career education.

Basic Education Courses

The following aid codes apply to Basic Education:

73   Beginning Adult Basic Education (grade levels 0 - 5.9). Use in conjunction with instructional areas 850-860, 862 and 890.

74   Intermediate Adult Basic Education (grade levels 6.0 - 8.9). Use in conjunction with instructional areas 850-860, 862 and 890.

75   English Language Learning. Use in conjunction with instructional area 861.

76   Adult Secondary Education (grade levels 9.0 - 12.9). Use in conjunction with instructional areas 850-860, 862 and 890.

77   Developmental. Use in conjunction with instructional areas 850-860.

78   Remedial. Use in conjunction with instructional areas 850-860.

Course Approval

Non-Postsecondary courses must be assigned credits and approved by the System Office before offering them to students. Assignment of credit for Non-Postsecondary Aid Codes 73, 74, 75, 76, 77 and 78 follow rules contained in the Course Standards section of the ESM.

Supplemental Information

Tutoring

Tutoring is educational assistance provided to students, typically regarding specific course needs. Tutorial assistance may be provided through staffed and non-staffed methods, such as online media and other computerized assistance. These activities do not constitute course enrollments and do not generate FTEs.

Student Financial Aid

Financial aid regulations apply to and limit the eligibility of Basic Education remedial courses. This includes the credit and term limits which apply to a student's total financial aid eligibility and to a student's remedial courses. Financial aid regulations prohibit eligibility based on programs composed of basic education (remedial) courses.

Integrated Education and Training

Integrated Education and Training (IET) is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational

cluster for the purpose of educational and career advancement. There are three components that must exhibit integration within IET that include:

1. Adult Education and/or Literacy services;
2. Workforce Preparation services designed to help the participant acquire a combination of academic skills, critical thinking skills, digital literacy skills, self-management and employability skills, and other skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
3. Workforce Training for a specific occupation, career pathway or occupational cluster.

IET has a single set of learning objectives that identify specific adult education content, workforce preparation activities, and workforce training competencies, and the learning activities are organized to function cooperatively. The adult education and/or ELL component of the IET must be aligned with WTCS-defined adult education/ELL content standards, and the workforce training must be postsecondary programming in a WTCS-approved credential or result in an industry certification.

Adult Education and Family Literacy Act (AEFLA) funded providers must complete the *Wisconsin AEFLA IET Planning Tool* available on myWTCS and email the completed form to grants@wtcsystem.edu before enrolling and reporting IET student participation through WTCS reporting systems.

System-wide General College Courses

General College courses are systemwide courses that reflect foundational competencies necessary to be successful in subsequent postsecondary coursework. General College courses specifically address gaps in knowledge and skills required for successful completion of system-wide General Education courses that exist in the Communication (801), Mathematics (804), Science (806), and Social/ Behavioral Science (809) areas. They are intended to provide foundational skills development for students who will subsequently be enrolling in General Education courses and other postsecondary coursework.

General College courses are system-wide courses. A current list of these courses may be found on the myWTCS website. For course descriptions, summaries and WIDS course files, please see the General College ("thin layer") section at the WTCS WIDS Repository.

General College Course must meet the following criteria:

1. Be offered at aid code 10.
2. Are financially aid able.
3. Do not count as credits toward an Associate of Applied Science degree.

4. Align with specific system-wide General Education courses in the 801 (Communications), 804 (Mathematics), 806 (Natural Science), and/or 809 (Social/Behavioral Science) instructional areas.

5. Contain content that spans high school to college. The WTCS Adult Basic Education Standards (in Math and Communications spanning K-12.9th grade) are located on the myWTCS website. https://wtcsystem.wids.org/DefaultSplash.aspx. The purpose of refreshing student skills is to prepare them for success in targeted General Education courses.

6. Proposed new General College courses should not duplicate a comparable course already on the system list of General College courses.

Chapter 12 System-wide Articulation Documentation Process

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. <u>The "originating" college is also responsible for any updates or renewals of the articulation agreement</u>. 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 WTCS 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 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 ISA meeting through the current chair of the ISA.

Step 4   OC ISA presents agreement at the ISA meeting for discussion and review.

Step 5   OC submits all completed agreement paperwork including the cover page, Form 12-1, to the Program Coordinator in the Office of Instructional Services (OIS) at the System office: programs@wtcsystem.edu. The System Office is responsible for collecting approval from all ISAs and for completing a signature page.

Step 6   The Program Coordinator for the OIS will post a copy of the agreement to the WTCS WIDS Repository and send a copy to all ISA, Transfer In/Out Coordinators, and the relevant education director.
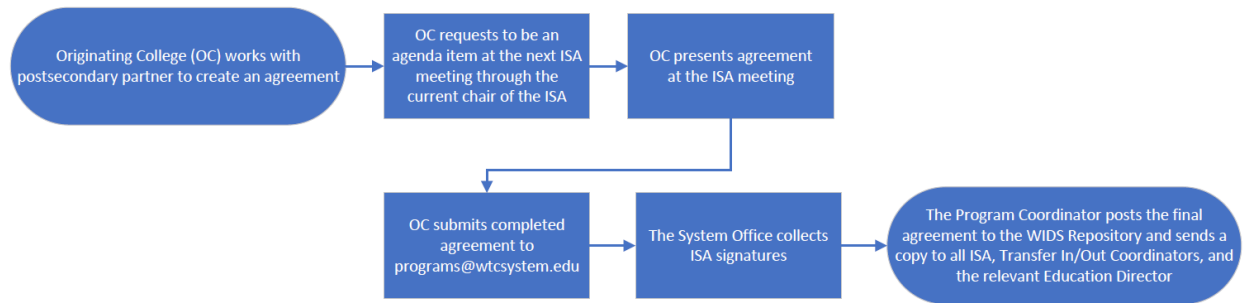
Flowchart outlining the articulation agreement development process

Supplemental Information

Forms

Form 12-1 System-wide Articulation Agreement Cover Page

(Form 12-2 Discontinued – WTCS Internal use only)

Chapter 13 Individualized Technical Studies

The Individualized Technical Studies Degree (ITS) is a flexible degree program intended to address a student's goals that cannot be achieved through completion of an existing program offered at a college, including a combination of pathway certificates, technical diplomas, advanced training certificates or Applied Associate Degrees.

To receive an ITS degree, students work with an advisor to design a unique associate degree that combines State Board approved associate degree courses. The ITS degree is approved in all 16 districts and is assigned a program number in Instructional Area 825 based on career cluster of emphasis:

10-825-18 ITS -	Agriculture, Food & Natural Resources
10-825-2 ITS -	Architecture & Construction
10-825-3 ITS -	Arts, AV Technology & Communications
10-825-4 ITS -	Business, Management & Administration
10-825-5 ITS -	Education &Training
10-825-6 ITS -	Finance
10-825-7 ITS -	Government & Public Administration
10-825-8 ITS -	Health Sciences
10-825-9 ITS -	Hospitality & Tourism
10-825-10 ITS -	Human Services
10-825-11 ITS -	Information Technology
10-825-12 ITS -	Law, Public Safety & Security
10-825-13 ITS -	Manufacturing
10-825-14 ITS -	Marketing, Sales & Service
10-825-15 ITS -	Science, Technology, Engineering & Math
10-825-16 ITS -	Transportation, Distribution & Logistics

ITS program plans do not go the State Board for approval. The ITS degree proposed curriculum is reviewed by the WTCS to ensure the intended plan meets WTCS program policy rules and requirements and is then kept on file. The WTCS generates an annual report of ITS degrees awarded in the previous academic year and follows up with colleges who award more than ten ITS degrees in a specific career cluster to determine if a new program should be developed. The education director for the career cluster of emphasis assumes the lead in working with the college to determine new program need.

