Educational Services Manual (ESM)

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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.

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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 programs.

Applied associate degree courses may be included in a technical diploma program curriculum if the course exists in an approved applied 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 WTCS CCP System Curriculum 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 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.

Differentiation Calculation

To calculate 30% program differentiation, for each program divide the total shared technical credits between the two programs by the technical credits of the program. Technical courses are identified by their *Function in Program Code*. Subtract percent shared from 100%. If both program calculations are less than 30%, the need for two distinct programs must be demonstrated to the program director.

Technical course *Function in Program Codes* by degree type are:

Associate of Applied Science/Arts Programs (Aid Code 10)
7 = Technical Studies

Technical Diploma Programs (Aid Codes 30, 31 and 32)
1 = Occupational Specific

Apprenticeship Programs (Aid Code 50)
1 = Occupational Specific
3 = Required Special Provisions

WTCS Pathway Certificates (Aid Code 61)
1 = Occupational Specific

Advanced Technical Certificates (Aid Code 11)
8 = Advanced Technical
3 = Occupational Specific (Non-Advanced Technical)

Courses identified as elective, general education, and occupational supportive are not included in the calculation.

Example:

Program A has 50 total technical course credits, of which 40 technical credits are the same as Program B. Program A is 20% unique.

40 / 50 = 80% shared

100% - 80% = 20% unique

Program B has 52 total technical course credits, of which 40 technical credits are the same as Program B. Program A is 23.08% unique.

40 / 52 = 76.92% shared

100% - 76.92% = 23.08% unique

Analysis: Since both program calculations are less than 30%, the need for two distinct programs must be demonstrated to the program director. **If one calculation is at least 30%, the minimum threshold for differentiation has been met.**

Marketing Program Title

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 as 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 (see Program Focus Areas subsection below).
- 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.

Program Focus Areas

Approved programs are directly tied to specific job outcome(s) via national labor market codes (CIP/SOC) and tasked with delivering consistent programming that meets these job outcomes. In meeting local employer needs and providing relevant education to the local workforce, there are occasions when further learning specificity is desired within a labor market.

WTCS recognizes this specificity in the form of program focus areas, which allow for customized learning opportunities within standard program outcomes. Focus areas are intended to create flexible options to explore specialty topics within a program. Focus areas must not disrupt program outcomes nor establish new pathways to different job outcomes. Focus areas must maintain adequate differentiation while addressing the desired specificity within the program.

Eligible Programs

Focus areas are built through the use of alternate courses in approved program curricula. The use of alternate courses to create focus areas is only permitted in associate degree programs and standalone technical diploma programs (2-year, 1-year and less-than-1-year). Alternate courses, and thus focus areas, are not allowed in embedded technical diplomas (ETDs), pathway certificates (PWC), associate of arts (AA) or associate of science (AS) programs, or shared programs.

Note that focus areas differ from AA/AS pre-major pathways. Please use AA/AS program guidance within this chapter for further information about pre-major pathway definitions and their allowability within AA/AS programs.

When considering adding focus areas to a program, colleges must consult with the relevant program advisory committee and the relevant WTCS Director prior to submitting the curriculum for approval in the CCP portal.

Implementation

Focus areas may be established by assigning alternate courses to primary technical or occupationally-specific courses within a program. A program can have no more than three focus areas, as demonstrated by one focus area established by the primary technical courses, and up to 2 additional focus areas built from alternate course options. Focus areas must not disrupt student attainment of program outcomes nor change intended job outcome(s) of the program. Careful consideration of which primary courses should host alternate courses and focus area(s) is critical. Additional rules surrounding the use of alternate courses and focus areas are listed in the Restrictions and Requirements subsection of this chapter.

Focus areas should be defined by the college and supported by evidence of industry need, including documented advisory committee recommendation. Functionally, alternate courses mirror program elective courses, allowing for a degree of student choice in course selection. College may locally determine appropriate primary and alternate courses to comprise each focus area. Students would select the focus area they wished to take and complete the associated course(s) within it. Focus area coursework would not result in any additional designation or identification with regard to the awarded program credential.

Example: An automotive program might require a core of technical courses and also offer up to three focus areas by providing primary and alternate course options for those specific subjects. The college would determine which course(s) comprised each focus area and, if more than one course were involved, require students to complete all associated courses within that focus area.

32-404-2 Automotive Technician (standalone technical diploma program)

Focus Area 1: Alternative Fuel	**Focus Area 2: Service Writing**	**Focus Area 3: Advanced Performance**
Primary Course	Alternate Course 1	Alternate Course 2
Alt Fuel Systems 1	Service Writing	Adv Performance 1
Alt Fuel Systems 2	Shop Management	Adv Performance 2

Flexibility

Alternate courses need not have the same credit value as the primary course they are replacing. However, the program's required credit range (minimum and maximum credit range) must be met regardless of which configuration of courses a student takes on their path to program completion.

Credit Limits

No more than 30 percent of the primary course credits designated as technical, occupational-specific and advanced technical studies (together referred to as "technical studies credits") may have alternate courses. For instance, if a curriculum has a total of 40 technical studies credits, then no more than 12 credits of the primary courses may have alternate course credits.

> 40 total technical studies credits x 0.30 = 12 primary course credits may have designated alternate courses

The CCP Portal will calculate this limitation as indicated in Curriculum Error 25 found in the WTCS CCP System Curriculum Manual. CCP function in program (FIP) codes identify each of these types of credits as follows:

> Occupational Specific: FIP Code 01 Technical Studies: FIP Code 07
> Advanced Technical Studies: FIP Code 08
> Logical Alignment with Program

Every focus area must be on a logical path of program completion and align with the intent of the approved program. In addition, colleges must maintain alignment between the program's CIP and SOC codes, regardless of whether a student completes only the primary courses of the program or chooses allowable alternate courses within a focus area of the program.

Marketing Limitations

Colleges may not use alternate courses or focus areas to market a single approved program as more than one program. It should be clear to students that the same credential will be obtained by completing the program regardless of chosen course configuration and that focus areas function as an elective choice facilitating specialty learning topics.

General Education

The rules for creating focus areas via alternate courses exclude general education courses.

Program Differentiation

While clear differentiation among various focus areas within a program is desired, colleges may not create a focus area so distinct that it might be considered its own, separate program. Furthermore, graduates from programs with distinct focus areas

should not be placed in direct competition for the same positions as graduates from another program. Differentiation of focus areas should be established by the college and confirmed by the relevant WTCS Director. Focus area titles and course titles should give some indication of this differentiation.

Example: Industrial SMAW & FCAW (focus area 1) and Sheetmetal MIG & TIG (focus area 2) might exist within a welding program. Focus areas are titled in such a way as to indicate their specificity (different types and applications of welding) and course titles support this distinction.

10-621-1 Industrial Welding Technology (associate degree program)

Focus Area 1: Industrial SMAW & FCAW	**Focus Area 2: Sheetmetal MIG & TIG**
Primary Course	Alternate Course 1
Stick (SMAW) Welding	Gas Metal Arc/Metal Inert Gas (GMAW/MIG) Welding
Flux-Cored (FCAW) Welding	Gas Tungsten Arc/Tungsten Inert Gas (GTAW/TIG) Welding

TSA Implications

Colleges must pay close attention to the courses in which program outcomes are assessed. If a program's primary course is one in which a program outcome is assessed, then any alternate course to the primary course must also assess the same program outcome.

Example: In the example below (see table on following page), the curriculum contains 64 credits, of which 15 are general education (Function 6) and 49 are technical credits (Function 7). That means that no more than 30% of the 49 credits, or 14 credits, can have alternate courses. The curriculum in the example is in compliance, as 9 credits of the primary technical credits have alternates. The alternate courses make up two focus areas.

Sample Curriculum Table Showing Use of Alternate Courses to Create Focus Areas

Course Number	Course Title	Credits	Term	Function	Focus Area: Office Mgmt. Alternate 1	Focus Area: Hospitality Mgmt. Alternate 2
10-890-101	College 101	1	1	7		
10-102-158	Business Principles	3	1	7		
10-801-136	English Composition 1	3	1	6		
10-801-196	Oral/Interpersonal Comm	3	1	6		
10-804-134	Mathematical Reasoning	3	1	6		
10-103-121	MS Word Intro	1	1	7		
10-105-100	Careers in Business	1	1	7		
10-104-110	Marketing Principles	3	2	7		
10-196-1XX	Manage & Lead People	3	2	7	10-106-1XX Office Management Course 1 (3 credits)	10-109-XXX Hospitality Management Course 1 (3 credits)
10-101-106	Accounting Principles	3	2	7		
10-809-195	Economics	3	2	6		
10-103-131	MS Excel Intro	1	2	7		
10-102-150	Business Law	3	2	7		
10-182-117	Principles of Lean Ops.	1	3	7		
10-102-168	Operations Management	3	3	7		
10-101-184	Business Finance/Budgeting	3	3	7		
10-182-118	Lean Six Sigma Foundations	2	3	7		
10-196-191	Supervision	3	3	7	10-106-XXX Office Mgmt. Course 2 (3 credits)	10-109-1XX Hospitality Mgmt. Course 2 (3 credits)
10-196-188	Project Management	1	3	7		
10-105-103	Career Fundamentals	1	3	7		
10-196-193	Human Resource Mgmt.	3	4	7		
10-102-160	Global Business Mgmt	3	4	7		
10-104-191	Customer Experience	3	4	7	10-106-1XX Office Mgmt. Course 3 (3 credits)	10-109-1XX Hospitality Mgmt. Course 3 (3 credits)
10-102-199	Bus Mgmt Career Experience	2	4	7		
10-196-1XX	Adv. Project Management	3	4	7		
10-809-198	Intro to Psychology	3	4	6		
10-102-195	Business Simulation	2	4	7		

Curriculum Changes and Program Advisory Committees

Updated curricula, including those that use alternate courses to create focus areas, must be submitted to the WTCS CCP Portal for approval prior to offering the new programming. Prior to such submission, college program advisory committees must be notified of the proposed program changes and engaged to discuss them. Advisory committee feedback and support for the program changes must be documented in committee meeting minutes.* Advisory committee support may also be demonstrated by electronic survey or emailed feedback and support responses.

*Note that all advisory committees must convene at least once yearly and submit meeting minutes within 60 days of any such meeting to the WTCS at Programs@wtcsystem.edu. For additional information regarding submission requirements please see ESM Chapter 19 Program Advisory Committees, Procedures subsection.

Required Documentation for Focus Areas

Colleges are encouraged to track the use of focus areas in programs and monitor their effectiveness locally. Since focus areas are not separate WTCS credentials, the process for documenting their creation or modification is limited to:

- Consultation with WTCS Director. Must occur prior to the submission of new curriculum that will use focus area(s). Discuss focus area titles, courses and intent.
- Submission of documented advisory committee support for the focus area(s), emailed directly to the appropriate WTCS Director managing that program, with relevant information highlighted. Body of email must identify the impacted program by number and title, identify the focus area titles, describe the intended purpose of the focus area and list the included courses.

Alternate Course Approval and Curriculum Approval

For information regarding how to submit course and curriculum files to the WTCS CCP Portal, please refer to the WTCS CCP System Course Manual and WTCS CCP System Curriculum Manual on myWTCS. Note that all courses must be submitted and approved before any updated curriculum can be approved. Alternate course requirements are found on page 16 of the WTCS CCPS Curriculum Manual, Chapter 2 Record Submission Format, Curriculum Data Record (“A” Record) subsection.

Note that the curriculum data record positions 31-46, Alternate Course Number, are reserved for recording up to two courses that may be substituted for the primary course in the curriculum.

- Courses with Aid Code 20 can only be used as alternate courses in a curriculum.
- The alternate courses must be numeric.
- There is a limit of two alternate courses for a single primary course.
- Leave Alternate Course Number blank if there is no alternate course.

Assignment of data record positions when documenting alternate courses:

Alternate Course 1

- 31-38 Alternate Course Number 1
- 31-32 Course Aid Code (of the Alternate Course 1)
- 33-35 Instructional Area Number (of the Alternate Course 1)
- 36-38 Course Sequence Number (of the Alternate Course 1) Alternate Course 2
- 39-46 Alternate Course Number 2
- 39-40 Course Aid Code (Alternate Course Number 2)
- 41-43 Instructional Area Number (of the Alternate Course 2)
- 44-46 Course Sequence Number (of the Alternate Course 2)

Financial Aid Implications

Consult with the college financial aid office to determine whether the use of alternate courses and focus areas within a program curriculum will impact student financial aid eligibility. Additional resources regarding financial aid are available on the myWTCS website.

Credential Awarding

Awarding of a program credential occurs upon successful completion of all program coursework and outcomes by the student. Student decisions to complete primary versus alternate courses or focus areas does not impact the type nor title of the credential awarded

Suggested Focus Area Development Process

This section provides a suggested framework for colleges to work through the creation of focus areas. Local processes may vary.

1. Determine need and impact.
    a. Will this focus area benefit both students and industry?
    b. Does industry support these program developments? What input did you gather from the program's advisory committee? Document advisory committee discussion and support (will email to WTCS Director when submitting the new curriculum).
    c. Do these developments maintain and not alter program outcomes and intended job outcomes?
    d. How will the college deliver these new courses? Are additional staff needed? How will this impact program operational costs? Will program sustainability be impacted by the inclusion of alternate courses?
    e. Did you consult with the college financial aid office to determine whether the use of alternate courses and focus area(s) will impact student financial aid eligibility?

   f. Did you consult with the college registrar's office to determine if and how focus area(s) will be documented on student records?
   g. What title(s) might be appropriate for the proposed focus area(s)?
   h. Did you consult with the program's WTCS Director? Note: WTCS Director consultation may be done at any time prior to college submission in the CCP Portal of new curricula with focus areas added, though early consultation may speed college decision-making during focus area development.

2. Determine maximum alternate course credit percentage.
   a. How many total credits within the program curriculum are designated as technical, occupational-specific and advanced technical studies?
   b. Multiply this total by 0.30 (30%) to arrive at the maximum credit amount of allowable alternate courses. If partial, credit value must be rounded down to the nearest whole number.

3. Determine alternate course sequencing.
   a. How many alternate courses might provide the desired specificity and differentiation of programming for each focus area?
   b. What are appropriate alternate course titles and credit values?

4. Determine appropriateness of alternate courses and focus areas. Alternate courses must not disrupt successful program completion.
   a. If students elect to take the alternate courses, will they be as equally prepared to meet program outcomes, technical skills attainment (TSA) and intended job outcomes as those students who take only primary courses?

5. Determine that program differentiation and non-competition are maintained with use of alternate courses and focus areas.
   a. Do alternate courses or focus areas create cross-program graduate competition, meaning that graduates of a single college's programs might compete with one another for the same jobs? This is not allowed.
   b. Do alternate courses create a new program or different intended job outcomes? This is not allowed.

6. Determine alternate course credit value meets credential credit range requirements.
   a. Do alternate course credit amounts differ from primary course credits?
   b. Do alternate course credit totals for all individual focus areas fall within the credential type's minimum and maximum credit range? If a student were to take any individual focus area, would the student graduate with sufficient course credits to meet the minimum required credits and not exceed the maximum credits allowed within that credential type?

7. Determine assignment of alternates to primary courses.

a. Which primary courses are appropriate choices for the assignment of alternates?
b. If students do not take these primary courses, will this change the credential earned, the program outcomes attained, the intended jobs and/or the overall skill and employability of the student?
c. In which primary courses are program outcomes assessed? If using a primary course that assesses a program outcome, any associated alternate courses must also assess that specific outcome. Alternatively, the college could consider choosing a primary course without program outcome assessment to build a focus area or review primary courses and potentially reassign program outcome assessment.

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 people 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.

AAS/AAA programs are allowed to include Aid Code 10, 32, 31, and 30 courses. Aid Code 30, 31, and 32 courses included in AAS/AAA programs should be part of a previously approved technical diploma.

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 existing aid code 30, 31, 32, or 10 courses.

General Education courses will be selected from the approved list found on the myWTCS website under WTCS System-wide General Education Courses.

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-specific courses contain content directly related to a specific technical area and are core to a technical diploma or apprenticeship program. Occupational-supportive courses relate to effective functioning in an individual's occupational and community settings. These courses are drawn from natural sciences, quantitative reasoning, social and behavioral sciences, communication 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.

Technical diploma programs are allowed to include Aid Code 10*, 32, 31, and 30 courses.

> * NOTE: Any TD programs that are not embedded in an applied associate degree must go through the Financial Aid Clock-to-Credit hour conversion. Thus, using Aid Code 10 courses in non-embedded technical diplomas is not recommended. If using Aid Code 10 courses in a non-embedded TD is necessary to meet student needs, financial aid implications must be clearly understood and communicated to students.

Associate of Arts and Science courses (Aid Code 20) may not be used as primary courses in a Technical Diploma curriculum. They may only be used as alternates to existing aid code 30, 31, 32, or 10 courses.

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.

Associate of Arts and Science Degree Programs (Aid Code 20)

The Associate of Arts (AA) and Associate of Science (AS) degrees (statutorily referred to as Collegiate Transfer programs) are designed to prepare students to transfer to accredited bachelor-degree-granting institutions such as four-year colleges and universities (henceforth referred to as receiving institutions). The degrees also provide students with preparation for advancement in the workplace through a rigorous academic program.

The AA and AS degrees require a minimum of 60 credits. Courses are mainly drawn from the disciplines of communication, humanities and fine arts, social and behavioral sciences, quantitative reasoning and natural sciences. 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.

The AA and AS degree curricula do not need to be submitted to the WTCS for approval. Once colleges receive all necessary program approvals to offer the AA or AS program from the WTCS Board and the University of Wisconsin System (UWS) Board of Regents, affiliated courses should be submitted to the WTCS individually for review and approval.

Course Selection

Generally, the AA and AS degree curricula are comprised of courses offered at the Aid Code 20 level. These courses are specifically designed with competencies and learning outcomes suitable for transfer equivalency at receiving institutions. They may carry the WTCS general education instructional areas of 801, 802, 803, 804, 805, 806, 807, 809, 810, 815, and 890.

Additional postsecondary courses that are explicitly accepted for transfer into receiving institutions are also allowed in AA and AS programs and can be used to meet general education requirements or as electives, depending on the nature of the course. These courses are currently defined as:

- General education courses included on the Universal Credit Transfer Agreement (UCTA) with the UWS and the Course Credit Transfer Agreement (CCTA) with the Wisconsin Association of Independent Colleges and Universities (WAICU)
- WTCS Systemwide General Education Courses
- Other postsecondary courses that are either named in an established articulation agreement or have demonstrated transferability via Transferology.