College Implementation

As part of its implementation of the ITS program(s), each college shall:

- Develop materials that inform potential students about the program and its requirements. The informational materials shall identify a primary college contact for the program.
- Develop standardized application materials that help students define their career objective, identify coursework that fulfills the objective and fulfills student enrollment requirements for the program.
- Document a process by which the college will evaluate student application materials and career plans.
- Maintain an ITS Student Advising Committee that is responsible for reviewing student applications and career plans. Based on their review, the Advising Committee determines if students are eligible to enroll in the program. The ITS Student Advising Committee may assist students in modifying curriculum options and clarifying career objectives.
- Integrate review of their ITS program as part of the college's ongoing program evaluation process. Colleges are encouraged to develop annual assessments of program quality and impact on student learning.
- An ITS program plan for each student needs to be submitted to the System Office using Form 13-1 by May 1 of the fiscal year of enrollment.
  - Program plan must include the following:
    - Intended course curriculum (identifying the 20 credits of emphasis and 15 credits of General Education in the correct disciplines).
    - Rationale for seeking the ITS degree over existing programs and explanation of why current programming does not meet student needs. This includes intended job title/occupation of the student.
    - List of Student Advising Committee members and Occupational Mentor, including names and contact information.
    - Date of student enrollment

Student Enrollment Requirements

Participation: Prior to being accepted into the ITS program admission, each student must:
- o Be assigned a program advisor.
- o Develop a plan outlining their career objectives.
- o Complete standardized application materials as specified by the college that includes an ITS Degree portfolio. Students shall file completed application materials with the college's ITS Student Advising Committee as part of the program admission process. Student portfolio could include items such as:
  - ▪ Self-assessment
  - ▪ Statement of need
  - ▪ Career outcomes
  - ▪ Program plan
  - ▪ Identification of an occupational mentor. (An occupational mentor is someone who works in the student's field of choice, recently worked in that field and/or is familiar with the knowledge, skills and abilities sought by the student.)

Academic Requirements: ITS degrees must follow the requirements established for Applied Associate Degree programs, including General Education requirements. The current requirements can be found in Chapter 2 and include General Education content areas of communications, social and behavioral science, mathematics, and/or natural science. The range of credits for an Applied Associate Degree is 60 to 70.

Individualized Core: Each student is required to complete a minimum of 40 ITS credit hours that may include courses from any college departments. Minimum of 20 credits must be focused in one career cluster. The ITS Student Advising Committee shall identify the career cluster under which the ITS student is focusing the (minimum) 20 credits.

Colleges should use WTCS Credit for Prior Learning (CPL) policies to determine if any prior education and training or work experiences qualify towards meeting course/program outcomes. The procedure for evaluating CPL options can be found in Chapter 10.

Colleges shall maintain appropriate records to demonstrate fulfillment of college implementation requirements and student enrollment requirements. The System Office may periodically request access to documents as part of its efforts to assess college activities.

Supplemental Information

Forms

Form 13-1 ITS Program Plan

Chapter 14 Competency Based Education

Introduction

To provide guidance for WTCS implementation of Competency-Based Education (CBE) for post-secondary programs.

CBE programs offer the potential to improve access and outcomes in post-secondary education by transitioning from the time-based Carnegie-credit hour educational model to an educational model that holds learning constant and allows the time of educational activity to vary. The transition from time to learning as the basis for determining student progress impacts WTCS systems and procedures. Federal regulations and accreditation requirements for CBE programs are expected to continue to evolve, leading to the need for flexibility in system-level and college-level CBE program implementation.

"In general, CBE is an outcomes-based approach to earning a college degree or other credential. Competencies are statements of what students can do as a result of their learning at an institution of higher education. While competencies can include knowledge or understanding, they primarily emphasize what students can do with their knowledge. Students' progress through degree or credential programs by demonstrating competencies specified at the course and/or program level. The curriculum is structured around these specified competencies, and satisfactory academic progress is expressed as the attainment or mastery of the identified competencies. Because competencies are often anchored to external expectations, such as those of employers, to pass a competency, students must generally perform at a level considered to be very good or excellent."

Three types of CBE have been recognized by the Department of Education (DOE); Credit-hour CBE, Direct Assessment, and Hybrid CBE (Mix of Direct Assessment and Credit-hour CBE).

- Credit-hour CBE: "A program that is organized by competency, but measures student progress using clock or credit hours, is a CBE program, but not a direct assessment program." DOE GEN-14-23, **Error! Hyperlink reference not valid.**https://ifap.ed.gov/dear-colleague-letters/12-19-2014-gen-14-23-subject-competency-based-education-programs-questions
- Direct Assessment CBE: "Student progress in a direct assessment program is measured solely by assessing whether the student can demonstrate that he or she has a command of a specific subject, content area, or skill, or can demonstrate a specific quality associated with the subject matter of the program. Therefore, unlike a CBE program measured in credit hours, a direct assessment program does not specify the level of educational activity in which a student is expected to engage in order to complete the program. However, the program must provide students with enough educational resources, including substantive interaction with instructors, for students to develop each competency required for completion." DOE GEN-14-23,

https://ifap.ed.gov/dear-colleague-letters/12-19-2014-gen-14-23-subject-competency-based-education-programs-questions.

How is CBE different from traditional educational models?

Both Higher Learning Commission (HLC) and DOE have determined that CBE differs from educational models which organize learning around courses and credits. These educational models differ in important ways and Credit-hour CBE programs are the closest CBE model to the traditional WTCS educational model.

- In CBE programs time can vary and learning is held constant (students do not progress until demonstrating mastery over the competency but are given the time they need to do so). In traditional educational models time is fixed, and the level of learning varies.
- In traditional educational models institutional contribution is demonstrated with structured class sessions that provide a fixed number of hours of engagement as a measure of learning opportunity. In CBE models institutions provide enough academic resources, activity, and time for learners to achieve outcomes and directly measure these learning outcomes.
- In traditional educational models academic content is organized around courses and students' progress by completing courses and accumulating credits. In credit-based CBE programs academic content or delivery is organized around competencies and students' progress by demonstrating mastery of competencies.
- In traditional educational models the level of learning is expressed with course grades. In CBE models, the level of learning is expressed by recording the competencies mastered.

DOE and Accreditor requirements

"Competency-based approaches to education have the potential for assuring the quality and extent of learning, shortening the time to degree/certificate completion, developing stackable credentials that ease student transitions between school and work, and reducing the overall cost of education for both career-technical and degree programs." Department of Education, GEN-13-10, https://ifap.ed.gov/dpcletters/GEN1310.html. Deployment of CBE programs requires prior approval by the Higher Learning Commission, and administration of Title IV financial aid for Direct Assessment CBE programs requires special approval under DOE regulatory provisions. "Since offering a program using competency-based education for the first time would be considered a substantive change to an institution's offerings of educational programs, pursuant to the regulations at 34 CFR 602.22, the institution must first obtain its accrediting agency's approval of the change before Title IV aid can be provided to students enrolled in a competency-based program." DOE GEN-14-23, https://ifap.ed.gov/dpcletters/GEN1423.html.

The HLC recognizes (a.) Credit-Based CBE programs that were offered prior to May 1, 2015, reported to HLC in the spring of 2016, and are listed on the institution's

Institutional Status Report under Accreditation Stipulations and (b.) CBE programs approved thorough the HLC's substantive change process.

- For Direct Assessment Programs: "An institution must seek prior HLC approval for every direct assessment and hybrid program, as well as every concentration (or any subset) of each direct assessment program that it intends to initiate." HLC Substantive Change Request for Competency-Based Education https://www.hlcommission.org/Accreditation/competency-based-education-programs.html
- For Credit-based CBE programs: "An institution must seek prior approval for its first two credit-based CBE programs. A credit-based CBE program requiring approval is one in which (1) the majority (51% or more) of the credits are offered through CBE or (2) the general education courses or the major courses are being converted to CBE and the program is organized around competencies. HLC Substantive Change Request for Competency-Based Education https://www.hlcommission.org/Accreditation/competency-based-education-programs.html.

CBE is not Prior Learning Assessment or Credit for Prior Learning. The distinction between credit for prior learning and learning accomplished with contributions of the institution must be clear to avoid potential conflict. CBE is not correspondence education. Institutional contribution by highly qualified faculty with regular and substantive instructor-student interaction is required.

To establish guidelines for colleges implementing CBE post-secondary programs to ensure compliance with state statute and consistency with state reporting and approval systems while recognizing the potential for regulatory changes and the need to accommodate innovation.

This chapter addresses credit-based CBE models as these models most reflect the current programming and systems within the WTCS. Direct Assessment or Hybrid CBE models may be addressed in a future revision of this chapter.

CBE Program Approval and Maintenance

No unique or additional WTCS system office approvals are required for credit-based CBE programs offered by WTCS colleges. Colleges planning to offer credit-based CBE programs are to notify the appropriate education director of each program being offered in the CBE modality.

Proposed changes to programs offered in a credit-based CBE format follow the same procedures as for traditional credit-hour programs. Colleges planning to introduce programs in a CBE format that have not been previously approved in the traditional credit-hour format are to follow the same approval process and standards as for traditional credit-hour programs. Competency to course crosswalks may be provided at

the option of the college as part of these processes but are not required as the curriculum is managed at the course/program level by the system office.

CBE program reporting

Reporting for credit-based CBE programs will follow the reporting procedures as for traditional credit-hour formats. However, to uniquely identify CBE delivery options, course sections which are delivered in a competency-based format as part of a Credit-Based CBE program will be identified with a unique non-standard delivery code for Competency-Based Education. Refer to the client manual for identification of this code.

CBE Credit Standards

WTCS institutions may establish credit equivalencies for education offered in a CBE program by either following the course credit standards as for traditional educational offerings (Section KB-8 of Chapter 1), or by determining expected educational activity (instruction and outside student learning activity) and applying a standard that reasonably approximates 45 total hours of educational activity (Type C) for each credit hour granted (refer DOE guidelines 1). Actual student learning activity will vary, expected educational activity refers to the typical or average student.

The Department of Education has defined credit hour standards for CBE programs as follows, "The definition of a credit hour in the regulations at 34 CFR 600.2 includes a provision that allows an institution, along with its accrediting agency, to establish credit hours in a CBE program that are based on an amount of expected educational activity that reasonably approximates not less than one hour of classroom instruction and two hours of out of class work each week" DOE GEN 14-23.

Chapter 15 Advanced Technical Certificates

Introduction

The purpose of this chapter is to provide guidance for WTCS implementation of Advanced Technical Certificate (ATC) programs. This programming will provide an opportunity for individuals presently employed, or graduates of other credential programs, to gain technical knowledge and skills in specific occupational areas beyond those provided by associate degree programs. ATC programs shall consist of between nine to twenty-five credits.

Advanced Technical Certificates allow colleges to meet specific business and industry needs within their districts and may be tied to specific exams, licensure, or industry credentials. ATC's provide a clear credential option for advanced professional development training and help ensure industry relevance and marketability. Advanced Technical Certificates are not permitted to be a "parent" program to an Embedded Technical Diploma or WTCS Pathway Certificate; they are stand-alone certificates.

Each proposed Advanced Technical Certificate will be reviewed for compliance with these standards and procedures.

Advanced Technical Certificate Program Standards

A. ATC programs are designed to assist persons with an existing knowledge base, acquired either from prior work experience or a prior credential, to advance in an occupation.
B. ATC programs shall be identified by (Aid Code 11).
C. Applied Associate Degree courses (Aid Code 10) are the only allowable primary courses.
D. Associate of Arts and Science courses (Aid Code 20) may only be used as alternates to an existing Aid Code 10 course.
E. Credit requirements are stated in the program curriculum credit and range distribution compliance rules chart found on the myWTCS website under the Educational Services Manual - Related Guidance section.

F. At least 70% of program credits must be of advanced technical occupational content. Additional courses may be drawn from existing approved course work or other new courses.
G. No elective courses are permitted.
H. Alternate courses are permitted and must follow existing OIS policy.
I. Prior knowledge or experience may be required for entry into an ATC program, but these requirements must be identified during the WTCS approval process and be clear to students.
J. A prior credential such as an associate or bachelor degree cannot be required for program entry but may be used to demonstrate prior knowledge or experience.

Procedure

ATC Program Approval and Maintenance

ATC programs shall follow the standard processes and procedures for new program approval outlined in ESM Chapter 3. If a need arises for program changes, standard processes outlined in ESM Chapter 6 shall be followed, including those for curriculum modification, program suspension and program discontinuance.

If prior knowledge or experience are required in order to meet the employment goals of the ATC program, this information must be clearly described in the submitted forms. Content should be included on Form 3-1 Concept Review in both the program description (Item d.) and in the Summary of Analysis of how this program supports employment demand (Item i.). Any required prior knowledge must be clearly described in an attachment (Form 3-1, item j).

ATC Program Reporting and Marketing

ATC programs shall follow the standard processes and procedures for program reporting.

If prior knowledge or experience are required in order to meet the employment goals of the ATC program, these requirements must be clearly laid out in all marketing and promotional materials for the program.

Supplemental Information

Advanced Technical Certificates must go through the full WTCS approval process in order to be trackable and comparable System-wide, counted as credentials in college reporting, and potentially eligible for financial aid.

If a college needs to meet a local or industry need in a timeframe sooner than WTCS program approval allows, the college is welcome to create a local certificate for that need. Local certificates are not reported to, or tracked by, the System office and will not be eligible for state or federal aid. However, local certificates can be implemented

quickly and then submitted to the WTCS office for formal review via the standard approval process.