WTCS General College courses (Instructional Areas 831, 834, 835, 836, and 838) are not permitted for use in meeting AA or AS degree requirements.

Beyond the previously stated AA and AS degree conditions, the mix and range of Aid Code 20 and Aid Code 10 course selection for AA and AS programs is ultimately determined at the college level. Supporting documentation and internal college policies should be developed and maintained.

As new courses are explored for AA and AS degree programs, colleges are encouraged to maximize transferability across WTCS colleges for students. First consider use of aligned general education courses where appropriate. If no aligned general education courses fit the needs of the college, colleges should explore establishing new aid code

10 aligned general education courses, or secondarily use the structure (competencies, title, number, etc.) from an existing aid code 20 course.

AA and AS Degree Pre-Major Designation

Colleges can only market programs they are fully approved to offer. While Applied Associate Degree programs may be marketed under different marketing titles, AA and AS programs cannot be marketed with variations as distinct and separate programs. Pre-major designations are only allowed for AA and AS programs and may only be promoted by a college in instances where a full articulation agreement is in place for that specific pathway into that specific discipline or major at a minimum of one receiving institution. Courses and credit equivalencies must be clearly defined in the agreement and in publications. All standard AA and AS degree requirements must still be met. The supporting articulation agreement(s) must be submitted to programs@wtcsystem.edu and the WTCS director for review prior to publicizing a pre-major designation.

Creating a New Program

The WTCS AA and AS program development process has five major requirements:

1. Concept Review must be approved by the college's District Board
2. Concept Review must be approved by the WTCS Board
3. A signed Memorandum of Understanding (MOU) indicating formal articulation with one or more receiving institutions must be completed.
4. Program Approval must be granted by the WTCS Board
5. Program Approval must be granted by the UWS Board of Regents

Concept Review and Demonstration of New Program Need

Prior to conducting a needs analysis and preparing for the Concept Review for an AA and/or AS degree, the college must consult with the WTCS director for process guidance. The college can then initiate the Concept Review process for each program separately by submitting ESM Form 3-1 Concept Review with required supporting documentation to the WTCS Office. Rather than providing detailed analysis of labor market data, as required for Applied Associate Degrees, AA and AS degree need can be demonstrated with analysis of how the program supports student and community enrollment needs and regional employment demand for individuals who complete AA, AS, and bachelor's degrees following transfer. A variety of data sources and methods can be used to demonstrate program need including letters of support, workforce development data, ad hoc committee feedback or surveys. No Standard Occupational Classification (SOC) information is required, and both programs use the Classification of Instruction Programs (CIP) code 24.0101, Liberal Arts and Sciences/Liberal Studies.

Documentation of substantive discussion with other WTCS colleges and notice to the Instructional Services Administrator (ISA) at the colleges offering the same or similar programs follows the Applied Associate Degree development guidelines. These

requirements must be completed during the Concept Approval phase of new AA and AS program development.

MOU and Ad Hoc Advisory Committee Role

The WTCS college should connect with one or more accredited receiving institutions to agree on a partnership for the AA and/or the AS degree program. Through an MOU process, leadership from the WTCS college and the receiving institution will determine the feasibility, course equivalencies, program array, and transfer guidelines for the degrees to be offered by the WTCS college. The MOU must include a formal articulation agreement outlining guaranteed transfer with junior standing at the receiving institution. While the degree will be built initially with a transfer guarantee with one receiving institution, the degree is expected to have transferability to a broad array of receiving institutions as a fully approved AA or AS degree program.

WTCS colleges need to identify a team of individuals from the WTCS and the receiving institution to serve in an ad hoc advisory committee role during the Concept Review and Program Approval phases. Traditionally, members of AA and/or AS advisory committees are WTCS General Education/Studies staff and faculty, representatives from instruction and student services, and representatives from the partner institution. Representatives from K-12 and individuals that can provide insight on regional workforce development needs should also be included.

Colleges may use the same ad hoc advisory committee to vote on both the AA and AS programs, which require separate votes and approvals. In addition to the ad hoc committee discussion about program proposals, curriculum structure, and program outcomes, the minutes must capture program support and votes for approval by the committee. The ad hoc advisory committee is also responsible for helping the college to develop the required MOU for the programs during the Concept Review and Program Approval phases. The MOU must include delineated responsibilities for the WTCS college and receiving institution as determined by the participating institutions. Any additional approval processes, degree standards, or evidence of meeting requirements for learning outcomes and program components required by the receiving institution should be identified during the MOU development. The MOU is requested during the Concept Review and must be submitted prior to or along with Program Approval submission.

WTCS Program Approval

AA and AS Program Approval has similar guidelines to the Applied Associate Degree program approval process. Colleges should follow WTCS deadlines for submission. Upon WTCS Board approval of the Concept Review, the WTCS college may submit ESM Form 3-2 Program Approval to the WTCS for approval.

The proposed curriculum is submitted with the Program Approval form and will need to show both the courses to be offered by the WTCS college and the course transfer

equivalencies at the receiving institution. This can be submitted in the form of a transfer guide, articulation agreement, or other representation demonstrating which courses students need to complete at the WTCS college and how they will be received and applied at the receiving institution. It is recommended for colleges planning to offer the AA and AS degrees to consult with other WTCS colleges that have established programs about Aid Code 20 course competencies, learning outcomes, and curriculum development. It is also recommended to consult with the receiving institution(s) about alignment of course and curriculum learning objectives.

UWS Board of Regents Program Approval

The final step in AA/AS approval is submission to the UWS Board of Regents. This process is managed collaboratively with the WTCS, the submitting WTCS college, and the receiving institution. The WTCS Provost will be responsible for presenting the new program approval request to the UWS Board of Regents for consideration.

Program Advisory Committee Role

Per WTCS program advisory committee policy, each WTCS college establishes and maintains active program advisory committees for all State Board approved programs. Permanent AA and AS program advisory committees shall be established to inform the development and maintenance of these programs (reference ESM Chapter 12 for Advisory Committee criteria). Representation shall include faculty and staff from private and public 4-year universities and colleges, K-12 faculty and staff, employers and employees, community members and students. The membership of advisory committees should be representative of racial and gender diversity in the geographic region. Members of the initial ad hoc committee for the program development phase may continue to serve on the college's formal advisory committee if they desire to do so.

HLC Program Accreditation for New Academic Degree Programs

For WTCS colleges offering the AA or AS degree for the first time, Higher Learner Commission (HLC) approval of the new programs is required, just as it is for any new academic degree program. Please consult the HLC about prior approval or notification for substantive changes related to academic programs.

Plan for Program Evaluation and Assessment

Evaluation plans for these programs should be included in the MOU with the receiving institution and may also be required for HLC program accreditation. Plans for program evaluation and assessment should list specific metrics negotiated between the WTCS college and the receiving institution(s). WTCS Technical Skills Assessments (TSAs) are not completed for AA or AS programs.

AA and AS Degree Course Limitations

Wisconsin Statutes §38.04(4)(c) states and thus limits, “Collegiate transfer programs shall not comprise more than 25 percent of the approved credit hours offered in any technical college district.” The WTCS audits the AA and AS program percentage at each college on an annual basis. The calculation will be done based on the total approved credit values of courses with an enrollment and the total approved credit values of Aid Code 20 courses with an enrollment in a given fiscal year. Each course will be counted one time at the credit value approved in the Course Approval System.

Shared Program Agreements for AA and AS Degrees

Once a WTCS college has received all necessary approvals to offer the AA and/or AS degree, they may act as the Primary College in a Shared Program Agreement. For guidance on developing and maintaining Shared Program agreements, please consult ESM Chapter 16 and consult with the assigned WTCS director for AA and AS degree distinctions in submitting Shared Program Agreement Creation and ESM Form 16-3 Shared Agreement Courses to the WTCS office.

Supplemental Information

Chapter 3 – Creating a New Program

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

Chapter 8 – Apprenticeship Programs Standards (Aid Code 50)

Chapter 12 – System-wide Articulation (see section on Advisory Committees)

Chapter 15 – Advanced Technical Certificates

Chapter 16 – Shared Program Agreements

Program Curriculum Credit Range and Distribution Compliance Rules (see section on Related Guidance)

Forms

Form 3-1 Concept Review

Form 3-2 Program Approval

Form 16-1 Agreement Creation

Form 16-3 Shared Agreement Courses

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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 Lightcast (formerly Economic Modeling Specialists Intl. [EMSI]) JobsEQ 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 Lightcast (formerly Emsi/Emsi Burning Glass) 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:
    1. Employer survey and responses; and/or
    2. 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:
    1. Willing to hire graduates of the program; and
    2. 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 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 program's 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 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 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 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.

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

Lori Suddick
Vice President of Learning

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

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(920) 498-5400

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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 WTCS 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.

Student Success Plan

Item Q. on Form 3-1 requires colleges to respond to the following student success prompt:

Describe your college's plan to promote inclusive excellence and address attainment gaps specifically for this new program. Incorporate plans to leverage Guided Career Pathways. Item R. on Form 3-1 requires colleges to indicate the groups and individuals that were consulted or involved in establishing the student success plan described in response to Item Q.

In your student success plan, include the following information specifically related to this program:

- Program name and proposed number.
- A description of the attainment gap(s) being addressed.
- A summary of the key activities.
- An overview of the intended outcomes.

When determining your activities, think about these areas:

A. **Advance Inclusive Excellence, Culture of Classroom:** Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence.
B. **Student Recruitment, Access, Retention & Completion, Student Outreach:** Discuss how the proposed program will actively close gaps in student recruitment, access, retention, and degree completion. Provide examples of academic and student support services that will be implemented to support student learning success and completion.
C. **Recruitment/Hiring of Faculty/Staff:** Describe how the proposed program will close gaps in the recruitment and hiring of faculty, instructional staff, and staff who will oversee practicum and clinical experiences. page

Career Cluster and Pathway Codes

During development of a program, the associated Career Cluster and Pathway will need to be identified by the WTCS Director. The following tables provide those codes that will be used in setting up the program within the CCP Portal. Effective fiscal year 2026-27, modernized career cluster titles and updated CCP Portal codes will be implemented (see below).

FY25-26 Career Cluster Title	Code	Modernized Career Cluster Title	Code
Agriculture, Food & Natural Resources	01	**Agriculture**	18
		Energy & Natural Resources	19
Architecture and Construction	02	**Construction**	20
Arts, Audio-Visual Technology & Communications	03	**Arts, Entertainment & Design**	21
Business Management & Administration	04	**Management & Entrepreneurship**	22
Education & Training	05	**Education**	23
Finance	06	**Financial Services**	24
Government & Public Administration	07	*N/A, incorporated into other clusters*	
Health Sciences	08	**Healthcare**	25
Hospitality and Tourism	09	**Hospitality, Events & Tourism**	26
Human Services	10	**Human Services**	27
Information Technology	11	**Digital Technology**	28
Law, Public Safety, Corrections & Security	12	**Public Service & Safety**	29
Manufacturing	13	**Advanced Manufacturing**	30
Marketing	14	**Marketing & Sales**	31
Science, Technology, Engineering & Mathematics (STEM)	15	*N/A, incorporated into other clusters*	
Transportation, Distribution & Logistics	16	**Supply Chain & Transportation**	32
Not Otherwise Assigned	17	**Not Otherwise Assigned**	33

Legacy Career Cluster and Pathway Codes and Names (FY25-26 and earlier)

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
08 Health Services	0901 Undeclared
	0802 Therapeutic Services
	0803 Diagnostic Services
	0804 Health Informatics
	0805 Support Services
	0806 Biotechnology Research and Development

Cluster Code and Name	Pathway Code and Name
09 Hospitality and Tourism	0901 Undeclared
	0902 Restaurants and Food Beverage Services
	0903 Lodging
	0904 Travel and Tourism
	0905 Recreation, Amusements and Attractions
10 Human Services	1001 Undeclared
	1002 Early Childhood Development and Services
	1003 Counselling and Mental Health Services
	1004 Family and Community Services
	1005 Personal Care Services
	1006 Consumer Services
11 Information Technology	1101 Undeclared
	1102 Network Systems
	1103 Information Support and Services
	1104 Interactive Media
	1105 Programming and Software Development
12 Law, Public Safety and Security	1201 Undeclared
	1202 Correction Services
	1203 Emergency and Fire Management Services
	1204 Security and Protective Services
	1205 Law Enforcement Services
	1206 Legal Services
13 Manufacturing	1301 Undeclared
	1302 Production
	1303 Manufacturing Production Process Development
	1304 Maintenance, Installation and Repair
	1305 Quality Assurance
	1306 Logistics and Inventory Control
	1307 Health, Safety and Environmental Assurance
14 Marketing, Sales and Service	1401 Undeclared
	1402 Management and Entrepreneurship
	1403 Professional Sales and Marketing
	1404 Buying and Merchandising
	1405 Marketing Communications and Promotion
	1406 Marketing Information Management and Research
	1407 Distribution and Logistics
	1408 E-Marketing
15 Science, Technology, Engineering and Mathematics	1501 Undeclared
	1502 Engineering and Technology
	1503 Science and Math
16 Supply Chain and Transportation	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

Cluster Code and Name	Pathway Code and Name
17 Not Otherwise Assigned	1701 Undeclared

Modernized Career Cluster and Pathway Codes and Titles (FY26-27 Onward)

Cluster Code and Name	Pathway Code and Name
18 Agriculture	1801 Agribusiness
	1802 Agricultural Technology & Automation
	1802 Animal Systems
	1804 Food Science & Processing
	1805 Plant Systems
	1806 Undeclared
19 Energy & Natural Resources	1901 Clean & Alternative Energy
	1902 Conservation & Land Management
	1903 Ecological Research & Development
	1904 Environmental Protection
	1905 Resource Extraction
	1906 Undeclared
	1907 Utilities
20 Construction	2001 Architecture & Civil Engineering
	2002 Construction Planning & Development
	2003 Equipment Operation & Maintenance
	2004 Skilled Trades
	2005 Undeclared
21 Arts, Entertainment & Design	2101 Design & Digital Arts
	2102 Fashion & Interiors
	2103 Fine Arts
	2104 Lighting & Sound Technology
	2105 Media Production & Broadcasting
	2106 Performing Arts
	2107 Undeclared
22 Management & Entrepreneurship	2201 Business Information Management
	2202 Entrepreneurship & Small Business
	2203 Leadership & Operations
	2204 Project Management
	2205 Regulation
	2206 Undeclared
23 Education	2301 Early Childhood Development
	2302 Education Administration & Leadership
	2303 Learner Support & Community Engagement
	2304 Teaching, Training, & Facilitation
	2305 Undeclared
24 Financial Services	2401 Accounting
	2402 Banking & Credit
	2403 Financial Strategy & Investments
	2404 Insurance
	2405 Real Estate
	2406 Undeclared

Cluster Code and Name	Pathway Code and Name
25 Healthcare	2501 Behavioral & Mental Health
	2502 Biotechnology Research & Development
	2503 Health Data & Administration
	2504 Physical Health
	2505 Undeclared
26 Hospitality, Events & Tourism	2601 Accommodations
	2602 Conferences & Events
	2603 Culinary & Food Services
	2604 Travel & Leisure
	2605 Undeclared
27 Human Services	2701 Community & Social Services
	2702 Personal Care Services
	2703 Undeclared
28 Digital Technology	2801 Data Science & AI
	2802 IT Support & Services
	2803 Network Systems & Cybersecurity
	2804 Software Solutions
	2805 Undeclared
	2806 Web & Cloud
29 Public Service & Safety	2901 Emergency Response
	2902 Judicial Systems
	2903 Local, State & Federal Services
	2904 Military & National Security
	2905 Public Safety
	2906 Undeclared
30 Advanced Manufacturing	3001 Engineering
	3002 Industrial Machinery
	3003 Production & Automation
	3004 Robotics
	3005 Safety & Quality Assurance
	3006 Undeclared
31 Marketing & Sales	3101 Market Research, Analytics & Ethics
	3102 Marketing & Advertising
	3103 Retail & Customer Experience
	3104 Strategic Sales
	3105 Undeclared
32 Supply Chain & Transportation	3201 Air & Space Transportation
	3202 Ground & Rail Transportation
	3203 Maintenance & Repair
	3204 Marine Transportation
	3205 Planning & Logistics
	3206 Purchasing & Warehousing
	3207 Undeclared
33 Not Otherwise Assigned	3301 Not Otherwise Assigned

To ensure consistent and timely program development, fillable forms have been developed to successfully accumulate the level of documentation required. Information and process maps provided within this chapter are offered as guidance.

The two-step Occupational Program Development process requires program analysis and direct communication between the program area 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.

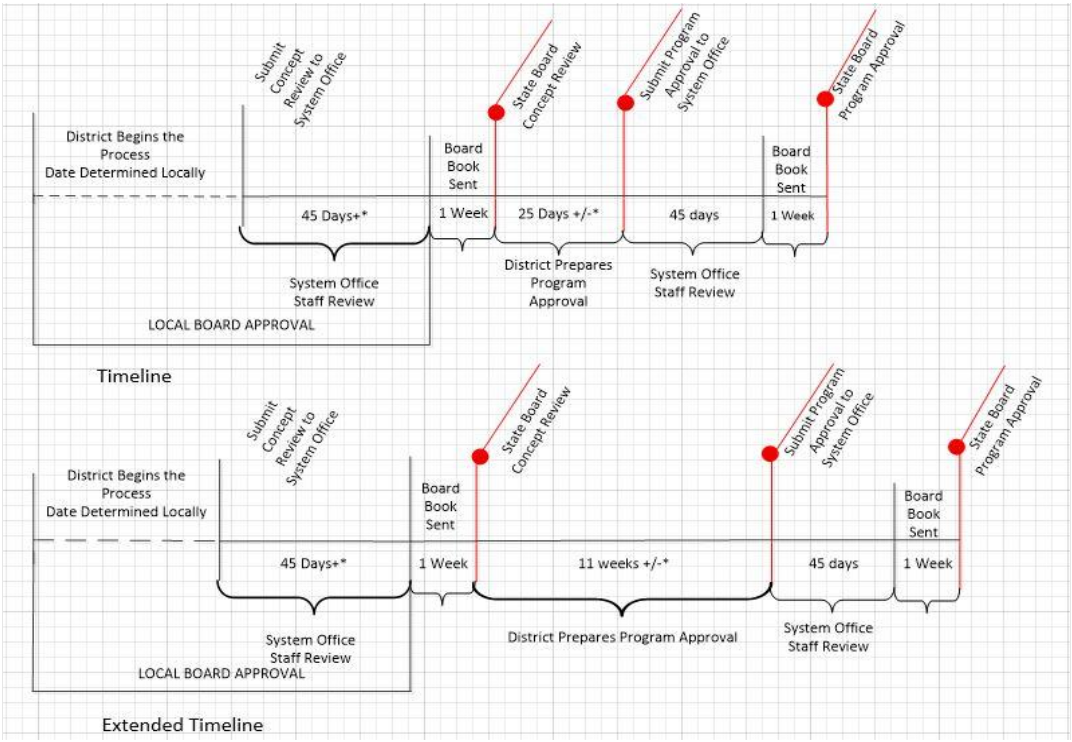


Figure 1

Concept Review

The Concept Review is the first step in the Program Approval Process. Prior to submitting the Concept Review request (Form 3-1) 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 the date of WTCS Director consultation prior to document submission. At minimum, the WTCS Director will be involved with the naming, numbering and needs development for the potential program. Without prior consultation, a Concept Review submission may be impacted by extended processing times. Though colleges may submit a Concept Review request to the System Office at any time, please note that all submissions are subject to WTCS Board deadlines. Please see WTCS Board deadline information on the myWTCS website, ESM landing page, Related Guidance subsection.