Supplemental Information

Frequently Asked Questions

Can ATCs be marketed to populations with existing credentials?

Advanced Technical Certificates can and should be marketed to individuals who possess postsecondary credentials, and to individuals without credentials, making clear the college's Credit for Prior Learning process.

Possession of a postsecondary credential cannot be a requirement to enroll in an Advanced Technical Certificate. Knowledge or experience necessary to meet admission requirements or employment goals must be clearly stated in all program descriptions and marketing materials.

Can students be concurrently enrolled in an ATC and an Associate Degree?

Because Advanced Technical Certificates are designed for "advanced professional development" to "advance in an occupation," only in unusual and rare circumstances would a student be enrolled in both credential types at the same time.

Are ATCs eligible for financial aid?

Consult with the institution's financial aid office to determine eligibility.

Chapter 16 Shared Program Agreement

Introduction

The Shared Program Agreement process as an informational resource that can be used by colleges interested in developing a shared program agreement.

A shared program agreement is an agreement in which a Primary college, holding State Board approval to offer a program, enters into a formal agreement with one or more Cooperating college wishing to share all or part of the program. The Primary college and the Cooperating college agree upon the program components to be offered by the Cooperating college, as well as a plan for students to complete the graduation requirements in the event of dissolution of the agreement. All shared program agreements are valid for two years.

Preliminary Process and Considerations for Developing a Shared Program Agreement

Entering into a shared program agreement can be advantageous for both the Primary college and Cooperating college. Several key benefits of a shared program agreement include increased student program access, increased enrollments, and the maximization of educational services and resources by the colleges involved. The preliminary process of developing a shared program agreement requires the Primary college and Cooperating college to take into consideration a variety of qualifying factors and follow the prescribed planning steps to ensure the successful implementation of the shared program agreement.

The preliminary considerations and development process are as follows:

- The Primary college or Cooperating college must first identify potential program(s) that would be included in the shared program agreement.
- Either the Primary college or the Cooperating college would initiate a conversation with the other party to determine mutual interest in proceeding with the process of developing a shared program agreement.
- Both the Primary college and the Cooperating college must consult with the assigned WTCS education director.
- Both the Primary college and the Cooperating college must demonstrate local need (e.g., ESM Procedures, K-2 Demonstration of New Program Need) for the shared program agreement by:
  o Conducting a cost/benefit analysis
  o Confirming program expansion is based on identified employer need
  o Consulting with existing advisory or shared ad hoc advisory committee support
  o Resolving any technology needs or issues
  o Confirming compatible schedule availability, staffing, facility, and equipment needs, program accreditation (where applicable) and finances.

Processes for Developing a Shared Program Agreement

Primary and Cooperating colleges

1. Completes the preliminary process for developing a shared program agreement, including the local needs assessment and consultation with the WTCS education director.
2. Creates a shared program agreement draft. The draft must include:
   a. the program components to be delivered by the Primary and Cooperating colleges
   b. a matrix of course(s) offered by the Cooperating college, including mode of delivery, that exactly match those offered by the Primary college (i.e., exactly matching in title, course number, and credit value), unless substitute courses are approved by the Primary college and the WTCS education director
   c. if applicable, a list of the approved substitute courses offered by the Cooperating college
3. Primary college submits the shared program agreement draft via email to programs@wtcsystem.edu, including Forms 16-1, 16-2 and 16-3.

WTCS Education Director

4. Reviews the shared program agreement draft submitted by the Primary college, including Forms 16-1, 16-2 and 16-3.
   a. If necessary, the WTCS education director will request modification(s) to the draft and review any corrections or modifications for accuracy.
5. Submits the shared program agreement draft to the WTCS Associate Vice President of the Office of Instructional Services for review and approval.

WTCS Associate Vice President, Office of Instructional Services

6. Approves or disapproves the finalized shared program agreement, including Forms 16-1, 16-2 and 16-3. Sends notice of approval or disapproval by letter to the signatories of all colleges involved in the shared program agreement.

Process for WTCS Course and Curriculum Approval for Shared Programs

WTCS Portal Submission

1. The Primary college will upload all courses and full curriculum to the WTCS Portal for approval.
2. The Cooperating college will upload their portion of the shared curriculum (i.e. the list of courses they are offering per the shared agreement). Per Higher Learning Commission guidelines, at minimum, 25 percent of all program credits must be earned at the Primary college. Higher Learning Commission (HLC) Policy: Assumed Practices, Number: CRRT.B.10.020, (B.1.b) Teaching and Learning: Quality, Resources, and Support
"The institution maintains structures or practices that ensure the coherence and quality of the programs for which it awards a degree. Typically institutions will require that at minimum 30 of the 120 credits earned for the bachelor's degree and 15 of the 60 credits for the applied associate's degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Commission. Any variation from the typical minima must be explained and justified."
https://www.hlcommission.org/Policies/assumed-practices.html.

Continuation of Shared Program Agreement

Shared Program Agreements need to be completed every two years. Shared program agreements are valid for two years and can be renewed indefinitely by submitting an updated program agreement with Forms 16-1, 16-2 and 16-3.

Process for Suspension and Discontinuance of a Shared Program Agreement

Should the Primary college and Cooperating college decide to dissolve the shared program agreement, the Primary college must provide the WTCS Office official notification of the dissolution by completing the Discontinuance of Shared Program Request found on Form 16-4. Simultaneously, the Cooperating college will initiate the suspension and discontinuance of their program. College staff may suspend programs for a maximum of three years. At the end of the three-year period, the Cooperating College program must be discontinued.

The Suspension and Reinstatement and Program Discontinuance processes can be found in the Education Services Manual (ESM), Chapter 6, Making Program Changes.

Responsibilities of the Primary and Cooperating College

Responsibilities of the Primary college

1. Documentation and Operational Oversight
   a. Initiates shared agreement
   b. Determines program costs
   c. Directs financial aid administration
   d. Creates communication plan with Cooperating college to ensure timelines and deadlines are met, including:
      i. Shared program agreement expiration
      ii. Annual review/renewal meeting
      iii. Data reporting and sharing regarding enrollment, financial aid, and transfer information
      iv. Statement of Dissolution (if necessary)
   e. Processes student applications and fees
   f. Secures permissions for FERPA-related forms and information
   g. Creates shared advisory committee
      i. Schedules advisory committee meetings with the understanding that industry representation from all Cooperating colleges must be in attendance
      ii. Defines roles of the advisory committee, including (1) determining the need for renewal and (2) conducting annual curriculum review
      iii. Submits advisory committee meeting minutes to the WTCS education director
   h. Schedules an annual meeting with the shared agreement colleges in which all parties will address (1) the determination of renewal and (2) the annual curriculum review
   i. Submits a new shared program agreement any time there is a change in curriculum
   j. Ensures program accreditation (if applicable)
2. Curriculum and Resources
   a. Provides program direction to all Cooperating colleges
   b. Negotiates shared course offerings and mode of delivery
   c. Develops and shares resources and supports to all faculty and students
   d. Facilitates field placements for students
   e. Provides common program evaluation tools
   f. Provides alternative support for students as needed
3. Curriculum Modification
   a. If the Primary college modifies the shared program agreement curriculum in excess of 20 percent, requiring the curriculum modification process, an updated shared program agreement between the Primary college and the Cooperating college is required to be submitted along with the curriculum modification documentation
   b. This will only impact the Cooperating college for courses identified in the shared agreement