Guidelines for the Concept Review development are embedded on Form 3-1 Concept Approval Criteria. Consult ESM Chapter 2 for the 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.

Program Approval Phase

After initial WTCS Board approval of the Concept Review, the new program will advance to the Program Approval phase. College staff should prepare Form 3-2 Program Approval in advance of the next successive WTCS Board meeting. College may follow a delayed submission timeline provided that the college offers rationale for the delay to the appropriate WTCS Director. Delayed submission of Program Approval must occur in advance of the second successive WTCS Board meeting or the development process will be terminated.

All submissions are subject to WTCS Board deadlines. Please see WTCS Board deadline information on the myWTCS website, ESM landing page, Related Guidance subsection.

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.

Chapter 15 – Advanced Technical Certificates

myWTCS CIP/SOC Guidance and Resources

Forms

Form 3-1 Concept Approval Criteria

Form 3-2 Program Approval Criteria

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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, WTCS has established two types of credentials that nest within an already-approved program: Embedded Technical Diplomas (ETDs) and WTCS Pathway Certificates (WPCs). This “parent-child” program relationship, with the already-approved program serving as the parent program and the embedded program (ETD or WPC) serving as the child program, streamlines credential attainment and allows for easy, multi-point entry and exit within the program pathway. ETDs and WPCs prepare graduates for job opportunities with industry-relevant, in-demand, entry-level skills.

This chapter of the ESM provides the process for creating embedded programs within existing WTCS Board-approved programs.

Procedures

The ETD and WPC approval process requires colleges to demonstrate employer and industry need, document job opportunities at the end point of the credential and assess feasibility of offering the program from both institutional and student perspectives. Approval criteria is a selection of the existing criteria from the Occupational Program Approval Process found in ESM Chapter 3. ETDs and WPCs may be submitted to the System Office at any time for approval by the WTCS Provost on behalf of the WTCS President and WTCS Board.

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.

General College (“thin layer”) course credits do not count toward earning any WTCS credential, including ETDs/WPCs.

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 to 18 credits	Aid Code 30 = 2 to 25 credits Aid Code 31 = 26 to 53 credits Aid Code 32 = 54 to 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 (TSA) 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. ESM Chapter 2 contains in-depth information regarding the 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 the date of WTCS Director consultation prior to document submission. At minimum, the WTCS Director will be involved with the naming, numbering and needs development for the potential program. Without prior consultation, an ETD/WPC program submission may be impacted by extended processing times.

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

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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 WTCS.

General Education

This policy details the processes of adding, reviewing and removing courses from the WTCS Systemwide General Education Course List.

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

Systemwide General Education Course Criteria

WTCS systemwide general education courses must meet the following criteria:

1. Be offered at Aid Code 10.
2. Be in the 801 (Communication), 804 (Quantitative Reasoning), 806 (Natural Sciences), and/or 809 (Social and Behavioral Sciences) 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. Be designed to meet and transfer as a WTCS general education requirement between WTCS colleges.
5. Should not duplicate a comparable course already on the Aligned General Education Course List (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.

Adding New Courses to the WTCS Systemwide General Education Course List

WTCS systemwide general education courses undergo a collaborative development process lead by WTCS colleges:

1. Requesting college completes Form 5-1 Proposal to Add a General Education Course to Aligned List and submits it to the WTCS Director.
2. WTCS Director reviews submission and shares with WTCS colleges.
3. WTCS colleges interested in participating in the course's development notify the WTCS Director. A minimum of four colleges must agree to participate for the proposal to advance.
4. WTCS Director confirms that new course development may begin and notifies the participating colleges (college course development team)
5. Participating colleges complete course development work.

6. WTCS Director shares proposed course with WTCS general education deans. If needed, course is sent back to the college course development team for revision.
7. WTCS Director assigns new course number and title.
8. Requesting college prepares course outcome summary and remits to WTCS Director.
9. Upon finalization of the new aligned general education course, the WTCS Director:
    a. Updates the WTCS System-wide Approved General Education Course List and publishes on myWTCS.
    b. Generates survey to gauge college interest in offering the new course and synthesizes survey results for WTCS general education deans.
    c. Once received from requesting college, WTCS Director remits course outcome summary to the appropriate WIDS administrator for inclusion in the WIDS Repository.
    d. Remits the course information to appropriate UW administrator for review and assessment of transferability.

Once approved, colleges may submit electronic course files to WTCS CCP Portal for approval by WTCS Director and offer the course upon approval.

Request for a Course Exception: Nonconforming General Education Courses

To add a course which does not meet the criteria of the Aligned General Education Course List, a formal request must be submitted by the institution's Instructional Services Administrator to the Associate Vice-President of Instructional Services and must include a current Course Outcomes Summary and Syllabus for the course. A comparative analysis of the course and the merits of inclusion will be done by the WTCS Director of General Education. Final approval authority to either accept or deny the request resides with the Provost and Vice-President of Educational Services.

Course exception requests must meet all the following criteria:
1. Demonstrate sustained high volume of enrollments.
2. Demonstrate proven transferability, preferably as a 1-to-1 ratio.
3. Serve as a required course in an array of programming at one or more institutions.

How to Removing Courses from the WTCS Systemwide General Education Course List

1. Annually, in the Summer prior to the Fall General Education Deans and Administrators meeting (SCM), the WTCS 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 Aligned General Education Course List. 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 directors. WTCS IT is also informed to update Client Reporting.
8. The master Aligned General Education Course List is updated and posted to the myWTCS website.

Example:

July 2024, 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 General Education Deans informing them of the status.

A discussion is held at the Fall 2024 General Education System-called Meeting (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 usable to other colleges/programs, etc.

In July of 2025, 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 2025. A notice will be sent out to the General Education Administrators, Instructional Services Administrators and other WTCS directors.

Course Reviews

1. Annually, in the summer prior to the Fall General Education System-called Meeting (SCM) for deans and administrators, the WTCS director will review the General Education 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 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 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 the team and facilitator. Changes, if any, be made, and a final COS draft will be shared with deans for final review.
8. A minimum of 80% of all colleges offering the course must agree to changes before they can be finalized.
9. Final COS will be uploaded to WIDS for System-wide sharing as well as the myWTCS website.
10. 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 SCM for transfer review purposes.
11. New COSs go into effect the fall term following the review completion.
12. Notice of changes will be sent to General Education deans as well as WTCS directors to share with programs.
13. There may be times when course reviews do not occur due to other initiatives, funding, or other events.

Supplemental Information

Refer to webpage for more information including:

- List of the current Aligned General Education Courses
- Course Outcome Summaries for each Aligned General Education Course
- General Education Category Definitions
- WTCS Program Curriculum Credit and Range Distribution Compliance Rules
- 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

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Chapter 6 Making Program Changes

Introduction

This chapter outlines the procedures for modifying Wisconsin Technical College System (WTCS) Board-approved programs. Program title/number (T/N) changes, program modifications or program suspension/discontinuance (DE/SN) 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 the System Office via WTCS directors may initiate a change to an existing program title and/or number based upon adequate evidence of need.

The following sections provide instructions for the various types of program modifications.

Procedures

Changes to Program Title and/or Number

Program title/number changes may be initiated by college request or by the System Office ("System-Initiated").

Process Considerations

Adequate evidence of need and appropriateness of T/N change must be documented on Form 6-1. Some examples of allowable, evidence-based reasons for T/N change include:

- Industry changes warrant updated program title, such as when industry terminology, job titles* and/or accrediting requirements change.
- Existing program title is no longer relevant or does not adequately describe the relationship between the credential and industry jobs.
- Advisory committee(s) request or see the benefit of updating program title and support the college making this change.
- Program outcomes and/or curricula are updated and:
    - College sees value in program title refresh to increase alignment with industry and successfully market the program to students
    - **Jobs that program graduates will be seeking will not be changing**.

**Not to constitute a change to a new occupational area, but when industry and/or labor market data sources rebrand job titles to more current terminology.*

College-Requested Title/Number (T/N) Changes

Colleges may utilize Form 6-1 Program Title Number Change to move their program into other aid codes and/or instructional areas, to change program titles and/or to activate new program numbers without moving through the program approval process (when allowable per WTCS director approval). Program title changes often result in corresponding program number changes due to WTCS program naming/numbering

conventions and rules. Prior to completing Form 6-1, the requesting college must consult with the appropriate WTCS director for guidance and pre-approval.

Please note that T/N changes are not appropriate when program intent changes, including when the type of jobs for which program graduates will prepare changes. For example, if program changes result in the existing program being tied to new occupational areas (different jobs than the program previously served), new Standard Occupational Codes (SOCs) and/or Classification of Instructional Program (CIP) Codes, the college must utilize the program approval process (WTCS Concept Review and Program Approval) to create a new program rather than using the T/N change process to rename and/or renumber the existing program.

Program Titles and Numbers Assigned to Two or More Colleges

If the proposed change affects other colleges sharing the same program title and number, one college must agree to submit a T/N change request on behalf of the group. All colleges must agree to the proposed changes. The requesting college must attach to Form 6-1 a copy of the written agreement from each impacted college's Instructional Services Administrator (ISA).

Alternatively, the requesting college may choose to pursue a T/N change from a shared program title and number to its own unique program title and number, but such changes are subject to WTCS director discretion. Alignment of program titles and numbers is encouraged as it creates cohesion across the System and clear ties to shared program outcomes and Technical Skills Attainment (TSA). Colleges with unique programs are responsible for creating and maintaining their own unique TSA (see ESM Chapter 9 Assessing Programs Through Technical Skills Attainment for further information).

College-Requested T/N Change Process

Complete Form 6-1 and attach advisory committee documentation supporting the change and ISA approval from impacted colleges (if applicable) before sending to programs@wtcsystem.edu. If the proposed change affects other colleges sharing the same program title and number, only the requesting college is required to submit their advisory committee minutes.

System-Initiated Title/Number Changes

WTCS director assesses need and rationale for T/N change of a program offered at two or more colleges. System-initiated T/N changes are made in an effort to streamline and unify programs across the System (condense multiple program titles/numbers to a single title/number for same or similar programs, especially those that share TSA) or to incorporate external accrediting and/or industry changes impacting statewide programs. In the latter case, colleges may request a System-initiated T/N change should colleges be first-notified of accrediting or industry changes. WTCS director will determine whether the T/N change process should be completed by the System Office or assigned to a college.

System-Initiated T/N Change Process

WTCS director uses internal version of Form 6-1 to document and affect program changes. WTCS director discusses changes with program administrators and solicits written feedback and acknowledgement from ISAs at impacted colleges. WTCS director attaches ISA documentation to Form 6-1 and submits to programs@wtcsystem.edu, courtesy copying the primary program contacts at impacted colleges. System Office routes the T/N change for approvals and sends out letters to each impacted college.

Advisory Committee Notification and Meeting Minutes: System-initiated T/N changes need not remit program advisory committee meeting minutes with internal Form 6-1. Colleges must notify their advisory committees of the System-initiated T/N change, however, and should document such notification in advisory committee meeting minutes and/or via emailed communication.

T/N Change Approval

After a program T/N change is approved, the old program number(s) will be administratively placed into suspension by the System Office. Between one and three years, the impacted college(s) may submit discontinuance paperwork for the old program title and/or number, as with any other suspended program. Any programs still in suspended status at the end of the three-year suspension period will be administratively placed into discontinuance by the System Office (no college action required).

Program Enrollment: Suspended and Discontinued Programs

Suspended programs: Colleges should move current students into the new program title/number whenever feasible. College must not accept *new* enrollments into the suspended program but may assist current-enrolled students with completing coursework under the “old” credential to completion. If such work will not be completed within the three-year suspension period for the old program, however, colleges should transition students out of the old program as soon as practicable.

Discontinued programs: Programs cannot be discontinued until student enrollments equal zero.

Program Associations: Embedded Technical Diplomas and Pathway Certificates

If a program goes through a T/N change and the “old” program T/N has associated Embedded Technical Diploma(s) and/or WTCS Pathway Certificate(s) tied to it, the new program T/N becomes the parent by default for the embedded credentials unless otherwise assigned.

T/N Changes and Technical Skills Attainment (TSA)

If a program changes to a unique new program title and/or number, existing TSA Phase 1 and 2 assessments and approval dates can move with the program to the new title/number.

If a program changes to adopt the title and number of an existing program in the System that has an established TSA Phase 1, the "old" program's TSA Phase 1 and 2 assessments and approval dates cannot move with the program. The moving program must adopt the TSA Phase 1 assessment and approval date of the new title/number. If the "old" program had an existing TSA Phase 2 on file prior to the title/number change, the date of the existing TSA Phase 2 is removed from the WTCS Portal. A new TSA Phase 2 request to follow the new TSA Phase 1 must be submitted to WTCS for review and approval, and a new TSA Phase 2 approval date will be entered at that time.

Curriculum Modification

Required documentation for curriculum modification:

1) Advisory committee meeting minutes documenting the changes, submitted to Programs@wtcsystem.edu and WTCS director.

2) Curriculum file uploaded to WTCS Portal for WTCS director review/approval.

Curriculum Modification Process

Colleges must electronically submit up-to-date curriculum files to the WTCS Portal to document what is currently being offered at each college. Information about this process is located in the WTCS Curriculum Manual. Prior to such offering, all curricula must be in "Approved" or "1-Year Approved" status.

All *modifications* to existing curricula must be submitted electronically for approval through the WTCS Portal in a timely manner. Submitted changes will be reviewed by the assigned WTCS director in order to determine compliance with WTCS business rules, assess whether a major* modification has occurred and review the college's advisory committee meeting minutes that document the modification, and/or determine whether further discussion of the changes is required.

Examples of changes that may warrant further discussion include:

- Changes that do not meet WTCS business rules
- Changes that lead to the program curriculum being substantially different than similar programs offered at other WTCS colleges
- Changes that result in training for a different occupation than the approved program

- Inadequate or absent documentation of advisory committee feedback and support for major* curriculum changes, as captured in advisory committee meeting minutes

WTCS expects that all major* curriculum changes, prior to submission to the WTCS 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 WTCS director as soon as feasible and no later than 60 days after the meeting date. Meeting minutes need to clearly demonstrate that the advisory committee was presented the proposed changes, including all courses being modified. If supplemental materials were presented at the meeting and are helpful in explaining the nature or rationale for the proposed changes, it is helpful to include such materials with the meeting minutes submission. Support of the majority of advisory committee 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 directors may disapprove any changes that do not align with WTCS business rules, are not supported by the program advisory committee and/or are deemed to not be in the best interest of students or WTCS.

**Major changes* are defined as the calculation of the total course components being changed when compared to the last uploaded version on file in the WTCS Portal that results in more than 20% change to the curriculum. This calculation includes both technical and general education courses.

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

System Aligned Curriculum Modification

WTCS and/or WIDS initiate modification of aligned curricula on a periodic review (every five years) or on an 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 submission timing of advisory committee meeting minutes.

Embedded Program Modification

Embedded Program Parent Change Form

Embedded programs may need reassignment to a different parent program. This can be accomplished using the Embedded Program Parent Change Form 6-6 and applies to both embedded technical diplomas (ETDs) and pathway certificates (PWCs).

Existing Programs – Stand-Alone to Embedded Status Change

On occasion, an existing stand-alone program has a 1:1 curriculum relationship with a larger credential but is not identified as an embedded technical diploma (ETD). Should the college wish to adopt this embedded identification, submit embedding requests via Form 6-7 to WTCS for approval.

Existing Programs – Embedded to Stand-Alone Status Change

If a college wishes to move a program from embedded status to stand-alone status (non-embedded), the program must either:

1) Have existed previously as a stand-alone program prior to embedding, or

2) Go through the new program approval process for WTCS board approval outlined in ESM Chapter 3 Creating a New Program.

Form 3-1 is not needed. Form 3-2 is required. Since an approved ETD will have already received district board approval and demonstrated labor market need, the initial ETD submission serves as the Concept Approval. When filling out Form 3-2, these additional actions are required:

- Enter the *original* ETD approval date under “WTCSB Concept Review Approval Date”.
- Demonstrate the need for the change from ETD 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 director. Both suspension and reinstatement actions require completion of Form 6-3. At the end of the three-year suspension period, the program must be discontinued. Any programs still in suspended status at the end of the three-year suspension period will be administratively placed into discontinuance by the System Office (no college action required).

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 child program suspension on Form 6-3 of the parent program.

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

Program Discontinuance

Programs must be suspended for a minimum of one year prior to discontinuance. After one year of suspension, the college can initiate program discontinuance. After three years in suspended status, the program must be discontinued. Colleges must ensure there are no students currently enrolled in the program before submitting for discontinuance.

System office staff will annually review programs in suspension for more than three years. Programs in suspension for more than three years will be administratively discontinued and taken to the WTCS Board for approval at the first Board meeting of the calendar year. All stand alone program discontinuances are taken to the WTCS Board for approval. Embedded Technical Diploma and Pathway Certificate discontinuances are approved by the AVP-OIS on behalf of the WTCS President and the Board.

Program discontinuances will not be implemented during the current fiscal year; they will take effect in the subsequent fiscal year following approval. If a program has active enrollments during the year of intended discontinuance; the program will not be discontinued until it is determined no enrollments remain.