Responsibilities of the Cooperating college

1. Operational and Compliance
   a. Work with Primary college to creates communication plan to ensure timelines and deadlines are met
   b. Informs students they are participating in a shared program.
   c. Meet curricular, accreditation, and other program standards established by the Primary college including:
      i. Term requirements
      ii. Agreed upon course offering, sequencing, submission for approval
      iii. Student field study or clinical site identification and scheduling
      iv. Program and faculty evaluation
   d. Hire, train and supervise instructional staff
   e. Participate in advisory committee and annual program meeting
   f. Provide student services and resources as defined by the shared agreement
   g. Obtain FERPA related documents (where applicable)
   h. Enroll students
   i. Claim FTEs for the courses offered at Cooperating College

The Framework for Shared Programs - Financial Aid Component

Definition

For Financial Aid purposes, the Primary College (college who confers the degree) will be referred to as "Home college" and Cooperating college as the "Host college."

Federal regulations prohibit a student from receiving financial aid at more than one institution during the same award period.

The Primary (Home) college is the degree granting college and the college entering into the shared agreement is considered the Cooperating (Host) college. Financial aid applicants who enroll in courses at a Cooperating college may receive financial assistance from the Primary college for the combined credit loads.

This agreement shall serve as the official financial aid consortium agreement between schools, except for enrollment status of each student and any unique costs affecting the cost of attendance (COA). Since tuition is set statewide for all Wisconsin Technical Colleges, only credit level and unique student costs will impact COA. Any known unique student costs affecting COA shall be communicated to the Primary college along with enrollment level. These items shall be provided, in writing. Students are to be directed to the Primary college for any information relating to financial aid.

The Cooperating college is responsible for providing the Primary college the necessary information as established in the procedure.

Requirements

1. A signed shared program agreement must exist
2. The Primary college is responsible for administering financial aid
3. The Cooperating college must agree to inform the Primary college of initial enrollment and changes throughout the term
4. The Cooperating college agrees to provide Primary aka Home college with term grades
5. The Primary college's start, census, and disbursement dates will be honored by the Cooperating college
6. The Primary college is responsible for financial aid disbursement, including:
   a. Reporting to National Student Loan Clearinghouse (NSLC)
   b. Administering college financial aid policy and providing a copy of that policy to each enrolled student
   c. Collecting required financial aid documentation from the student
   d. Performing the entrance and exit loan counseling
   e. Establishing financial aid distribution dates and maintaining communications related to financial aid disbursement

Directions for Completion of the Framework for Shared Programs - Financial Aid Component (Shared Financial Aid (FA) Agreement (Form 16-2))

Steps for completing form 16-2 by the Office of Financial Aid

1. Enter the name of the Primary (Home) college
2. Enter the name of the Cooperating (Host) college
3. Enter the program name and number to which this agreement applies
4. Enter the fiscal year for which the agreement applies
5. For each responsibility, place an "X" in the appropriate column either indicating that the Primary college has accepted responsibility or that the Cooperating college has accepted responsibility
6. The Primary college indicates the dates for start of classes, census date, end date for classes, grade, and grade transcript dates
7. Attach class roster

Supplemental Information

Forms

Form 16-1 Agreement Creation

Form 16-2 Financial Aid Form

Form 16-3 Shared Agreement Courses

Form 16-3XL Shared Agreement Courses

Form 16-4 Agreement Discontinuance

Chapter 17 System Aligned Programs and Courses

Introduction

Aligned programs and aligned courses share standardized components which create consistency and quality of programs and courses throughout WTCS colleges. Benefits of alignment include improved student success, increased transferability of credits, enhanced articulation agreements, increased employer confidence in WTCS graduates and efficient use of resources throughout the System.

Alignment Guidelines

Alignment of programs, curricula, core, and courses requires participation of two or more colleges. Additional participation requirements specific to course type (e.g. General Education) are outlined below.

Variations at the district level may exist as outlined below provided program/course outcomes and credit values remain the same:

- Configuration of instructional hours (A-lecture, B-Lab, etc.)
- Modes of instructional delivery (i.e., online, face-to-face, different session length, etc.)
- Order of course delivery with consideration given to the program/course pre- and/or co-requisites
- Program/Course Materials and Related Instructional Materials
- Instructional content and resources may be created by the college(s), be sourced from another program, or come from an approved publisher; no specific instructional materials are required unless otherwise mandated
- Strong consideration should be given to the use of OER

Competency-Based Programs/Courses

- In CBE, the assessment of program outcomes may vary by college.

Curriculum Development Process

- The program dean, or their designee, is responsible for the creation and/or the modification of aligned curricula and/or aligned courses.
- The dean, or their designee, is responsible for providing guidance to WIDS staff and/or curriculum designers in the development process. For example, they inform on course outcomes, course credits, faculty workload, etc.

General Education Courses

- Aligned programs may have all, part or none of the general education courses aligned.

- Aligned applied associate degree level program curricula shall include a minimum of 15 general education credits. There are no minimum general education requirements for aligned technical diploma or pathway certificate program curricula.
- All general education courses are transferable to other colleges participating in the alignment.
- General education courses may include "in lieu of" courses chosen from the WTCS general education system courses list.
- Aligned general education courses require the participation of four or more colleges.

Occupational Courses

- The total number of occupational credits will not fall below the minimum requirement as defined by WTCS policy (see Curriculum Credit Distribution Compliance Rules document).
- All aligned core occupational courses are transferable to other colleges participating in the alignment.
- Colleges may opt to offer additional (non-core) occupational courses based on the district needs.

Elective Courses

- The use of elective courses is allowed within the range of 0-6 credits, and must follow WTCS policy ESM, Chapter 2 Program Requirements, Procedures, Collegiate Transfer/Associate of Applied Arts and Associate of Applied Science Program Standards.

Alignment Approval Process

Overview

A request to consider a program or course for alignment may be initiated by college presidents, deans, instructors, staff and/or advisory committees. Requestor shall follow this process:

1. Requestor consults with the WTCS education director assigned to the program to develop proposal. Proposal must include a rationale statement that describes the purpose of the alignment and includes one or more of the following justifications:
   a. Align curriculum with accreditation standards
   b. Standardize articulation agreements
   c. Facilitates transfer among colleges
   d. Efficiency through shared resources
   e. Program shares a title with other college programs, but the program outcomes significantly differ between colleges

    f.   Major program reconfiguration (i.e., significant program outcome modifications)

    g.   Replication of an existing unique program

2. Requestor submits proposal to local college ISA or AVP-OIS.
3. ISA or AVP-OIS reviews proposal and if appropriate, forwards to ISA executive committee for inclusion on the next ISA agenda.
4. College ISA representatives will be notified of the request for curriculum alignment through publication of the ISA meeting agenda.
5. College ISAs work with stakeholders at their college to determine support for the alignment.
6. During ISA meeting, the ISA member from the initiating college leads the discussion on the proposal. All college ISA representatives review the proposal and take one of the following actions:

    a.   Determine proposal is not ready for vote

    b.   Approve the alignment – with 13 or greater in favor

    c.   Reject alignment – with less than nine votes in favor

    d.   Recommend further discussion - with between nine and 12 votes in favor. If recommended for further discussion, ISAs supporting the proposal will meet with program staff for further evaluation and reconsideration for approval. If resubmission is indicated, a modified proposal is submitted to the ISAs for reconsideration.