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 and its Excel variant are retired)

Form 6-6 Embedded Parent Change

Form 6-7 Embed Existing Tech Diploma

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Chapter 7 Course Standards

Introduction

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

Definition of a Course

The Wisconsin Technical College System (WTCS) defines a course as a titled, formal learning experience with prescribed outcomes (competencies), a plan for learning the outcomes and a method to assess student learning.

Course Approval

All courses offered within 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 colleges are assigned with proper aid code, instructional area, credits, and materials fees. For further information, refer to client manuals and WTCS CCP System Course and Curriculum Manuals.

Course Instructional Levels

WTCS groups courses into three instructional levels as shown below. Courses in each level have the same over-arching characteristics. Within each level, courses are differentiated by aid codes, each of which has unique business rules.

Adult Education (Aid Codes 73, 74, 75, 76, 77, 78): WTCS Adult Education has been historically classified as “Basic Skills” in Wisconsin Statute 38.001(3)(d). Today, WTCS uses the term Adult Education because it is the more widely used and accepted term in the field. WTCS Adult Education courses exist below the postsecondary level and are designed to meet the instructional needs of individuals who:

- have attained 16 years of age.
- are not enrolled, or required to be enrolled, in secondary school under State law.
- and meet one or more of the following criteria:
    - would benefit from additional adult education skills to successfully complete secondary/post-secondary education and training and gain/retain employment.
    - are non-native English language speakers wanting to improve speaking, reading, and writing skills in the English Language for the purpose of engaging in community and/or to achieve an academic/career goal.
    - do not have a secondary school diploma or its recognized equivalent.

- want to increase their skills beyond the secondary level to achieve an academic or career goal either to enter post-secondary education and/or workforce/career.

See ESM Chapter 11 Adult Basic Education for comprehensive information about Adult Education.

Postsecondary (Aid Codes 30, 31, 32, 10, 20, 50): WTCS postsecondary courses are credit- bearing courses that can be used in WTCS certificates, technical diplomas, associate degrees or apprenticeship programs. Business rules for each aid code determine what programs can use which types of courses. While using Aid Code 10, the 10-83X series of General College Courses cannot be used in postsecondary programs.

Continuing Education (Aid Codes 42, 47, 60): Continuing education courses include occupational continuing education, general adult education (avocational or self-enrichment) and community services.

WTCS Requirements and Course Standards

For courses in all categories, colleges are required to submit the course number, course title, number of hours and number of credits to the WTCS Course Approval System portal. By fiscal year 2025, colleges will also be required to submit a course description with each course.

Submission Considerations

Provided they meet the WTCS definition of a course, the following **can** be submitted to the System Office as standalone courses:

- **Test Preparation**
- **Alternative course structures** (conferences, seminars, etc.)
- **GED/HSED counseling/orientation courses:** Allowable per DPI requirements. GED/HSED counseling/orientation courses are session(s) which include: 1) assessing the person's reading level and career interests and aptitudes; 2) discussing the options available to the individual regarding completion of high school; and 3) development of a plan for completion of one of the options discussed.
- **Other Adult Education orientation courses:** These courses include content (e.g. required assessments, personal education planning, introductory training in course management systems and online learning systems, etc.) that may be delivered over multiple sessions.

The following do not meet the WTCS definition of a course and **cannot** be submitted to the System Office as standalone courses:

- **Assessments and tests:** As course components, these must be integrated into courses as a part of coursework; exam courses are not allowed.
- **Academic tutoring:** This is a student support service; tutoring courses are not allowed.
- **Postsecondary program introductions or orientations:** These are best practices for student success, however should not be created as separate courses.

Course Standards

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

System aligned curriculum and courses: All program courses in the alignment must have the same title, number, and credit value. Aligned courses contain standardized components including course number, title, description, credits, competencies and learning outcomes. Alternates to aligned courses are not allowed. See ESM Chapter 17 System Aligned Programs and Courses.

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
- Aligned courses only: dual-numbered aligned courses are allowed

Course titles:

- Should be as short as possible not to exceed 43 characters; aligned course titles are limited to 30 characters and must be consistent across the System
- 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
- Aligned course descriptions must remain standardized across the System and cannot be modified at the local level

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 located in the WTCS CCP System Course Manual, Course Credit Computation Rules section.

Additional Adult Education considerations: The first credit in Adult Education courses may be credited after no less than 4 hours. Ongoing credit hours are awarded in 36-hour increments. Tracking hours of students in Adult Education should be readily documented and available upon request. WTCS Pre and Post Assessment policy for testing students should be followed.

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 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 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 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 modification policy. Any course offered at a lesser credit value that the district intends to offer again shall be submitted to WTCS for approval under a separate course number.

Modifications are not allowed for Aid Code 47 courses when included in an apprenticeship program or taken as part of the 50-499-9 "Journeyworker Upgrade" program.

Additionally, modifications are not allowed for the following Aid Code 47 Instructional Area 503 Fire Technology certification courses:

47-503-407
47-503-420
47-503-430
47-503-443
47-503-447
47-503-450
47-503-463
47-503-464
47-503-480
47-503-710
47-503-711
47-503-712
47-503-720
47-503-721
47-503-730
47-503-740
47-503-741
47-503-742
47-503-743
47-503-744
47-503-745
47-503-746
47-503-747
47-503-748
47-503-749
47-503-750
47-503-751
47-503-752
47-503-761
47-503-762
47-503-763
47-503-764
47-503-780
47-503-781
47-503-782
47-503-788
47-503-790
47-503-791
47-503-793
47-503-794

Modification Monitoring Schedule and Criteria

Schedule

- On September 1st, WTCS will provide colleges with a fillable form containing a list of courses offered in the preceding fiscal year at unapproved credit values: the Course Credit Modification List (CCML), previously Course Credit Audit List (CCAL).
- By October 1st, colleges shall complete the following sections of the CCML form and submit it to programs@wtcsystem.edu:
    - Modified Course Name (if applicable)
    - Modified Local Course Number (if applicable)
    - Rationale for Modifications
    - Course Scheduled for Submission (Y/N)
    - Comments (if applicable).
- By November 1st, WTCS 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 March 1st of the following fiscal year, 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

Completed CCML forms will be reviewed by WTCS 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 CCP Portal under a new name and number. Thus, it should not show up on the future CCMLs.

There are permissible reasons for modifying a course. The following reasons will be included on the CCML 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 (describe in comments box)

Course Hours Information (A-E)

A Type Hours: Instructor-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.
- Instructor 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 Course Credit Standards

- In A Type Hours, eighteen 50-minute potential periods of instruction per term equal one applied 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
- Student outside effort: No less than 1/2 hour for each contact hour.

Apprenticeship Course Credit Standards

- In A Type Hours, thirty-six 50-minute potential periods of instruction per term equal one technical credit. PHI/36 = CR
- Student outside effort: Yes.

B Type Hours: 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.
- Instructor interaction is frequent or continuous.
- Instructor delivers content via multiple learning environments including face-to-face and through a variety of distance education modalities.

Associate Degree Course Credit Standards

- In B Type Hours, thirty-six 50-minute potential periods of instruction per term equal one applied associate degree credit. PHI/36 = CR
- Student outside effort: one hour for each two potential periods of instruction.

Technical Diploma Course Credit Standards

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

Apprenticeship Course Credit Standards

- In B Type Hours, thirty-six 50-minute potential periods of instruction per term equal one technical credit. PHI/36 = CR
- Student outside effort: Yes.

C Type Hours: Independent and individualized study, instructor-led work-based learning, extended lab OR instructor-led clinicals*

Associate Degree Course Credit Standards

- In C Type Hours, fifty-four 50-minute potential periods of individualized/independent instruction per term equal one applied associate degree credit. PHI/54 = CR
- Student outside effort: none required.

Technical Diploma Course Credit Standards

- In C Type Hours, fifty-four 50-minute potential periods of individualized/ independent instruction per term equal one technical diploma credit. PHI/54 = CR
- Student outside effort: None required.

Apprenticeship Course Credit Standards

- In C Type Hours, fifty-four 50-minute potential periods of individualized/ independent instruction per term equal one technical diploma credit. PHI/54 = CR
- Student outside effort: None required.

Independent and Individualized Study:

- Course outcomes and learning objectives and performance assessment criteria are specified.
- Instructors manage learning, create objectives, and remotely direct.
- Instructor/student interaction schedule is set by the instructor appropriate to the learning objectives and performance objectives.
- May include hours spent in lab or shop settings where students are engaged in independent and self-directed work, such as “live work” labs.

Instructor facilitated work-based learning:

- Includes on-campus work-based learning (excluding internships).
- Instructor interaction is varied and occurs as needed.
- Students provide services to live clients or customers (paid or unpaid) as in salon, culinary, automotive, and others.
- May include simulated work environments where instructor serves in the role as an instructor as well as an "employer".

Instructor-led clinicals:

- Includes instructor-led clinicals, instructor-led practicums, and simulations in lieu of clinicals.
- Instructor directs the learning and provides direct oversight of program standards.
- Instructor provides frequent or periodic supervision.
- Content includes planned learning experiences based on identified objectives.
- Course outcomes, learning objectives, performance assessment criteria, sequencing, and student progress reporting expectations are identified and documented by faculty.
- Instructor evaluates student progress through precepted clinical on a regular/consistent basis.

Extended Lab:

- Hands-on and experiential learning via laboratory, scenario, simulation, shop, or other non-work-based learning experience where student outside effort is not required, practical or possible.

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

D Type Hours: Work-based learning including internship, externship, job shadowing, and clinicals* or practicums not specified for C or E hours.

- Content includes clearly specified and documented learning criteria. Instructor and employer direct the learning.
- Course outcomes, learning objectives, performance assessment criteria, sequencing, and student progress reporting expectations are collaboratively identified and documented by instructor and employer.
- Examples of student learning may include supervised job-shadows, individual assignments, or team-based projects.
- Instructor provides direct oversight of program standards with frequent or periodic supervision.

Associate Degree/Course Credit Standards

- In D Type Hours, seventy-two hours of worked-based learning equal one applied associate degree credit. PHI/72 = CR
- Student outside effort: none required.

Technical Diploma Course Credit Standards

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

Apprenticeship Course Credit Standards

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

E Type Hours: Work-based experience (*E hours are used infrequently and require WTCS director pre-approval*).

- Student has shown competency to work at an approved off-site employer and independently performs the occupation as any other employee with limited supervision.
- Employer works with the student to meet their learning objectives.
- Used to accommodate specific program requirements not addressed by D Type hours, including limited clinicals*.
- Discuss intended use with relevant WTCS director.

Associate Degree Course Credit Standards

- In E Type Hours, two hundred sixteen hours of work-based learning experience equal one applied associate degree credit. PHI/216 = CR
- Student outside effort: None required.

Technical Diploma Course Credit Standards

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

Apprenticeship Course Credit Standards

- E Type Hours are not allowed to be used in apprenticeship courses.

NOTE: Clinical experiences, including clinicals, practicums, or preceptorships, may use C, D, or E hours depending upon the degree to which instructor presence is required onsite (including, but not limited to, nursing, radiology and dental clinicals). How preceptorships are defined is a college decision. In all cases, the instructor maintains responsibility for the assessment of student learning:

C clinical hours: learning experience is instructor-led at the clinical site with instructor present all or most of the time.

D clinical hours: learning experience is directed by the instructor and delivered collaboratively by the instructor and the employer at the clinical site with instructor present some or most of the time.

E clinical hours: learning experience is directed by the instructor and delivered collaboratively by the instructor and the employer at the clinical site with instructor occasionally or rarely present at the clinical site. E hours are only used on a limited basis and require preapproval from the WTCS Health Science Director.

A-E Type Course Hours Differentiation Tables & Course Elements

Associate Degrees (Aid Code 10)	**A Type Hours**	**B Type Hours**	**C Type Hours**	**D Type Hours**	**E Type Hours**
# of Contact Periods / Credit	PHI/18 = CR	PHI/36 = CR	PHI/54 = CR	PHI/72 = CR	PHI/216 = CR
Outside effort required / Credit	Yes	Yes	No	No	No

Technical Diplomas (Aid Code 30, 31, 32)	**A Type Hours**	**B Type Hours**	**C Type Hours**	**D Type Hours**	**E Type Hours**
# of Contact Periods / Credit	PHI/36 = CR	PHI/36 = CR	PHI/54 = CR	PHI/72 = CR	PHI/216 = CR
Outside effort required / Credit	Yes	Yes	No	No	No

Apprenticeships (Aid Code 50)	**A Type Hours**	**B Type Hours**	**C Type Hours**	**D Type Hours**	**E Type Hours**
# of Contact Periods / Credit	PHI/36 = CR	PHI/36 = CR	PHI/54 = CR	PHI/72 = CR	Not Allowed
Outside effort required / Credit	Yes	Yes	No	No	Not Allowed

Course Element	**A Type Hours**	**B Type Hours**	**C Type Hours**	**D Type Hours**	**E Type Hours**
Specified Learning Objectives	Yes	Yes	Yes	Yes	No
Faculty-Directed Learning	Yes	Yes	Varies	Shared	No
Faculty Interaction	Frequent/ Continuous	Frequent/ Continuous	Periodic	Shared/ Periodic	No
Primary Mode Examples	•Lecture •Presentations •Discussion •Other Teaching Methods	Hands-on/ Experiential Learning: •Lab •Scenario •Simulation •Shop	•Independent/ Individualized Study, including "Live Work" Labs •Extended Labs •Instructor-Led Clinicals	Work-Based Learning: •Clinical •Externship •Job Shadow •Practicum •Internship	Work-Based Experience: •Indirect Supervision *(Used Infrequently)*

Course Outcome Summaries and Syllabi

Every WTCS-approved course must have clear documentation of intended course competencies or outcomes. Expected and acceptable documentation of course outcomes varies by instructional level. Documentation options include course outcome summaries, syllabi, explanation of instructional services (such as in a contract), course outlines, or detailed course descriptions or other WTCS approved documentation. See the table at the end of this document for recommendations and requirements.

A syllabus and course outcome summary are required for all postsecondary (aid codes 30, 31, 32, 10, 20, 50) and recommended for adult education (aid codes 73, 74, 75, 76, 77, 78) courses. A course description is sufficient documentation for aid code 60 continuing education courses, while aid code 42 and 47 are recommended to have additional information documented, appropriate for the length and rigor of each specific course. Documentation does not need to be submitted in WIDS but should be available to students (and/or service recipients for contracts) and must be made available to the System Office upon request. All courses should have clear learning plans and established methods to assess student learning, which must be described to the System Office upon request. Methods of assessment may vary greatly by instructional level and should be reflective of the length and rigor of each course. Informal, in-class feedback is an acceptable form of assessment for many continuing education courses. Pre- and post-service surveys are acceptable methods to assess the learning of service recipients in contract training. Any arranged learning experience that does not include prescribed outcomes and methods to assess student learning will not meet the WTCS definition of a course and should not be submitted for approval.

Enrollment

All students should be aware of their course enrollments and understand how to participate in each course. Students should be enrolled in courses with aid codes and instructional areas appropriate for their current educational level and future goals. For Adult Education courses, students should additionally have the option to file an appeal regarding course placement that is clearly understood and available to them. Students should also know what skills are being assessed and how those assessments will be used to create a personal education plan.
Students should not be enrolled in an Adult Education course simply due to participation in a college event or through utilization of a college resource such as tutoring.

Automatically enrolling students in a course due to participation in events or support services and reporting as FTE is prohibited unless the course can demonstrate hours participated in and outcomes.

Academic Support Sessions / Tutoring

Academic support sessions or tutoring provide educational assistance to students that typically addresses 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 FTE. Students who participate in academic support sessions should not be automatically enrolled in an Adult Education course.

Orientations

Orientations are a best practice for student success and serve several purposes in the different instructional levels at WTCS colleges.

For postsecondary programs of study, orientations are a best practice but are not allowed as separate courses. Program orientations should be embedded in the program application and enrollment process and may be embedded into the first course of the program.

For the Adult Education level, orientations are considered a necessary best practice and typically include federally required assessments, student personal education planning, cohort- building, etc. In addition, Adult Education orientations/counseling are required by statute (Wis. Admin. Code Chapter PI 5.03) if the student is pursuing a GED or HSED. For these reasons, Adult Education orientation hours may be recorded and reported for FTE purposes and meet the definition of a WTCS Adult Education course.

Adult Education orientations should incorporate activities that support learner success. Examples of orientations that meet the definition of a WTCS Adult Education course should contain at least three of these components:

- Assessment/testing
- Personal Education Planning and goal setting
- Digital literacy overview
- Career exploration or understanding career pathways
- Comprehensive Intake and Referrals

General orientations to the college, new student orientation or orientation to postsecondary programs of study should not be classified as WTCS Adult Education orientations or courses.

Implementation

Colleges should review and self-assess existing courses to ensure alignment with these guidelines. Current practices that do not meet WTCS course requirements may still be tracked locally to manage scheduling and faculty load. However, these should not be assigned WTCS aid codes or submitted to the System Office for approval.

Ongoing technical assistance will be provided by System Office staff as courses are assessed.

In spring of 2024, System Office Adult Education staff will begin reviewing Adult Education course submissions with large enrollments or significant changes in enrollment over the past three-year period.

Courses that do not align with these guidelines must be brought into alignment by FY26 (CCP portal opens for FY26 in January 2025).

Course Competencies, Outcomes and Assessments: Requirements and Recommendations by Aid Code

Aid Code(s)	Course Competencies, Outcomes: Required Documentation	Course Competencies, Outcomes: Recommended Documentation	Assessment: Suggested Methods to Assess Student Learning
30, 31, 32, 10, 20, 50	• Detailed course description • Course syllabus • Course outcome summary		• Established methods to assess student learning reflective of the length and rigor of each course such as performance assessment tasks (PATs), tests, quizzes, portfolios, presentations, skill demonstrations
73, 74, 75, 76, 77, 78	• Detailed course description	• Course syllabus • Course outcome summary • Clear learning plan	• Established methods to assess student learning reflective of the length and rigor of each course
42, 47	• Detailed course description	• Course syllabus if exceeding 24-hour course length • Course outcome summary • Clear learning plan	• Established methods to assess student learning reflective of the length and rigor of each course • In-class feedback
60	• Detailed course description	• Course outline	• In-class feedback
Contract Training Courses	• Detailed course description	• Contract explanation of instructional services provided	• In-class feedback • Pre- and post-service surveys

Third-Party Engagement: Instruction, Curriculum and Courses

Colleges are responsible for managing how courses and curricula are implemented in alignment with WTCS policies and procedures and Higher Learning Commission (HLC) and Department of Education (DOE) requirements. This section establishes processes and procedures for WTCS program, course and curriculum approval, including requirements surrounding the use of third-party instructors and/or third-party curricula. The purpose of this guidance is to provide clarity on requirements for third-party implementation of courses reported in Client Reporting for purposes of state aid eligibility. Common examples of third-party related courses may include, but are not limited to, apprenticeship courses, high school dual enrollment courses and WTCS courses delivered through the Department of Corrections. All courses submitted to WTCS Client Reporting must comply with this guidance and all other WTCS course policies in order to be eligible for state aid. Common examples of third-party related courses may include, but are not limited to, apprenticeship courses, high school dual enrollment courses and WTCS courses delivered through the Department of Corrections. All courses submitted to WTCS Client Reporting must comply with this guidance and all other WTCS course policies in order to be eligible for state aid.