7. Upon initial ISA approval, WTCS education director shall document program/course alignment decision in the WTCS Archive and select the date the modified aligned curriculum will be effective. This is referred to as the "all-in" date, the date by which all participating colleges must comply with the alignment. The "all-in" date occurs two years from ISA approval in cases where such approval is required.
8. ISA members will communicate and implement these changes on their campuses.

Implementation of Approved Aligned Programs

1. ISA group will prioritize, through consensus, approved programs, and courses in consideration of available funding, resources and timelines for curriculum development, evaluation, and implementation.
2. ISA members will establish timelines for the development and implementation of aligned curricula or course components.
3. Under ISA established timelines and input, the WTCS education director will develop an action plan for alignment development/modification, which may include the following steps:

    a.   Convening faculty workgroup to establish standardized components of program or course

    b.   Contracting with WIDS for facilitation services

    c.   Presenting completed alignment to ISA group for final approval

4. ISA members will communicate action taken on the development and implementation of the approved programs/courses to their college. ISA members

will ensure that any newly approved programs/courses align with the existing WTCS curriculum submission timelines.

5. Under the timeline for implementation established by the ISA group, and with guidance of the responsible education director, any relevant program development and/or modification processes must be completed. Relevant processes (ESM Chapters 3 and 6) may include:
   a. Concept Approval (Form 3-1) Requires district board and WTCS Board approval.
   b. Program Approval (Form 3-2) Requires WTCS Board approval.
   c. Curriculum Modification (Forms 6-2 and 6-5) Education director may complete these forms on behalf of the individual colleges if appropriate.
   d. Technical Skills Attainment (TSA) Phases 1 and 2 (Forms 9-1 and 9-2). WIDS assists in the completion of TSA Phase 1; individual colleges must complete and submit TSA Phase 2.
   e. College uploads of courses and curricula to the WTCS Portal, and education director approval for each.
6. Upon final ISA approval, WTCS education director shall document program alignment in the WTCS Portal, WTCS WIDS Repository and the WTCS Archive.

Alignment Modification

Modifications (i.e., periodic review/revision, changes in aligned program aid code, outcomes, aligned courses, and partial or complete unalignment) must be completed formally through the WTCS. A reference chart that identifies modification actions and their related forms and processes is provided on the following page. Modifications may occur in response to changes in legislation, industry, accreditation, local employer needs, district needs, etc.

An aligned program must be delivered at least once in its entirety prior to requesting a modification, excepting special circumstances (i.e., changes in accreditation standards, inability to deliver program or course, etc.).

Minor adjustments in non-core courses (e.g. course competencies, credits, title, number, etc.) can be made at any time.

Modification Requests

WTCS and/or WIDS initiate modification on a periodic review (every three years) or as-needed basis. Colleges may also initiate modification by request of presidents, deans, instructors, staff and/or advisory committees.

ISA Approval

ISA approval of alignment modification is required when the changes effected will impact program intent and/or structure (aligned status, as in the case of complete unalignment). Changes in intent may include shift(s) in the types of jobs for which

graduates of the aligned program will qualify; in the graduate skill sets and/or credential(s) required; specialization requirements; etc.

Alignment Modification Process

Formal modification to an aligned program or course (including partial or complete unalignment) requires the support of the WTCS AVP-OIS and education director and must follow the alignment approval process or the curriculum modification process as outlined in the following table.

Modification Action	Requestor	Forms / Processes	WIDS	ISA Approval
Periodic Review (Every 3 years)	WTCS, WIDS	6-1 Title/Number 6-2 & 6-5 Curric Mod/Compare 6-3 Suspension/Reinstatement 6-4 Discontinuance 9-1 & 9-2 TSA P1/P2 WTCS Portal	Facilitation Documentation	Not Required
Program Aid Code (Impacts credential type)	WTCS, WIDS and/or College(s)	6-1 Title/Number 6-2 & 6-5 Curric Mod/Compare 6-3 Suspension/Reinstatement 6-4 Discontinuance 9-4 & 9-5 TSA Revision P1/P2 WTCS Portal	Facilitation Documentation	Required IF mods impact intent of program
Outcomes	WTCS, WIDS and/or College(s)	6-2 & 6-5 Curric Mod/Compare 9-4 & 9-5 TSA Revision P1/P2 WTCS Portal	Facilitation Documentation	Required IF mods impact intent of program
Aligned Courses (Curric Mod required if 20% + change in curric)	WTCS, WIDS and/or College(s)	6-2 & 6-5 Curric Mod/Compare 9-4 & 9-5 TSA Revision P1/P2 WTCS Portal	Facilitation Documentation	Not Required
Unalignment Partial (Removal of one or more, but not all, colleges)	WTCS, WIDS and/or College(s)	6-1 Title/Number 6-2 & 6-5 Curric Mod/Compare 6-3 Suspension/Reinstatement 6-4 Discontinuance 9-4 & 9-5 TSA Revision P1/P2 WTCS Portal	Documentation	Not Required
Unalignment Complete (System-wide dissolution of aligned program)	WTCS, WIDS and/or College(s)	6-1 Title/Number 6-2 & 6-5 Curric Mod/Compare 6-3 Suspension/Reinstatement 6-4 Discontinuance 9-4 & 9-5 TSA Revision P1/P2 WTCS Portal	Facilitation Documentation	Required

For aligned modification actions that use the curriculum modification process:

1. College requests for alignment modification are presented in writing (email) to the WTCS education director assigned to the program, and the proposal must include:

a. Supporting rationale (e.g. major aligned program reconfiguration required, changes in program accreditation standards, conflicts with currently approved programs, conflicts with program regulatory compliance, changes in industry requirements, college withdrawal from alignment, suspension, or discontinuance of aligned program, etc.)

b. Supporting documentation (e.g. emails summarizing discussions among colleges, ad hoc advisory committee rosters and meeting minutes, etc.)

2. WTCS education director reviews the request to determine viability; education director will work with requestor to obtain additional information or confirm support by forwarding request to AVP-OIS for approval. Education director will archive email conversations and any supporting documents provided by the college.