To be a WTCS approved course, a college course must meet the WTCS definition of a course **and the college must provide assurance of required oversight of both the course content and the course instruction**. The requirement for colleges to maintain oversight of instruction and curriculum is necessary to ensure program integrity and consistency across the System. It also directly relates to Higher Learning Commission (HLC) accreditation standards. HLC requires institutions to ensure all instructors meet minimum academic, occupational, or equivalent experience requirements, and this obligation extends to any entities to which instruction is assigned. The ability to transcript courses and grant credit is fundamental to the college's role as an accredited institution.

Required oversight of the course content includes ensuring all course standards are met and all required documentation is maintained for the relevant aid code as described in this chapter. For aid code 50 courses, this includes 1) a detailed course description, 2) a course syllabus, 3) a course outcome summary, and 4) a description of established methods for assessing student learning.

Required oversight of course instruction includes ensuring that all instructors (regardless of whether the instructor is a college employee or a third-party employee) meet FQAS faculty hiring requirements as established in TCS 3.07.
Third-party Course Instruction

When third parties are used for either curriculum development or instructional delivery, some additional criteria become applicable.

Courses taught by a third-party instructor 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 (unless the course is instructed by a WTCS college employee). 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.

If a course is developed by a third-party it only qualifies for WTCS approval if taught by a WTCS qualified college employee. The course must also still meet all WTCS requirements of a course. Apprenticeship courses are often an example of this situation.

If a course is taught by a third-party instructor that is not a college employee, the course only qualifies for WTCS approval if the course content is developed by the college, the college maintains oversight of the curriculum and the third-party instructor also meets WTCS faculty hiring requirements. The course must also still meet all WTCS requirements of a course as outlined in this chapter.

WTCS collaborates with a variety of stakeholders on the development and revision of curriculum. Two examples of this situation are dual-enrollment courses delivered by high school teachers and post-secondary courses delivered by Department of Corrections instructors in the prisons.

Credit for Prior Learning Solutions for Apprenticeship

Previous WTCS credit for prior learning (CPL) policies allowed colleges to grant 39 credits towards the 60 credit Technical Studies - Journey Worker AAS degree to those apprentices that have completed a Registered Apprenticeship and completed their related instruction at a WTCS college.

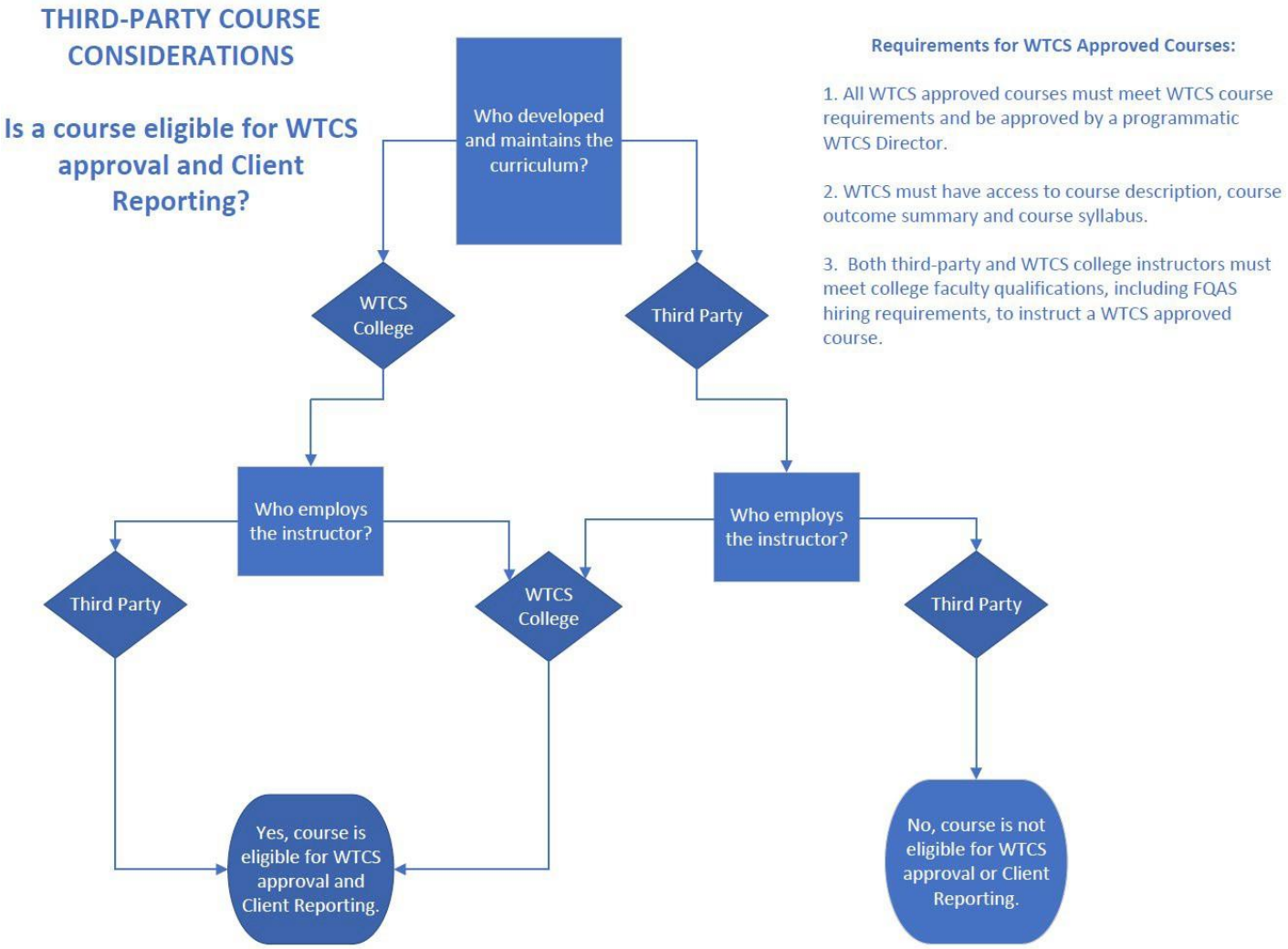
Effective April 2026 and in accordance with WTCS Board Policy 323 (Credit for Prior Learning), which states that "maximum recognition should be provided for education, training or work experiences pertinent to the student's new educational programming," WTCS expanded this opportunity to those apprenticeship completers that have completed related instruction provided by a Department of Workforce Development – Bureau of Apprenticeship Standards (DWD-BAS) approved provider of related instruction. This expansion streamlines and standardizes access for apprenticeship completers, maximizing opportunity and recognizing the rigorous and comprehensive training they have received in their trades. This expansion also standardizes college access and opportunity to offer academic credit for all apprenticeship trades offered throughout the state.

In order to grant 39 credits towards the Technical Studies - Journey Worker AAS degree to individuals that completed a registered apprenticeship, the WTCS granting college must obtain documentation to affirm the following:

1. Applicant’s apprenticeship completion.
2. The program is at least three years in length.
3. The number of hours of related instruction for the apprentice's trade exceeds the minimum of 400 hours.
4. The apprenticeship related instruction was provided by a WTCS college OR by a provider that has been approved by DWD-BAS as a provider of related instruction and maintained their approval throughout the duration of the apprentice's time spent in related instruction.

Implementation

Colleges must review courses and ensure compliance by July 1, 2027. Expanded CPL provisions for apprenticeship were published in April 2026 within ESM Chapter 8.



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 WTCS CCP System Course and Curriculum 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.

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Chapter 8 Working with Apprenticeships

Introduction

ESM Chapter 8 Working with Apprenticeships replaces the Legacy ESM Chapter 6 Apprenticeship Implementation policy and forms, effective January 2024. Chapter 8 includes fourteen subchapters and two new forms.

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8-10 Purpose and Limitations 50-499-9 Apprentice/Journey Worker Upgrade Program

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Forms

Forms for use with Chapter 8 administrative processes are found on the MyWTCS Educational Services Manual Forms site. Completed form submissions are sent to the WTCS programs@wtcsystem.edu general mailbox for tracking, routing, and review.

- Form 8-1 New Apprenticeship Program Approval
- Form 8-2 BAS Acknowledgement of College-Initiated Program Change

8-1 Apprenticeship System, References and Resources Overview

Introduction

This subchapter 8-1 includes broad-ranging information about apprenticeship that is foundational to understanding the framework and resources of the Wisconsin registered apprenticeship system. If the topic content cites a WTCS or DWD-BAS administrative process relevant to WTCS colleges where an action or procedure is required, those will be further delineated separately in subsequent subchapters.

8-1. A. Wisconsin Registered Apprenticeship: A Collaborative Work- and School-Based Training Model

Apprentices, employers and industries train through registered apprenticeship because it works. It is often referred to as an “earn while you learn” workforce education model. Apprentices earn a progressive wage while learning an occupation. Employers grow their own skilled workforce, and industries ensure the integrity of their training. Wisconsin employers annually train approximately 15,000 registered apprentices in about 200 occupations - from construction and manufacturing to healthcare and information technology.

Apprenticeable Occupations

Per the Wisconsin DWD-BAS Wisconsin Registered Apprenticeship Manual (WRAM), determination of qualifying apprenticeable occupations is under the authority of BAS. To qualify, the occupation must:

1. Involve skills that are customarily learned in a practical way through a structured, systematic program of on-the-job supervised learning.
2. Be clearly identified and commonly recognized throughout an industry.
3. Involve the progressive attainment of manual, mechanical or technical skills and knowledge which, in accordance with the industry standard for the occupation, would require the completion of 2,000 hours of on-the-job learning to attain.
4. Require related instruction in addition to on-the-job learning.

Related instruction

Related instruction is defined in Wisconsin Admin Code DWD 295.001(20) as "an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice’s occupation." It is a required component of every registered apprenticeship training program.

As defined in Chapter 11 of the WRAM, related instruction falls into two categories: paid and unpaid.

Paid Related Instruction (PRI): During paid related instruction, employers compensate apprentices at their standard rate of pay. If the apprenticeship duration is for two years or less, 144 hours of PRI is required per year. If the apprenticeship duration is longer than two years, then the PRI must not be less than 400 hours during the term of apprenticeship. However, it is allowable for total hours of PRI to exceed these statutory minimums.

Unpaid Related Instruction: The apprentice and the program sponsor may enter into an agreement requiring that the apprentice take additional unpaid related instruction on the apprentice's own time in excess of the number of paid related instruction hours required by law. Unpaid related instruction is often used to supplement technical subjects not covered in the core curriculum. This type of agreement is outlined in the special provisions section of the apprentice contract.

Consequence of Paid Related Instruction (PRI) Statute on Course and Curriculum Delivery at WTCS Colleges

The required hours of PRI are defined in the apprentice contract and statute. The consequence of this contractual requirement is five-fold:

- "Seat time" hours of course attendance is counted in actual time contributable to the 144-hour statutory minimum per year. DWD-BAS apprentice contracts cite hours of required learning, not credits.
- Course and curriculum standards for WTCS apprenticeship programs are developed in compliance Course Credit Computation Rules as outlined in the WTCS CCP System Course Manual and are documented in the Worldwide Instructional Design System (WIDS) WTCS Repository.
- The apprenticeship curriculum standards are the official records of related instruction utilized by DWD-BAS staff to communicate related instruction content and duration with industry sponsors, apprentices and DWD-BAS-administered industry advisory committees.
- All apprenticeship program curricula are subject to a five-year cyclical review if related instruction is offered at more than one college. Industry advisory committees, DWD-BAS, the colleges, WTCS and WIDS are engaged in the review and approval. WTCS apprenticeship curriculum standards documented in the WIDS WTCS Repository are the foundational basis for this shared review and revision process.
- The college is required to record student attendance and notify DWD-BAS and the apprentice sponsor of absences (see section 8-1. I).

8-1. B. Statutory Authority

DWD-BAS is the primary statutory authority for Wisconsin registered apprenticeship programs. The United States Department of Labor Employment and Training Administration - Office of Apprenticeship (USDOLETA-OA) recognizes state level apprenticeship program administration as provided through the National Apprenticeship

Act (50 Stat. 664; 29 U.S.C. 50), also known as the Fitzgerald Act, signed into law in 1937. Wisconsin is one of more than half the states that operate as a State Apprenticeship Administration Agency (SAAA).

The Wisconsin apprenticeship system was founded in 1911 and predates the federal one. Since the founding, the Wisconsin Technical College System (WTCS) has been a statutory partner with the Bureau of Apprenticeship Standards (DWD-BAS) in the provision and administration of related instruction for registered apprenticeship programs. Wisconsin Statute Chapter 38: Wisconsin Technical College System directly references the training of apprentices as a primary mission and purpose of WTCS under sections 38.001(1m) and (2a).

Wisconsin Statute Chapter 106: Apprenticeship, Employment and Equal Rights governs the setting of standards for Wisconsin Registered Apprenticeship (RA) programs, including but not limited to apprentice contracts, ratio of journey workers to apprentices and allowance of high school seniors to participate in RA programs. Chapter 106.01(6)(d) also co-references the cooperation clause between DWD-BAS and WTCS or other school supported by public monies to furnish related instruction for apprentices.

Further governance is set out in Wisconsin Administrative Code Chapter DWD 295: Apprenticeship including provisions for eligibility and procedures for registration, standards, apprentice contracts, apprentice wage progression, local joint apprenticeship committees, criteria for apprenticeable occupations, effect of bargaining agreements, and apprenticeship program de-registration, re-instatement and appeals. Wisconsin Administrative Code Chapter DWD 296: Federal Equal Employment Standards for Apprenticeship Programs addresses equal employment opportunity (EEO) requirements of apprentice sponsors and affirmative action steps required for non-compliance. These include but are not limited to utilization analysis for race, sex, ethnicity and disability status, establishment of goals for under-represented populations, targeted strategies for outreach, recruitment and retention, provision of anti-harassment training and establishment of clear criteria and procedures for handling harassment or intimidation complaints.

8-1. C. DWD-BAS Governance, Policies and Procedures

The DWD-BAS WRAM lays out the policies and procedures of the Wisconsin RA system including citations of relevant Wisconsin statutes and administrative code. The manual index is included below for reference. WTCS readers will find Chapters 2, 4, 5, 6, 9, 10, and 11 of particular relevancy to technical college administration of related instruction for apprenticeship programs.

Chapter 1: Wisconsin Apprenticeship Council

Chapter 2: Occupations

Chapter 3: Sponsor Registration

Chapter 4: Sponsors

Chapter 5: Program Standards

Chapter 6: Contracts

Chapter 7: Minor Apprentices

Chapter 8: Apprentice Selection Procedures

Chapter 9: Apprentice Compensation

Chapter 10: Prior Work and Education Credit

Chapter 11: Related Instruction

Chapter 12: Apprentice Completion Award

Chapter 13: Recordkeeping

Chapter 14: Equal Opportunity

Chapter 15: Affirmative Action Plan

Chapter 16: Compliance Review

Chapter 17: Quality Assurance Assessment

Chapter 19: Collective Bargaining Agreements

Chapter 19: Layoff and Unassignment

Chapter 20: Sponsor Deregistration & Suspension

Chapter 21: Complaints and Appeals

Chapter 22: Public Meetings

Chapter 23: Public Records

Chapter 24: Local Committee Litigation Policy

8-1. D. Statewide Industry Advisory Leadership Framework

The framework for engagement of industry stakeholders in the administration of the Wisconsin RA system is very structured, statewide and collaborative. The declining hierarchy of advisory bodies to DWD-BAS includes firstly the Wisconsin Apprenticeship Advisory Council comprised of twenty-two statutorily-defined members, including nine employer representatives, nine employee representatives, one secondary education representative (K-12), one WTCS representative, and two public members. The State Apprenticeship Council meets quarterly.

There are three standing sub-committees of the Wisconsin State Apprenticeship Council (Council), including Equal Access and Outreach, Policy and Standards, and Career Pathways. These meet on an as needed basis, anywhere from bi-monthly to annually, depending on circumstances. WTCS participates in all Council and Council sub-committee meetings.

In addition, there are currently seventeen State Apprenticeship Advisory Committees (SAAC) comprised of industry, labor-management, and/or organized labor representatives each. These meet twice annually to advise DWD-BAS and WTCS on issues such as changes to apprenticeship entry criteria, EEO requirements of sponsors, and industry driven revisions in the related instruction or DWD-BAS Exhibit A, job tasks and duties, as the occupations evolve. SAACs may represent a single large apprenticeship occupation such as electricians, or a grouping of closely related occupations such as with the State Machine Trades Committee. Chapter 2 of the WRAM contains provisions on SAAC responsibilities and formation of new SAAC as apprenticeship expands to new industries and occupations.

The WTCS Director for Apprenticeship and college apprenticeship administrators participate as consultants to the State Apprenticeship Advisory Committees. The current meeting calendar and meeting materials are found on the BAS State Apprentice State Apprenticeship Advisory Committee webpage. Interested parties may sign up to receive SAAC meeting notifications directly.

See also ESM 8-5 Industry Advisory Committees for College Apprenticeship Programs for information about the role of the DWD-BAS-administered industry advisory committees on college advisory committee requirements, jurisdiction and operations.

8-1. E. Federal Apprenticeship System/US DOLETA-OA

The federal system of apprenticeship falls under the administration of the US Department of Labor Employment and Training Administration - Office of Apprenticeship (DOLETA-OA) as prescribed in the U.S. Code of Federal Regulations Title 29.29 and 29.30. These were substantially revised between 2016-2019 with consequent revision of Wisconsin Administrative Code Chapter DWD 295: Apprenticeship and Wisconsin Administrative Code Chapter DWD 296: Federal Equal Employment Standards for Apprenticeship Programs to align with federal standards.

Although rare in an SAAA state like Wisconsin, it is possible for Wisconsin apprenticeship sponsors to register through the federal system rather than the Wisconsin one. This is approved in consultation with DWD-BAS on a case-by-case basis. Although originating and operating in Wisconsin, the Dairy Grazier registered apprenticeship is one example of a federally registered program.

State and federal apprenticeship systems coordinate and collaborate on issues such as apprenticeship outreach, promotion, marketing, resource sharing, peer learning through national webinars and workshops, and securing, awarding, and administering substantial federal grant funding streams. ApprenticeshipUSA is the flagship web resource for career seekers, employers, educators, and others interested in learning more about apprenticeship. State and federal National Apprenticeship Week events, which occur annually in November, are posted on this site. The USDOL Employment and Training Apprenticeship website focuses instead on program administration, policies and directives and grant-making opportunities.

8-1. F. WTCS Apprenticeship Coordinators Council

WTSC Board Policy 300 found in the WTCS Board Policy Manual specifies that each of the sixteen WTCS technical colleges designate a primary apprenticeship coordinator. Often these individuals are deans, associate deans, or managers of trade & industry instructional programs or workforce solutions/business contracting departments. Together with the WTCS Director for Apprenticeship, these individuals comprise the WTCS Apprenticeship Coordinators Council (ACC).

Roles and Responsibilities of the College Designated Apprenticeship Coordinator and WTCS Apprenticeship Coordinators Council

The ACC group interfaces with WTCS administrative functions in three primary ways:

1. The ACC engages with the WTCS Director for Apprenticeship as follows:
    - Contributing to development and refinement of apprenticeship policy.
    - Negotiating allocation of annual State General Purpose Revenue (GPR) Apprentice-Related Instruction grants.
    - Participating in new program development.
    - Collaborating on regional partnerships for the provision of related instruction.
    - Identifying and engaging apprenticeship program faculty to contribute to System-wide apprenticeship curriculum for programs where more than one college offers related instruction.
    - Consulting apprenticeship industry stakeholder meetings.
    - Identifying special projects or quality improvement opportunities of System-wide interest or impact.
    - Planning for the annual joint WTCS-BAS apprenticeship System-called meeting.
2. The college-designated Apprenticeship Coordinator acts as the primary nexus for discretionary apprenticeship information-sharing across functions and

departments at each college. They determine who needs to know what and when. These may include instructional administrators in emerging apprenticeship sectors, student support services, institutional research, marketing, recruitment, career pathways, grants, budgeting and others.

3. The designated Coordinator is the college's primary apprenticeship ambassador for industry advisory committees, including college program advisory committees, sole sponsors and/or DWD-BAS-administered local Joint Apprenticeship Committees and State Apprenticeship Advisory Committees. For information on WTCS process or procedural requirements related to apprenticeship industry advisory committees see Subchapter 8-4.

ACC Monthly Meetings

The WTCS Director for Apprenticeship hosts and facilitates a monthly virtual working meeting for college designated apprenticeship coordinators and apprenticeship support personnel. The focus is on shared business operations and information dissemination. DWD-BAS leadership periodically joins in, as do other guests, when the agenda warrants. WIDS consultants provide monthly updates on current apprenticeship course and curriculum development or revision projects.

8-1. G. Local Collaborative Operations Between College, BAS Field Staff and Apprenticeship Sponsors

On the local level WTCS colleges, BAS and apprentice sponsors partner closely and systematically in a myriad of detailed apprenticeship program operations. DWD-BAS Apprenticeship Training Representatives (ATR), Field Analysts and Outreach Representatives (AOR) across the State act as the primary liaisons between apprentices and WTCS college apprenticeship offices, sole sponsors, local Joint Apprenticeship committees and third-party apprenticeship sponsors. All sixteen WTCS colleges maintain an Apprenticeship Office with administrative support staff. DWD-BAS ATRs are often co-located in the Apprenticeship Office of the local WTCS college. On the industry side, many WTCS colleges host the periodic meetings of local Joint Apprenticeship Committees (JAC).

8-1. H. Statutory Student Data Sharing – Apprentice Attendance and Progress

Wisconsin Statute Chapter 106: Apprenticeship, Employment and Equal Rights Chapter 106.01(6)(d) cites student records sharing between the related instruction provider, sponsors and DWD-BAS. Per Chapter 11.7 of the Wisconsin Registered Apprenticeship Manual providers of related instruction are required to submit attendance and grade reports for each apprentice to BAS and the apprentice sponsor. It is the responsibility of the employer or sponsor to address school absences with the apprentice and caution about consequences such as loss if pay or apprentice contract cancellation.

8-1. I. Credential Award Authority

Completion of a registered apprenticeship is documented by a Certificate of Completion issued by DWD-BAS or the USDOLETA-OA. Receipt indicates that the apprentice has mastered the skills of the occupation and reached the level of journey worker or skilled worker. This certificate is recognized nationally and globally.

WTCS colleges do not award a post-secondary credential to completers of aid code 50 apprenticeship programs of related instruction. The related instruction alone comprises only a subset of the learning required for mastery of the educational and occupational competencies of the apprenticeship.

8-1. J. Credit for Prior Learning for Prior Work and Instruction

Per Chapter 10 of the Wisconsin Registered Apprenticeship Manual, apprentices may be eligible for credit for both prior work experience and related instruction. Any advanced standing awarded to the apprentice upon initiation of the contract must be noted in Exhibit A of the apprenticeship contract. If the application of any prior credit advances the apprentice to a higher wage, then that wage must be applied.

The Wisconsin Registered Apprenticeship Manual further stipulates the role of related instruction providers in recommending credit for prior learning (CPL) toward paid and unpaid related instruction hours in the apprentice contract. Related work-based learning credit is held separately under the purview of the sponsor and BAS.

10.3 Paid Related Instruction Credit

> *The apprentice may request credit for paid related instruction from the sponsor. If the sponsor recommends advanced standing for paid related instruction, the Bureau will contact the provider of related instruction to conduct an assessment of the apprentice's previous school experience. A test, portfolio, or skills demonstration may be used for evaluation of the apprentice's past educational attainment. The provider of related instruction will notify the Bureau once the assessment or evaluation is completed. If advanced standing is recommended by the related instruction provider, the Bureau will apply the awarded hours as credit toward the apprentice's contract completion and notify the provider of related instruction, the apprentice sponsor, and the apprentice of this action. If the application of the credit advances the apprentice to a higher wage, then that wage must be applied by the employer. If the Bureau does not award credit toward the apprentice's contract, it will notify the parties involved of this determination.*

10.4 Unpaid Related Instruction Credit

> *The apprentice or sponsor may also request credit for unpaid related instruction. However, in the case of unpaid related instruction, the sponsor may recommend directly to the Bureau an award of prior credit for the*

apprentice, without the recommendation of the related instruction provider. The sponsor may choose to request assistance from the provider of related instruction to assess the related schooling. The Bureau will notify the provider of related instruction, the apprentice sponsor, and the apprentice whether credit will be given for unpaid related instruction.

Colleges engaged in conducting prior learning assessments (PLAs) and making recommendations for CPL should follow the guidelines and criteria delineated in ESM Chapter 10 Credit for Prior Learning.

8-1. K. Associate Degree Pathway for Completers of Qualifying Registered Apprenticeship

The WTCS *Technical Studies – Journeyworker Associate of Applied Science* (JW-AAS) program (#10-499-5) is designed to provide academic recognition of both the related instruction and on-the-job learning completed through a Wisconsin RA. The JW-AAS is awarded through a System-wide advanced standing agreement that was initiated in the late 1990's.

All WTCS colleges recognize successful completion of an apprenticeship program with at least 400 hours of paid related instruction (PRI) provided through a WTCS college AND possession of a Certificate of Apprenticeship (completion) issued by DWD-BAS as fulfilling the 39-credit minimum technical studies requirement of the 60 credit JW-AAS degree.

Advanced standing for apprentice related instruction taken at other accredited institutions is currently determined on an individual basis using established credit for prior learning (CPL) procedures.

Degree Completion Requirements

- Possess a Certificate of Apprenticeship (completion) issued by DWD-BAS.
- Complete all required WTCS apprentice paid related technical instruction with a minimum course grade of C. There are no time limits on credit recognition.
- Complete a minimum of 21 additional credits to meet the WTCS associate of applied science 60 credit minimum degree requirement. These must include 15 credits of general education as prescribed for an associate of applied science degree. The remaining 6 credits may be comprised of additional general education credits or technical/occupational course credits.
- Unpaid related instruction courses may qualify toward the 6 additional technical/occupational credits option if the transcripted courses were associate degree level aid code 10.
- Complete at least 25% of the credits through the technical college awarding the AAS degree. A WTCS apprenticeship program with at least 400 hours of PRI meets this threshold.
- Meet stated institutional graduation requirements including any graduation fees.

Designated Advisor for JW-AAS Degree Pathway 10-499-5

Due to the unique criteria of the JW-AAS advanced standing agreement, WTCS recommends that each college identify a designated advisor for the program. Often, this may be the college's designated apprenticeship coordinator.

8-1. L. Understanding Degree Apprenticeship

What is a degree apprenticeship?
In a degree apprenticeship, the apprentice earns a certificate, technical diploma or associate degree from the college in addition to the Certificate of Apprenticeship from DWD-BAS.

How is a degree apprenticeship noted on the DWD-BAS Exhibit A?
The Special Provisions section of the DWD-BAS Exhibit A document will note that the apprentice must complete the certificate, diploma or degree. The program number for the degree will be noted. Some degree programs may include aligned courses.

What related instruction is required for a degree apprenticeship?
Degree apprenticeships use the set of courses the college has submitted to WTCS for the degree program approval.

For WTCS programs with the same approved program title and program number, BAS recognizes that the curriculum courses do not have to match between colleges. For unaligned programs, that may mean that different colleges have different courses for the same apprenticeship.

Employers and colleges are encouraged to collaborate on the mechanism for earning credit for the individual courses (paired, classroom, CPL, etc.).

Do apprentices take all of the courses in the program?
Apprentices must receive credit for all of the courses in the program in order to obtain the degree. However, apprentices may earn the credit differently from other students. Apprentices can earn credit in any of the following ways:

Classroom	Apprentices attend the entire course (the same as non-apprentices). Course modality is at the discretion of the college (face-to-face, online, hybrid).
Paired Instruction	Some learning happens in a classroom and some on the job. For example, apprentices attend the lecture portion of the course in the classroom but complete the lab portion on the job (using D Type course hours).
Work-Based Learning (D Type Course Hours)	Apprentices learn course competencies on the job. Credit is granted by having apprentices complete the same set of assessments as other students, which are evaluated by college instructors. but there is no "classroom time" requirement for apprentices.
Credit for Prior Learning (CPL)	Apprentices learn course competencies on the job. Apprentices earn credit by completing a college-defined assessment to obtain credit for prior learning. Assessments can only be completed once. If apprentices do not pass, they must take the course to obtain credit.

How do paired classes work?

In a paired class apprentices usually attend class for the lecture and then complete some or all of the labs on the job. Apprentices should be required to complete the same assignments on the job as non-apprentice students complete in the lab.

College instructors provide learning materials to the apprentice and determine if apprentice skills check sheets can be checked off on the job by the skilled worker/mentor. Skill check sheets completed on the job should still be submitted to the college instructor for grading. Colleges may set up training with the skilled worker/mentor to ensure that assessments are properly conducted on the job.

How do job site supervisors & skill mentors of apprentices learn of their responsibilities in partnering in the learning and assessment?

Instructors are responsible for ensuring learning and assessments are completed.

Training may be required for sponsor/mentors who supervise the work-based learning and evaluation of apprentices.

Training would be provided by the college.

How should college program prerequisites be handled?
Colleges may require the same pre-program prerequisites for apprenticeship students as other students.

How long is a degree apprenticeship?
Degree apprenticeships may follow the same schedule of courses as other degree students, or they may be longer—more in line with a part-time student. Increasing the number of semesters may result in fewer credits per semester but make it more doable for employers and apprentices.

How are related instruction hours calculated?
Related instruction hours are based on the WTCS standard hour configuration for credit types.

- Courses earned through CPL are not included in the total number of related instruction hours in the apprentice contract administered by DWD-BAS.
- Courses earned through D Type Hours-Work Based Learning are not included in the total number of related instruction hours in the apprentice contract.

What are best practices for degree apprenticeships?
While these recommendations are not required for degree apprenticeships, they often make the process more manageable for employers and their apprentices:

- Courses with smaller numbers of credits lend themselves to CPL. Remember that CPL can be granted for an entire course, but not just a portion of it.
- Clustering courses on specific days (i.e., Monday and Tuesdays) or only during part of the day (i.e., Monday – Thursday in the morning) may make attending class easier for employers.
- Providing some online instruction makes the content accessible to working apprentices. Discuss with employers how many hours a week online instruction should be allowed for the online course.
- Discuss with the employer about the expectation for homework (number of hours recommended for homework). Homework would not be part of the PRI hours.
- Create a college document identifying the expectations for the degree apprenticeship. Employers should define how they will handle homework (paid or unpaid).

What if an apprentice doesn't pass a course designated as CPL?
To receive CPL, apprentices must complete a Prior Learning Assessment (PLA). If they do not pass the assessment, they must take the course. This may delay the enrollment in subsequent courses.

How is a plan of related instruction for a degree apprenticeship created?

1. Create a matrix of courses from the approved degree program.
2. For each course, faculty recommend how the course credit would best be earned in an apprenticeship modality of learning where the employed apprentice is gaining significant, structured learning experience on the job under the supervision of a skilled occupational professional.
3. Options include classroom (A or B Type course hours), paired instruction, work-based learning (D Type course hours), or through CPL.
4. For each course, indicate the recommended A-D Type course hour configuration, including number of hours by type and credits.
5. Review the plan with the apprentice sponsor(s).
6. Make adjustments as necessary and once finalized, share the degree apprenticeship curriculum plan with the assigned representative of the BAS.

Sample Degree Apprenticeship Course Matrix

Course Number	Course Title	Total Course Credits	A Type Course Hours	B Type Course Hours	D Type Course Hours	How Credit is Earned
10-515-172	Respiratory Therapeutics 2	3	36 hours 2 credits	18 hours 0.5 credits	36 hours .5 credits	Paired Instruction
10-515-173	Respiratory Pharmacology	3	54 hours 3 credits	N/A	N/A	Classroom
10-515-175	Respiratory Clinical 1	2	N/A	N/A	144 hours 2 credits	On the Job Learning
10-515-176	Respiratory Disease	3	36 hours 2 credits	N/A	72 hours 1 credit	Paired Instruction
10-515-112	Respiratory Airway Management	2	N/A	N/A	N/A	Credit for Prior Learning

8-1. M. Certified Pre-Apprenticeship

DWD-BAS certifies pre-apprenticeship programs (CPAs) in Wisconsin. CPAs help job seekers gain the necessary skills for registered apprenticeships and help employers find qualified applicants. Programs are delivered by employers, community organizations, K-12 educational partners, WTCS colleges and more.

What distinguishes a certified pre-apprenticeship program (CPA)?

A CPA has been determined by DWD-BAS to be a program or set of strategies that does the following:

1. Prepares participants with skills, competencies and support to enter a registered apprenticeship.
2. Has a documented partnership with at least one registered apprenticeship sponsor.
3. Incorporates six required components, explained in the BAS Certified Pre-Apprenticeship Program Guide on the DWD-BAS CPA landing page.

Find more information about currently approved CPA programs and providers, or how to apply to become a CPA provider, on the DWD-BAS Certified Pre-Apprenticeship website.

Why should WTCS technical colleges offer CPAs?

WTCS colleges are in a unique position to comprehensively serve underprepared learners, engage underrepresented populations, lessen attainment gaps and provide post-secondary credit momentum toward a post-secondary degree or registered apprenticeship pathway via a certified pre-apprenticeship program. Although CPA programs are not formally recognized nor under the administration oversight of WTCS, it is recommended that college CPA program design aligns with the criteria of an Integrated Education and Training program, an Adult Education and Family Literacy Act (AEFLA) best practice.

Grant funding may be available to help support college provision of certified pre-apprenticeship programs through WTCS-administered AEFLA or Perkins Grants.

8-1. N. Youth Apprenticeship

The nationally recognized Wisconsin Youth Apprenticeship (YA) Program provides high school students with academic and work experiences and skills that lead to both a high school diploma and a Certificate of Occupational Proficiency in a specific career cluster. The Wisconsin YA Program was created by the Wisconsin Legislature in 1991.

Youth Apprenticeship is a one or two year “earn while you learn” program for high school juniors and seniors that focuses on a combination of work and school-based training organized into thirteen YA program occupational clusters. Within each YA program cluster are a number of more specific YA Occupational Pathways.

Wisconsin YA is housed in and provides policy direction through DWD-BAS. The Wisconsin YA Policy Manual found on the DWD-BAS YA Forms and Publications page contains information about history and background, program oversight and administration, YA grants, YA registrations, school and work based learning requirements, program monitoring and evaluation and related legislation. Restrictions on work tasks allowable for minors in a formal YA program are also defined by the DWD-BAS Youth Apprenticeship office.

A wealth of information for students, parents, employers, and YA program administrators is available on the DWD-BAS Youth Apprenticeship website and through contacting the appropriate YA Regional Coordinators.

YA Dual Enrollment

To learn more about the intersection of youth apprenticeship with WTCS Career Prep and Dual Enrollment initiatives and resources, see Career Prep and Dual Enrollment on the myWTCS website.

8-1. O. WTCS State General Purpose Revenue (GPR) Apprentice-Related Instruction Grants

The Wisconsin Technical College System (WTCS) Board awards funds up to $500,000 in its Apprentice-Related Instruction grant category annually to the technical colleges for two purposes. The first is the development, documentation in WIDS and facilitated cyclical review and revision of System-wide apprenticeship curricula. The second is financial support for apprentice-related instruction that cannot be provided through normal district budgeting cycle when there is an unanticipated gap between projected versus actual industry demand for related instruction. These projects allow WTCS to ensure continuity of apprenticeship classroom training during periods of temporary expansion or contraction of labor demand and support apprentice training for rapidly developing industries.

More information about Apprentice-Related Instruction grant-making, grant cycle, funds availability and limitations, allowable activities, measurable objectives, reporting requirements and application procedures are found in the WTCS State GPR Grant Guidelines on the myWTCS website.