3. Education director develops a workplan with WIDS to review the aligned program curriculum:

a. WIDS communicates with colleges offering the aligned program to schedule initial meeting via webinar. Participants in this webinar may be any college staff involved in the program coordination or instruction.

b. WIDS and education director work together to establish the work group, ensuring one faculty member (or dean) from each program college is invited to face-to-face work meetings. Attendees represent each participating program and are expected to share work progress with their college.

c. Education director proposes an "all-in" date, which is provisionally agreed upon by the work group upon completion of the curriculum review:
   i. Deans have an opportunity to weigh-in on the "all-in" date during the Dean's Monitoring Meeting
   ii. All program colleges must have adopted the updated curriculum by the agreed upon "all-in" date
   iii. Colleges able to adopt the updated curriculum prior to the "all-in" date may do so.

d. WIDS-facilitated Dean's Monitoring Meeting (webinar):
   i. Intention of the meeting: discuss aligned curriculum modifications for approval
   ii. Opportunity for deans to accept or modify the proposed "all-in" implementation date

e. WIDS finalization of project: upload updated aligned program, curriculum, core and/or course documents to the WTCS WIDS Repository.

4. Results of the completed alignment modification process shall be presented by the AVP-OIS to the ISAs where such approval is required.

5. Education director shall assign an "all-in" date (two years from date of ISA approval or Dean's Monitoring Meeting) and document alignment modifications in the WTCS Portal, WTCS WIDS Repository and the WTCS Archive.

6. Implementation of the approved alignment modification shall follow the Program Modification process (ESM Chapter 6) at the program level for each participating college (education director may complete these forms on behalf of the individual colleges if appropriate), and may include:

a. Program Title and Number Change (Form 6-1)

b.   Curriculum Modification (Forms 6-2 and 6-5)
c.   Program Suspension and/or Reinstatement (Form 6-3)
d.   Program Discontinuance (Form 6-4)
e.   Technical Skills Attainment (TSA) Phases 1 and 2 and/or Revisions to Phases 1 and 2 (Forms 9-1, 9-2, 9-4 and 9-5). WIDS and/or individual colleges complete TSA Revisions for Phases 1 and 2.
f.   College uploads of courses and curricula to the WTCS Portal, and education director approval for each.

Unalignment – Partial and Complete

Partial Unalignment

Partial unalignment describes the withdrawal of one or more, but not all, colleges from an aligned program. The aligned program will continue to be offered at two or more colleges.

Two scenarios exist for partial unalignment:

College no longer wishes to offer the aligned program. College requests to suspend the aligned program (Form 6-3).

College no longer wishes to participate in the alignment but does wish to offer a program like the aligned program. College may concurrently apply for a title/number change (Form 6-1) and to suspend the existing aligned program title/number (Form 6-3).

Complete Unalignment

Complete unalignment describes the System-wide dissolution of an aligned program. This process requires ISA approval, and must be fully vetted and implemented by the WTCS office.

Once complete unalignment is ISA-approved, the education director completes suspension paperwork (Form 6-3) and notifies colleges and WIDS.

Colleges that wish to offer a program similar to the aligned program must concurrently apply to reinstate (Form 6-3) and to change program title/number (Form 6-1).

![Wisconsin Technical College System logo]

Process Overview Flowchart: Alignment Approval (ESM – Chapter 17)

Legend:
- ■ Requestor
- ■ AVP-OIS/Initiating College ISA
- ■ College ISA Representatives
- ■ WTCS Education Director

START
Alignment request must be initiated by one of the following:
- College President
- College Deans
- Instructors
- Staff
- Advisory Committee

1. Requestor consults with WTCS Ed. Director to create an alignment proposal

Proposal must include a Rationale Statement describing one or more of the following:
a. Curriculum alignment w/ accreditation standards
b. Standardized articulation agreements
c. Institutional transfer facilitation
d. Efficiency through shared resources
e. Shared program title between colleges (with slight program differences)
f. Major program reconfiguration
g. Replication of existing program

2. Requestor submits proposal to college ISA or WTCS Assoc. Vice President – Office of Instructional Services (AVP-OIS)

3. Initiating College ISA or AVP-OIS reviews proposal & submits it to ISA Exec. Committee to be included in ISA Mtg. Agenda

4. Curriculum Alignment Request will be published in the ISA Meeting Agenda. This publication will notify College ISA Reps. of the request

5. College ISA Reps. work with their Stakeholders to determine support for proposed alignment

6. The initiating college's ISA member leads proposal discussion with all ISA's during the ISA Meeting

Gather Info / Revise Proposal

Meet with Prog. Staff

PROPOSAL NOT READY FOR VOTE

RECOMMEND FURTHER DISCUSSION (9-12 VOTES)

All college ISA Reps. will vote on one of the following actions for the proposed alignment

ALIGNMENT APPROVED (13+ VOTES)

ALIGNMENT REJECTED (<9 VOTES)

7. WTCS Ed. Director will document program/course alignment decision and select the "all-in" date

8. All college ISA Reps. will communicate and implement alignment changes on their campuses

End

Chapter 18 System-wide Prior Learning Assessment Development (in process)

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

Chapter 19 Program Advisory Committees

Introduction

The program advisory committee's purpose is to advise, assist, support and advocate for specific programs designed to serve the needs of the district's students, community, and industry. Members are volunteers who can provide insight on the knowledge, skills and equipment needed for an occupation. Additionally, members can provide advice on curriculum and program outcomes. Direction for Advisory Committee comes from WTCS Board Policy 309 which states, "Each Wisconsin Technical College System district shall establish and maintain active advisory committees for all State Board approved programs."

General Guidelines

Each WTCS district establishes and maintains active program advisory committees for all State Board approved programs. For the purpose of developing a new program, an ad hoc committee may be formed to gain state approval. After which, the committee should be formalized following the college district's defined policies.

District policies and procedures defining the functions and responsibilities governing advisory committee operations, as well as the method for distribution of minutes, shall be developed and maintained on file at the district.

A listing of the members of each advisory committee will include the member's name, organization (if applicable) and title. This listing must be updated annually and be maintained on file at the district.

A schedule of meetings shall be developed annually for each program advisory committee. Each committee shall have an agenda and minutes which reflect committee discussion, recommendations, and district reaction to those recommendations. The meeting schedule and results of the meetings will be kept on file at the district.

All files pertaining to program advisory committees will be available for WTCS Office staff review. Colleges will provide meeting minutes to the system office directly to programs@wtcsystem.edu and the appropriate education director within 30 days of the meeting. Advisory Committee minutes are required for many of the system processes such as concept approval, program modification and program suspension. Minutes inform education director decision making as well as tracking statewide industry trends.

Occupational Programs Advisory Committees

Advisory committees shall be established to oversee each occupational program. The committee may serve a specific career and technical education program or a combined committee for several programs when programs have similar characteristics such as program outcomes or technical content.

The membership of advisory committees shall include equal representation of employers and employees who have knowledge of the skills and abilities necessary to be successful via their first-hand experience in the given occupation, a diverse group of industry experts from the entire geographic region the college represents, and racial and gender diversity. Participation on advisory committees by representatives of secondary and postsecondary schools is also highly recommended.

Apprenticeship Advisory Committees

State Apprenticeship Trade Advisory Committees appointed by the BAS of the DWD are officially recognized as advisory to both the BAS and to the WTCS on policy and program matters associated with curriculum, related instruction, and delivery service requirements for their trade. For construction trades, local apprenticeship committees appointed by BAS will serve as WTCS district advisory committees. In the case of industrial or service sector programs, multi-trade or multi-program local committees may be established provided that at least one member of the committee is a member of that apprentice trade. The membership of advisory committees should include equal representation of employers and employees and be representative of geographic location and racial and gender diversity.