8-1. P. Apprenticeship Completion Report

The annual WTCS Apprenticeship Completion report summarizes employment and training satisfaction outcomes for registered apprentices completing related instruction through a Wisconsin technical college. It is produced in a collaborative effort between WTCS, WTCS colleges and DWD-BAS. Wisconsin's sixteen technical colleges conduct an annual survey each fall to assess outcomes for those receiving an apprenticeship completion certificate from DWD-BAS in the preceding fiscal year.

Published in January of each year, the report is widely disseminated to public and private apprenticeship stakeholders, Wisconsin technical colleges, District Boards, workforce development agencies, K-12 educators and others.

8-1. Q. Scholarships and Grants for Apprentices

Apprenticeship Completion Award Program (ACAP)

The Apprenticeship Completion Award Program (ACAP) is funded through Wisconsin legislative authority and is administered by DWD-BAS. DWD-BAS may reimburse the apprentice or sponsor a maximum of $1,000 or 25%, whichever is less, for the tuition costs charged for an apprentice to participate in related instruction. Public sector apprentices and sponsors, such as protective services, utilities, and more are excluded from ACAP by law.

The party or parties that incurred the costs (the apprentice or the sponsor) can request reimbursement from DWD-BAS. Reimbursement is not guaranteed. ACAP funding is finite and annual. DWD-BAS will disburse funds on a first-come, first-serve basis.

To be eligible, the apprentice must meet either eligibility event:

- **Year One:** the apprentice is active and in good standing at the one-year anniversary of their contract registration.
- **Completion:** the apprentice successfully completes, and is currently employed, in the program in which they were trained.

For more information about eligibility, the reimbursement application process, and contacts information, go to the ACAP page on the DWD-BAS website.

Tools of the Trade Scholarship (ToTT)

Since its inception in 2013, Ascendium Education has sponsored the Tools of the Trade (ToTT) scholarship program and awarded millions of dollars to Wisconsin registered apprentices in construction and industrial trades who received their related instruction through a Wisconsin technical college. Starting with 20 awards of $1500 each for solely Milwaukee Area Technical College apprentices, the scholarship program expanded System-wide, growing each year. In 2023, Ascendium Education awarded over $1.5 million in $2000 scholarships to 771 apprentices with recipients at every Wisconsin technical college.

WTCS and WTCS colleges are active partners with Ascendium Education in promotion of scholarship awareness, application process and timelines, and eligibility determination. The customary timeline for scholarship administration is as follows:

- **August:** Launch of new academic year collaboration with Ascendium providing technical college Apprenticeship Managers with information on scope, application changes, promotional materials and enrollment confirmation timelines.
- **September-October**: During this scholarship application window, colleges publicly post and disseminate scholarship information to apprentices. Apprentices apply directly to Ascendium via a digital platform.
- **November-January:** Ascendium reviews scholarship applications and verifies applicant qualifying income and qualifying program eligibility.
- **January-February**: Ascendium provides college Apprenticeship Managers with list of prospective awardees from their respective college and requests student enrollment confirmation for fall and spring semesters.
- **March-April**: Ascendium finalizes selection of scholarship awardees. Awardees are notified of receipt of scholarship.
- **April**: Ascendium notifies the WTC system office and colleges of awardees, by college and program of study.

To learn more, visit the applicant-facing Tools of the Trade Scholarship (ToTT) website for current year information.

In 2023, Ascendium Education renewed their commitment to continue to sponsor the ToTT scholarship program through 2028.

8-2 New Apprenticeship Program Development

Introduction

New apprenticeship program development types and processes are addressed in this chapter. New program development is always a cooperative endeavor between the college and DWD-BAS and often includes consultation with the WTCS Director for Apprenticeship.

Consult ESM Chapter 8-3 New Apprenticeship Program Approval Process and Form 8-1 for insight on key benchmarks of development that are documented during the program approval phase. Procedures are also included in Chapter 8-3.

Note that WTCS administrative requirements for program approval differ if the apprenticeship is new to the System versus replication at a new college of an existing, WTCS Board approved apprenticeship program.

Consult ESM Chapter 8-7 Curriculum Standards for Aid Code 50 Apprenticeship Programs to understand how a documented Apprenticeship System-wide Curriculum Standard (ASCS) for the same approved program title and number may affect college approach to development of new program curriculum content locally.

Consult ESM Chapter 8-1. L Understanding Degree Apprenticeship if the new program under development will include an embedded post-secondary degree/diploma curriculum and credential award.

DWD-BAS Process for New Apprenticeship Program Development

DWD-BAS has a defined process for developing new apprenticeship programs. The process is the same whether the approach is for a statewide new program model or a local new program. The components are the same, but the scope is different.

Statewide new program development was the common approach until 2020 and engaged diverse industry and college stakeholders to build a common ground model sourced from a Developing a Curriculum (DACUM) process. It often included the creation of new, unique, aid code 50 courses. Local program development has since emerged as a more streamlined and effective strategy with narrower engagement of 1-3 committed employer sponsors in a single geographic area with an identified college partner. In this case, related instruction is most often sourced from existing, approved courses (aid code 10, 30, 31, 32, 50, or 47) offered at the pilot college rather than via a DACUM or via new aid code 50 course creation.

Local program development does not preclude future program replication at additional WTCS colleges. Subsequent colleges would substitute local course equivalents that meet or exceed the learning competencies defined in the DWD-BAS Exhibit A minimum standards for that occupation. Variance in total hours of related instruction in the apprentice contract is allowed and captured through local BAS contract customization.

New Apprenticeship Program Development Steps

College engagement occurs in steps 3-7 below, with step 4b. being the most labor-intensive. Step 4.b. may entail multiple meetings with sponsors and BAS staff, and consultation with the WTCS Director for Apprenticeship and/or WTCS Director for that occupational cluster.

1. Identify the occupation.
2. Identify the potential sponsor.
3. Identify the provider of related instruction.
4. Develop the minimum standards:
    a. DWD-BAS leads development with prospective sponsors of minimum work process standards and hours.
    b. College leads development of curriculum content and identifies related credits and hours of instruction. College determines how course credits will be earned and preferred modality of instruction. Sponsors are engaged in the selection of necessary coursework based on college recommendations.
        i. Ascertain if an Apprenticeship System-wide Curriculum Standard (ASCS) exists for the same aid code 50 program title and number prior to developing new curriculum. (See ESM Chapter 8-7.)
        ii. Determine what, if any, local college variances from the ASCS are preferable and supported by sponsors.
5. Attain industry approval.
6. Attain administrative approvals (see ESM Chapter 8-2).
7. Implement the registered apprenticeship.

Degree Apprenticeship Development Considerations

Curriculum in a degree or diploma program may include WTCS general education courses, program-specific general education courses and program-specific occupational or technical courses. Sponsors and the college must agree on how apprentices will complete the entire degree or diploma curriculum embedded in the apprenticeship pathway/term.

- Each course in the curriculum must be analyzed by the related instruction provider for its composition of A, B, C, and D Type course hours, as defined in ESM Chapter 7 Course Standards – A-E Course Hour Definitions. WIDS consultation may be engaged for grant-funded new program development projects.
    - A, B, and C Type course hours are directed by faculty. Therefore, they become the minimum required hours of related instruction in the DWD-BAS Exhibit A.
    - D Type course hours are guided and assessed by faculty but directed by the employer at the worksite. Therefore, those hours are included as hours of on-the-job learning and appear on the DWD-BAS Exhibit A as a

work process, noted as "Perform work-based learning in support of related instruction."

Generally, the related instruction provider and potential sponsors must agree to pursue one of the following paths:

1. Include the entirety of the curriculum (all courses and all categories of hours) as PRI. This is the most straightforward but requires the most time and cost to the employer and apprentice.
2. Require applicants to complete WTCS general education courses and/or program general education courses prior to beginning the apprenticeship. This lowers cost and time to the employer but requires the same amount of time and cost to the applicant or apprentice.
3. Deliver the courses through a mix of PRI, credit for prior learning (CPL), and "paired instruction" (WTCS "D Type course hours) in which learning is guided and assessed by faculty but directed by the employer at the worksite. This reduces time and cost to the employer and apprentice but requires the greatest collaboration and coordination between the employer and related instruction provider.

Options for streamlining the AAS/TD curriculum delivery and consequent attribution of hours of related instruction in the DWD-BAS Exhibit A

1. General education courses, or their equivalent, may be required by the sponsor to be completed prior to beginning the apprenticeship, in which case they are excluded from PRI hours and included under Special Provisions of Exhibit A.
2. Program-specific general education courses may be completed via CPL, in which case the course hours are excluded from PRI, but the course titles are listed in Special Provisions as required to complete via CPL or taken as unpaid related instruction.
3. Some program courses may be learned partially or entirely through paired instruction, or a combination of classroom lecture and work-based learning hours assessed by the instructor. The total A, B, and C Type course hours become the minimum hours of PRI. The total D Type course hours are included in the on-the-job-learning hours as the minimum required hours for the work process, *"Perform work-based learning to support the degree program."* In Exhibit A, DWD-BAS lists each course and its D hours under this single umbrella work process.

Supplemental Information

ESM 8-3 New Apprenticeship Program Approval Process

ESM 8-1. L. Understanding Degree Apprenticeship

ESM 8-7 Curriculum Standards for Aid Code 50 Apprenticeship Programs

8-3 New Apprenticeship Program Approval Process

Introduction

New apprenticeship program approval process, procedures, and approving authority requirements are addressed in this chapter. It is a cooperative endeavor between the WTCS college and DWD-BAS in consultation with the WTCS Director for Apprenticeship. Roles and responsibilities are designated in the Procedures section and through the attendant Form 8-1: New Apprenticeship Program Approval.

New Apprenticeship Program Approval Criteria

The new program approval process for an aid code 50 apprenticeship program of related instruction is different than that of WTCS associate degrees and technical diplomas. Questions and criteria that are normally addressed in the two-phase WTCS Concept and Program Approval process for associate degree and technical diploma programs are handled as single step for new apprenticeship program approval.

Two Types of Aide Code 50 Apprenticeship New Program Approval

New-to-System

Significant program capacity building activity led by DWD-BAS must take place prior to formal submission of a college request for approval to deliver the related technical instruction portion of a new apprenticeship program. Preliminary steps conducted by DWD-BAS include the determination of sufficient labor market need to justify certification of a new apprenticeship program, development of work process standards and minimum hours of PRI and attainment of sponsor commitments to hire.

Part of the new program development process includes identification of a WTCS college to commit to pilot the related instruction for the new program and to collaborate on extensive curriculum development. Other interested colleges are invited to consult. The WTCS Board reviews and approves new-to-System aid code 50 apprenticeship programs.

Replication of an Existing WTCS Board Approved Apprenticeship Program at a New WTCS College

As DWD-BAS identifies the need for expansion of related instruction availability due to increased industry demand and geographic scope, additional WTCS colleges may seek approval to provide the aid code 50 related instruction locally. This is considered a replication of an existing WTCS Board-approved apprenticeship program. Under DWD-BAS administrative authority it is recognized as the same apprenticeship program since DWD-BAS has already developed and approved the program's statutory and other minimum standards. Allowances are made for variation in related instruction content by college as long as the DWD-BAS minimum program standards are met. On behalf of the WTCS Board, the WTCS office administratively reviews and approves replicated apprenticeship programs.

Procedure(s)

Since new apprenticeship program approval may be sought by a college and granted by the WTCS Board well in advance of implementation of the first cohort of related instruction, the following two procedural steps may be addressed in tandem or sequentially. Procedure Step #2 is not an actionable condition required for new program approval but must be completed and received by the System Office before first cohort instruction begins.

Step #1 Request new apprenticeship program approval

1. Following district policy and procedures, prepare new apprenticeship program approval documentation and schedule for District Board review and approval.
2. Complete all fields indicated for college inputs on WTCS Form 8-1: New Apprenticeship Program Approval. Include signature(s) of college administrator(s) who will oversee the new apprenticeship program at this step.
3. Email the partially completed Form 8-1 to the DWD-BAS Director with notification of intent to obtain new apprenticeship program approval.
4. Request that DWD-BAS Director complete Form 8-1 fields indicated for their use and provide their signature. Identify a due date by which DWD-BAS should return the form to the college administrator identified on the form.
5. College program administrator(s) review the completed Form 8-1 and forward it for review and signature to the Instructional Services Administrator or President, per district policy and procedure requirements.
6. Obtain District Board approval for the new program.
7. Submit request for new apprenticeship program approval to WTCS, including Form 8-1 along with all required documentation, to programs@wtcsystem.edu.
8. Once WTCS Board approval is obtained, if the college would like to expedite publication of new apprenticeship program availability on the public-facing https://wtcsystem.edu/programs/find-your-program/ website, consult with the college's Marketing Director to send notification and program description to webmaster@wtcsystem.edu.

Step #2 Notify DWD-BAS and WTCS of imminent implementation of first cohort of related instruction

1. Complete all fields indicated for college inputs on WTCS Form 8-2: BAS Acknowledgement of College-Initiated Program Action.
2. Email completed Form 8-2 to the DWD-BAS RA Section Chief (Chief of Field Operations) with request for acknowledgement and signature, and notification of form return due date to college.
3. Submit completed Form 8-2 to WTCS via the programs@wtcsystem.edu general mailbox.

Supplemental Information

ESM Chapter 8-1. Apprenticeship System, References, and Resources Overview

ESM Chapter 8-2: New Apprenticeship Program Development

ESM Chapter 8-5. Industry Advisory Committees for Apprenticeship Programs

ESM Chapter 8-7. Apprenticeship Curriculum Standards

DWD-BAS Wisconsin Registered Apprenticeship Manual, Chapters 2, 4 and 11

Forms

Form 8-1 New Apprenticeship Program Approvals

Form 8-2 BAS Acknowledgement of College-Initiated Program Action

8-4 Shared Apprenticeship Programs

Introduction

Shared Aid Code 50 apprenticeship programs are subject to the same processes, procedures and approvals as other WTCS degree/diploma programs, with certain procedural exclusions or additions. Unless otherwise cited in this section 8-4, follow the instructions of ESM Chapter 16: Shared Program Agreements. DWD-BAS manages apprentice contracts and field operations. As such, DWD-BAS must be notified of colleges engaged in related instruction provision and locations of expected course attendance.

Financial Aid Considerations Exclusion

Aid Code 50 apprenticeship programs are not eligible for financial aid because colleges do not award a post-secondary credential for program completion. Thus, provisions related to financial aid review of ESM Chapter 16 do not apply.

Additional Apprenticeship Program Procedure

DWD-BAS must be notified of creation or dissolution of an aid code 50 shared apprenticeship program agreement.

1. Prepare relevant fields of Form 8-2: BAS Acknowledgement of College-Initiated Program Action.
2. Submit Form 8-2 via email to the DWD-BAS RA Section Chief for review and acknowledgement via signature.
3. Include relevant ESM Chapter 16 forms/attachments for BAS reference.
4. Inform BAS of the due date of return of Form 8-2 to the college.
5. Include BAS-signed Form 8-2 in package of materials submitted to WTCS as directed in ESM Chapter 16.

Supplemental Information

DWD-BAS Staff Contacts Lookup

Forms

Form 8-2 BAS Acknowledgement of College-Initiated Program Action

Form 16-1 Agreement Creation

Form 16-3 Shared Agreement Courses

Form 16-4 Agreement Discontinuance

8-5 Industry Advisory Committees for College Apprenticeship Programs

Introduction

DWD-BAS-administered advisory committees are officially recognized as the primary advisory to both DWD-BAS and WTCS colleges. As described below in certain circumstances, a college may elect to solicit supplementary local advisory input. If present, college-hosted program advisory committees are subject to the guidelines, criteria and procedures defined in ESM Chapter 19 Program Advisory Committees.

State Apprenticeship Advisory Committees

State Apprenticeship Advisory Committees (SAACs) appointed by DWD-BAS are officially recognized as advisory to both DWD-BAS and to WTCS colleges on policy and standards for registered apprenticeship (RA) occupations under their oversight. They set the minimum standards and hours for both work processes and related instruction of the apprenticeship. SAAC members are engaged as informants in the five-year cyclical review process of WTCS apprenticeship curriculum standards. DWD-BAS determines, in consultation with WTCS, if related instruction curriculum standard review will be conducted solely through SAAC members or also enjoin the program sponsors/employers under the SAAC's purview. Meetings are held twice annually and subject to open meeting laws. The current list of State Apprenticeship Advisory Committees and public meeting calendar and materials are maintained by DWD-BAS.

For WTCS college purposes, SAACs and DWD-BAS are the recognized industry advisory entities. For occupations covered by one of the SAACs and for which there is no additional local construction trade committee nor sole sponsor jurisdiction, it is recommended that the college engage supplemental local industry advisory input from sponsors who refer apprentices to that college for related instruction. Colleges may elect to use existing, occupationally related college technical diploma or applied associate degree program advisory committees for this purpose.

Local Apprenticeship Committees

Local committees are established by DWD-BAS and act in an advisory capacity in the operation of an apprenticeship program in the construction sector. There are two types, joint and non-joint, where Joint Local committees represent the interests of both organized labor (unions) and management. Local committees must comply with the minimum standards set by DWD-BAS and the SAAC for the specified construction trade. They meet twice annually, or more as needed, and meetings are subject to open meeting laws.

For WTCS college purposes, construction trades local apprenticeship committees appointed by DWD-BAS will serve as WTCS college advisory committees.

Sole Sponsor Programs

An apprenticeship program sponsored by an individual employer is a sole sponsor program. Under this model, apprenticeship training is conducted at one location or, in the case of a multi-site sole sponsor, at multiple locations controlled by a single employer. A sole sponsor program may be operated unilaterally by management or in conjunction with a union.

For WTCS college purposes, the sole sponsor and DWD-BAS are the recognized industry advisory entities.

Industry Advisory Committees

An Industry Advisory Committee is a third-party sponsor which operates a registered apprenticeship program on behalf of multiple employers that are not in the construction sector. Sector examples include utilities, manufacturing, healthcare, and information technology. Industry Advisory Committees must abide by the sole sponsor criteria and additional specified criteria of Industry Advisory Committees as detailed in Chapter 4 of the DWD-BAS Wisconsin Registered Apprenticeship Manual. DWD-BAS and the Industry Committee sponsor determine if development and review of related instruction curriculum will also enjoin employers represented by the Industry Committee sponsor. Industry committee meetings are scheduled on an as-needed basis and are not subject to open meeting laws.