Collegiate/Liberal Arts Transfer Advisory Committees

Advisory committees shall be established to inform the development and maintenance of each Collegiate/Liberal Arts Transfer program offered. Representation shall include faculty and staff from private and public 4- and 2-year universities and colleges, K-12 faculty and staff, employers and employees, community members and students. The membership of advisory committees should include equal representation of employers and employees and be representative of geographic location and racial and gender diversity.

Special Advisory Committees

If a district elects to have special advisory committees for adult and continuing education, ad hoc or non-program activities, they do not substitute for the required occupational, apprenticeship or Collegiate/Liberal Arts Transfer advisory committees.

Meeting Minute Requirements for WTCS Programming Needs

Regardless of the purpose for engaging a committee, the following must be submitted to the system office when documentation is required:

1. Detailed meeting minutes to which the topic was discussed, identifying the relevant portion. Meetings should have occurred within one year of the date of proposal.
2. Minutes are not always the method for providing a record of advisory input, should a survey be conducted than a list of questions asked, including the respondent's answers, must be provided.
3. Concept Approvals (ESM Chapter 3):

a. If Advisory Meeting Minutes are used to justify that the completer of a credential is employable, district staff will 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.
b. Minutes are not always the method for providing a record of advisory input. Should a survey be conducted, then a list of questions asked, including the respondent's answers, must be provided.

4. Technical Diplomas and WTCS Pathway Certificates (ESM Chapter 4):
    a. Programs proposed using the embedded process are required to use advisory committee minutes showing support for the programs, specifically stating what skills, knowledge, and abilities the employee will need to be successful. The minutes shall reflect that completers will be employable at the embedded program level

5. 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 college's TSA Phase 2 plan has been shared with the committee and offers evidence of advisory knowledge of the assessment process.

Supplemental Information

- Refer to WTCS Board Policy 309 "Advisory Committee for WTCS Degree Programs"
- Wisconsin Statues Chapter 38 on Technical Colleges (Advisory Committees) https://docs.legis.wisconsin.gov/document/statutes/38.14(5)

ESM Glossary

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. Expanded definitions found on myWTCS website.

Advanced Technical Certificates (ATC):
Advanced Technical Certificates (ATC) are WTCS approved credentials that provide an opportunity for individuals presently employed, or graduates of other credential programs, to gain technical knowledge and skills in specific occupational areas beyond those provided by associate degree programs.

Aligned Program:
Aligned programs contain standardized components across participating WTCS colleges including program number, title, and outcomes; an aligned curriculum; and minimum total program credits.

Aligned Curriculum:
Aligned curricula, which exist within aligned programs, contain standardized components across participating WTCS colleges. An aligned curriculum consists of an aligned core of courses and may include additional college-specific, non-core courses.

Aligned Core:
Aligned core, which exist within aligned curricula, contain standardized aligned courses across participating WTCS colleges.

Aligned Course (formerly System-wide Course):
Aligned courses contain standardized components across participating WTCS colleges including course number, title, description, credits, competencies and learning outcomes.

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, post-secondary 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.

Competency-Based Education (CBE):
An outcomes-based approach to earning a college credential which organizes academic content around competencies and measures academic progress as the attainment or mastery of competencies. CBE is an academic model in which the time it takes to demonstrate competencies varies and the expectations about learning are held

constant. Learners demonstrate mastery through multiple forms of assessment, often at a personalized pace.

CBE Competency:
A statement of what students know and can demonstrate. Describes the knowledge, skills, abilities, and behaviors a student demonstrates and can apply.

CBE Competency Set:
A logical grouping of competencies. The CBE equivalent of a 'course'.

CBE Curriculum:
A listing of competencies mapped to courses and credits which comprise a WTCS Board approved course or program.

CBE Date of Record:
The date at which 10% of the potential hours of instruction (CBE) have been completed.

CBE Potential Hours of Instruction:
The total hours of expected educational activity (instruction and outside student learning activity) for students to attain mastery of a competency or competency set. Expected educational activity refers to the typical or average student.

Concept Review:
First step in the WTCS program approval process.

Cooperating college:
The college entering into the shared agreement is considered the Cooperating college. The Cooperating college does not, and will not, hold State Board approval for the program during the life of the agreement. Only the Primary college shall grant degrees of graduation from the program.

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.

Individualized Technical Studies Degree (ITS):
The Individualized Technical Studies Degree (ITS) is a flexible
degree program intended to address a student's goals that cannot be achieved through completion of an existing program offered at a college, including a combination of pathway certificates, technical diplomas, advanced training certificates or 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:
Applied 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 terms 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.

Primary college:
The Primary college is the degree granting college holding State Board approval to offer a program and is willing to enter into a formal agreement with one or more Cooperating colleges to offer the program. The primary college must have separate agreements with each Cooperating college they work with.

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 applied 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.

Program Suspension:
The period (at least one year, but no more than three years) prior to a program being discontinued by a college. During suspension, colleges are prohibited from enrolling new students into the program, marketing the program, or modifying the curriculum. The purpose of suspension is to provide time to usher existing students to program completion or transfer them to another program.

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 extend 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 post-secondary 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.

Acronyms

AA - Associate of Arts Degree

AAA - Associate Degree in Applied Arts

AAS - Associate Degree in Applied Sciences

ATC – Advanced Technical Certificate

ABE - Adult Basic Education

AEFLA - Adult Education and Family Literacy Act

AP - College Board Advanced Placement Examinations

AS - Associate of Science Degree

AVP-OIS - WTCS Associate Vice President in the Office of Instructional Services

BAS - Bureau of Apprenticeship Standards

BLS - Bureau of Labor Statistics

CBE - Competency-Based Education

CIP - Classification of Instructional Programs

CLEP - College Level Examination Program

COA - Cost of Attendance

COS - Course Outcome Summary

CPL - Credit for Prior Learning

CRS - Client Reporting System

DOE - Department of Education

DSST - Department of Defense Examinations

DWD - Department of Workforce Development

DWD-BAS - Wisconsin Department of Workforce Development Bureau of Apprenticeship Standards

EMSI - Economic Modeling Specialists Intl.

ESM - Educational Services Manual (ESM)

ETD - Embedded Technical Diploma

FERPA - Family Educational Rights and Privacy Act

FTE - Full-time Equivalent

HLC - Higher Learning Commission (HLC)

IBO - International Baccalaureate Examinations

IET - Integrated Education and Training

ITS – Individualized Technical Studies Degree

ISA - Instructional Services Administrator

KB - Knowledgebase

MOS - Military Occupational Specialist

NSLC - National Student Loan Clearinghouse

OBF - Outcome Based Funding

OC - Originating College

OER - Open Educational Resources

OIS - Office of Instructional Services

PLA - Prior Learning Assessment

RACC - Registered Apprenticeship College Credit

SCM - System-Called Meeting

SOC - Standard Occupational Classification

TIS - Transfer Information System

TSA - Technical Skill Assessments

USDOL - United States Department of Labor

WIDS - Worldwide Instructional Design System

WPC - Wisconsin Technical College System Pathway Certificate

WTCS - Wisconsin Technical College System