For WTCS college purposes, the Industry Committee sponsor and DWD-BAS are the recognized industry advisory entities. The college may elect to solicit supplemental local advisory input from sponsors under Industry Advisory Committee jurisdiction who refer apprentices to that college for related instruction. Colleges may elect to use existing, occupationally related college technical diploma or applied associate degree program advisory committees for this purpose.

Supplemental Information

DWD-BAS Wisconsin Registered Apprenticeship Manual – See Chapter 2: Occupations and Chapter 4: Sponsors

WTCS Board Policies – WTCS Board Manual:

- WTCS Board Policy 309 – Advisory Committee for WTCS Degree Programs
- WTCS Board Policy 300 – Apprentice-Related Technical Instruction

Wisconsin Statues Chapter 38 Technical Colleges (Advisory Committees)

ESM Chapter 8-1D. Statewide Industry Advisory Leadership Framework

ESM Chapter 19: Program Advisory Committees

8-6 Apprenticeship Course Standards & Use Criteria

Introduction

Aid code 50 apprenticeship courses are subject to the same standards, processes and approvals as other WTCS courses. Only the unique exceptions and additions for aid code 50 courses are noted in this Section. Otherwise follow the instructions of ESM Chapter 7: Course Standards.

Aid Code 50 Course Designation

WTCS assigns aid code 50 to differentiate "apprenticeship" courses. Aid code 50 courses are different than other WTCS aid code courses for several reasons:

- Aid code 50 course content is designed to teach only part of the learning needed to attain an occupational competency, focusing on the theoretical, technical or academic content. Classroom learning is augmented by structured, hands-on skills demonstration and practice at the workplace while under the supervision of a skilled worker. Only through combined classroom and workplace learning will the apprentice attain competency.
- Aid code 50 course enrollment is restricted to active apprentices in contractual, registered apprenticeship programs under the administration of DWD-BAS or the United States Department of Labor Employment and Training Administration - Office of Apprenticeship (USDOLETA-OA).
- Per Chapter 11 of the DWD Wisconsin Registered Apprenticeship Manual, non-apprentices are prohibited from enrolling in aid code 50 courses.

Course Standards Unique to Aid Code 50 Courses

Course Credit Computation and Course Hours Type

Aid code 50 course standards are primarily addressed in ESM Chapter 7 and in the WTCS CCP System Course Manual. Apprenticeship contracts are set in hours of related instruction, thus the WTCS course policy and data system allow for three important accommodations:

- Aid code 50 course credits are allowed in quarter (.25) credit increments.
- Aid code 50 course credit computation rules allow for rounding hours up to the next quarter credit (.25) based on 9-hour increments where 36 hours equals 1 credit.
- Aid code 50 courses allow for inclusion of only A, B, C, and D Type course hours.

Course Numbering Convention 50-xxx-7xx

Aid code 50 course numbers ending in -7xx signify a convention adopted by WIDS and WTCS to indicate aid code 50 courses developed as part of an apprenticeship curriculum standard (ACS) for a new-to-system apprenticeship program.

The convention is also applied when a previously undocumented apprenticeship curriculum becomes documented in the WIDS WTCS Repository during the five-year cyclical review of all apprenticeship curricula. Approximately 95% of all WTCS apprenticeship programs have a documented curriculum standard in the WIDS WTCS Repository with attendant 50-xxx-7xx Course Outcome Summaries.

Allowable Curriculum Exception Codes (CEC) for Aid Code 50 Course Record

It is rare that an aid code 50 course would require a curriculum exception code because these courses are already restricted access solely for apprentices with an active apprenticeship contract. If use is necessary due to curriculum configuration, the following CECs may be used:

96 = Paid related instruction (PRI) course not in curriculum

97 = Unpaid related instruction (URI) course not in curriculum

Course Description Additional Requirement if CEC is Applied

If an aid code 50 course record is submitted to WTCS with a curriculum exception code (CEC), then the course description must additionally indicate why a CEC was applied to the course record and specify the intended course attendee audience.

Use of CEC Codes in Aid Code 50 Course Records Subject to WTCS Desk Audit

Use of CEC codes for aid code 50 courses is subject to periodic desk audit by the WTCS Director for Apprenticeship and WTCS Director for Instructional Data Systems.

Electives

Aid code 50 courses are not allowed as electives. WTCS has removed the historic *50-999-999* elective functionality from the WTCS Course, Curriculum and Client Manuals and Data Systems.

Modality of Course Delivery Potentially Subject to DWD-BAS Review

The traditional modality of instruction for apprenticeship courses is in-person in a classroom because apprentices are in paid employment status while at school. Hours of attendance and absence are recorded and shared between parties to the apprentice contract.

While selection of modality of instruction is under the purview of the college, the DWD-BAS Wisconsin Registered Apprenticeship Manual, Chapter 11.5 – Delivery Modality, cites the following caveat:

> *"The delivery modality is subject to Bureau approval and may entail in-person or distance education, such as through virtual formats, or other methods approved by*

the Bureau. The delivery modality of related instruction is determined by the related instruction provider, in consultation with their local program sponsors. If the related instruction provider is a WTCS college, the Bureau must be consulted and make the final determination if the college and majority of local sponsors substantially disagree on acceptable method of instruction."

Supplemental Information

ESM Chapter 7 Course Standards

WTCS CCP System Course and Curriculum Manuals

ESM Chapter 8, Section 8-1A. Wisconsin Registered Apprenticeship: A Collaborative Work and School-Based Training Model

ESM Chapter 8, Sections 8-2, 8-7, and 8-8 for reference on apprenticeship curriculum standards

DWD-BAS Wisconsin Registered Apprenticeship Manual – Found in the Policy & Guidance sub-section

8-7 Curriculum Standards for Aid Code 50 Apprenticeship Programs

Introduction

Aid code 50 curricula are subject to many of the same administrative processes and approvals as other WTCS degree/diploma curricula. Standards, additional considerations and procedures for aid code 50 curriculum are described in this chapter.

Aid Code 50 Curriculum Designation

WTCS assigns aid code 50 to differentiate “apprenticeship” curricula. Aid code 50 curricula are different than other WTCS aid code curricula for several reasons:

- Aid code 50 curriculum content, often termed “related instruction”, is designed to teach only part of the learning needed to attain occupational competency, focusing on the theoretical, technical or academic content. Classroom learning is augmented by structured, hands-on skills demonstration and practice at the workplace while under the supervision of a skilled worker.
- WTCS colleges never award a post-secondary credential to completers of an aid code 50 program, nor are there ever official graduates.
- Aid code 50 programs are not eligible for financial aid.
- Aid code 50 program enrollment is restricted to active apprentices in contractual, registered apprenticeship programs under the administration of DWD-BAS or the United States Department of Labor Employment and Training Administration Office of Apprenticeship (USDOLETA-OA).

Curriculum configuration considerations due to paid vs. unpaid related instruction designation

The DWD-BAS-administered apprenticeship contract and Exhibit A define which curriculum courses are paid related instruction (PRI) or unpaid related instruction (URI). Only a sub-set of DWD-BAS recognized apprenticeship programs include URI, primarily in the construction sector. Per statute, apprentices are paid their hourly wage while in PRI courses.

PRI courses are sequenced in the curriculum. URI courses are not necessarily sequenced in the curriculum and may be taken when the apprentice prefers. Many URI courses are customarily offered as night classes.

When an apprenticeship program includes both PRI and URI courses, under certain circumstances a college may opt to *exclude* URI courses in the approved aid code 50 curriculum. This allows the college to execute a program completion record for the student after completion of solely PRI courses. In this case, URI courses are submitted with a curriculum exception code (CEC).

If required URI courses are designated as restricted access aid code 50 courses, a college may subsequently enroll the apprentice "completer" in the 50-499-9 "Apprentice/Journey Worker Upgrade" Client Reporting program to allow for continuing access to aid code 50 URI courses.

See Sub-Chapter 8-10 *Purpose and Limitations 50-499-9 Apprentice/Journey Worker Upgrade Program*.

Consequence of contractually-defined hours of related instruction on aid code 50 curriculum

The DWD-BAS-administered apprenticeship contract cites the required total hours of both PRI and URI, if applicable. Aid code 50 curricula are subject to compliance with the DWD-BAS apprentice contract requirements and to the following WTCS policies:

- All allowable aid code courses included in an aid code 50 apprenticeship curriculum are subject to compliance with Course Credit Computation Rules found in the WTCS CCP System Course Manual.
    - See also Chapter 8-6 Apprenticeship Course Standards
- WTCS requires that college course delivery matches the course credit hours in the approved course record in the WTCS Course and Curriculum Portal (CCP).

Standards for Aid Code 50 Curriculum

The following standards apply to both traditional apprenticeship curricula and to degree apprenticeships that embed a primary degree (aid codes 10, 30, 31, 32) curriculum with degree/diploma credential award in the aid code 50 curriculum shell. For degree apprenticeships, some exclusions to the below will apply when not allowed in the primary degree curriculum. See ESM Chapter 2 Program Requirements and Chapter 7 Course Standards.

Allowable Course Aid Codes: Aid code 50 curriculum may contain aid code 10, 30, 31, 32, 47, and 50 courses.

Special Limitations:

- General College (Prepared Learner) courses are not allowed in an aid code 50 curriculum but may be included as a required course under the Special Provisions section of the DWD-BAS-administered Exhibit A.
- Aid code 47 courses are allowed only if the Special Provisions of the DWD-BAS Exhibit A links the learning content to an industry credential or certification, to the mandatory Transition to Trainer course or to another specified provision.

Course Alternates: Aid code 50 curriculum may contain aid code 10, 20, 30, 31, 32, 47, and 50 courses as alternates.

Special Limitations:

- Aid code 20 courses are allowed as an alternate course only if the aid code 50 curriculum is aligned as a degree apprenticeship and the approved curriculum of the primary degree requires it.
- Aid code 20 courses may only be an alternate to an aid code 10 primary course.
- Aid code 47 courses may only be an alternate to an aid code 47 or aid code 50 primary course.
- There is no limit on total course alternates for aid code 50 curriculum as long as alternate course usage does not result in a different program outcome and the resulting variance in learning content is recognized in the DWD-BAS-administered Exhibit A.
- The CCP system allows input of only two alternate course records per course in the curriculum file.

Electives: Electives are not allowed in aid code 50 curriculum unless aligned as a degree apprenticeship and the approved curriculum of the primary degree requires it. Use of electives must comply with the rules of the primary aid code curriculum.

Curriculum Credit Minimum: Consequent from statute, an aid code 50 curriculum must contain no less than 144 hours of related instruction. If comprised of aid code 50, 30, 31, 32, or 47 courses, the credit minimum is 4 credits within the curriculum. If comprised of aid code 10 courses, the credit minimum is 8 credits.

Curriculum Credit Maximum and Range Distribution: There is no maximum limit on credits allowed in the aid code 50 curriculum nor does range distribution apply.

30% Program Differentiation Rule: Program differentiation does not apply to aid code 50 apprenticeship programs. See ESM Chapter 2 Program Requirements for reference.

Apprenticeship System-wide Curriculum Standard (ASCS) – Documentation in WIDS of Apprenticeship Curricula

An Apprenticeship System-wide Curriculum Standard (ASCS) documents related instruction and DWD-BAS external requirements for an apprenticeship program when related instruction is offered at more than one WTCS college. Documentation is created and housed in the WIDS WTCS Repository through grant support from WTCS and engagement of WIDS, DWD-BAS, industry sponsors and WTCS colleges. Development of an ASCS is often integrated into the new program development process or included as part of the five-year cyclical review of WTCS apprenticeship curricula for previously undocumented programs.

Since 2012, ASCS have been mapped for approximately 95% of all apprenticeship program curricula.

See ESM Chapter 8-2 New Apprenticeship Program Development for information on curriculum variants for systemwide versus local and traditional versus degree-embedded or degree-aligned apprenticeship program options.

Purpose of ASCS

Apprenticeship Systemwide Curriculum Standards ensure consistency of related instruction across WTCS colleges offering the same aid code 50 program title and number. While apprenticeship curricula are not strictly System-wide aligned and local variance is allowed, DWD-BAS certifies a single occupational designation for each registered apprenticeship program that includes minimum standards for the related instruction.

ASCS are the documentary foundation that serve multiple additional purposes:

- Setting minimum standards of related instruction for an occupation with review and approval through the DWD-BAS-administered industry advisory committees and sponsors. This includes specifying minimum hours of related instruction for the program.
- Conveying what is learned in the classroom to current and potential future apprentice sponsors.
- On a five-year cycle, reviewing ASCS to ensure curriculum maintains relevancy with technological or occupational changes and advancements.
- Serving as the basis to evaluate credit-for-prior-learning (CPL) against mapped competencies.
- Serving as the basis for development of competency-level crosswalks between aide code 50 courses and WTCS technical diploma and associate degree course equivalents.

Where to find ASCS records

Apprenticeship Systemwide Curriculum Standards are housed in the WIDS WTCS Repository and may be downloaded to the local college WIDS site. Contact the local college WIDS Site Administrator for assistance.

From the specific program record, select the “Documents” tab, then select the “Current Published Curriculum” folder. From the file options, select the “long” report for the most in-depth documentation of above-the-line curriculum, comprised of program outcomes and course outcome summaries that include course competencies, learning objectives and assessment strategies.

Other apprenticeship stakeholders such as DWD-BAS field staff and sponsors are provided access to abridged ASCS reports on the myWTCS website Apprenticeship Curriculum Standards landing page.

Procedure(s)

Assignment of Function in Program (FIP) Codes in Aid Code 50 Curriculum Submission to CCP

Selection and assignment of function in program (FIP) codes for aid code 50 curriculum is informed by two circumstances:

- Relationship between the local college curriculum configuration and the ASCS for that aid code 50 program title/number, if one exists.
- When sponsors request that DWD-BAS customize local apprentice contracts to include additional coursework that differs from the statewide curriculum standard for that occupational designation.

Function in Program (FIP) Codes for Aid Code 50 Curriculum

When submitting an aid code 50 curriculum to the CCP, allowable function in program (FIP) codes for curriculum courses are restricted to the following. This applies to all course aid codes in the aid code 50 curriculum.

04 = Elective
10 = Apprenticeship Systemwide Curriculum Standard (ASCS)
11 = ASCS – District Variant
12 = Apprenticeship Concurrent Degree Aligned
13 = Apprenticeship No ASCS – District Curriculum Only
14 = Apprenticeship District Level BAS Contract Provision

04 = Elective

Use of FIP 04 Elective is only allowable if the aid code 50 curriculum is aligned to and embeds a WTCS-approved primary aid code 10 degree curriculum and post-secondary credential award that requires the elective.

- No additional WTCS administrative requirements apply for FIP = 04 courses.
- The CCP record for the primary aid code 10 degree approved curriculum must cite the elective credits.

10 = Apprenticeship Systemwide Curriculum Standard (ASCS)

Assignment of FIP 10 signifies district adoption of exact course title, number, course credit load and competencies as documented in the ASCS.

- No additional WTCS administrative requirements apply for aid code 50 curriculum comprised wholly of FIP = 10 courses.

11 = Apprenticeship ASCS – District Variant
Use FIP 11 when an ASCS exists for the program, but the district opts to assign different local course titles and numbers and/or course credit/hours in lieu of those contained in the WIDS documentation.

- In this case, college maintains a crosswalk between local courses and ASCS course equivalents, including credits/hours by course.
- All competencies in the approved ASCS must be accounted for in the college variant curriculum.
- Local documentation may be subject to review upon request from the WTCS Director for Apprenticeship.

12 = Apprenticeship Concurrent Degree Aligned
FIP 12 is utilized when an aid code 50 curriculum is aligned as a degree apprenticeship to a primary technical diploma or applied associate degree credential award program.

- Documentation of primary degree/diploma curriculum must be in the WIDS WTCS Repository.
- District verifies if ASCS for the aid code 50 degree aligned curriculum exists in WIDS WTCS Repository. If not, district develops and maintains crosswalk per instructions in ESM Chapter 8-1. L. Understanding Degree Apprenticeship.
- Local documentation may be subject to review upon request from the WTCS Director for Apprenticeship.

13 = No ASCS – District Curriculum Only
Use FIP 13 when no ASCS exists for the program. This circumstance arises when a program is developed locally and is offered solely at the college, but without WIDS engagement nor documentation. It also occurs when industry sponsors decline curriculum documentation in WIDS due to proprietary content.

- District develops and maintains local documentation of curriculum, including program outcomes, course outcome summaries inclusive of identified competencies and course credit/hours.
- Local documentation may be subject to review upon request from the WTCS Director for Apprenticeship.

14 = Apprenticeship District Level BAS Contract Provision
FIP 14 is utilized when an apprenticeship program with an ASCS record is offered at more than one college, but DWD-BAS develops customized local special provisions at request of local apprenticeship sponsors that exceed the statewide minimum standards of related instruction hours and competencies for that occupation.

- District develops and maintains local documentation of special provision courses, including a course outcome summary with competencies and course credit/hours identified.

- District documentation includes the DWD-BAS Exhibit A that cites the additional local BAS special contract provisions.
- Local documentation may be subject to review upon request from the WTCS Director for Apprenticeship.

Valid Combinations of FIP Codes in an Aid Code 50 Curriculum

Valid Combos	Configuration Example
10 and 14	District adopts ASCS curriculum AND adds additional coursework beyond the DWD-BAS minimum related instruction standard by request of sponsor which is documented in locally customized BAS apprentice contracts.
10 and 11	District adopts a sub-set of courses from the ASCS and assigns local course titles/numbers etc. to the remaining courses in the curriculum.
11 and 14	District opts for local course title/numbers, etc. for an ASCS covered program AND adds additional coursework beyond the BAS minimum related instruction standard by request of sponsor which is documented in locally customized BAS apprentice contracts.
12 and 04	Aid code 50 curriculum is degree-aligned and the primary degree program includes required electives.
12 and 14	Aid code 50 curriculum is degree-aligned AND sponsors locally request additional coursework beyond the primary degree curriculum or related ASCS record. BAS customizes local apprentice contracts.

Invalid Combinations of FIP Codes in an Aid Code 50 Curriculum

Invalid Combos	Explanation and Rationale
10 and 12	While almost all degree-aligned apprenticeships will have a documented ASCS record in WIDS and thus might qualify for FIP 10 or 12 assignment, FIP 12 assignment takes precedence in the curriculum submission to WTCS Portal.
13	No valid combinations since curriculum is strictly local and no ASCS exists.
14 Standalone	Aid code 50 curriculum may not be comprised solely of courses assigned as local special contract provisions. Use FIP 11 or 13 instead for all but local additional contract provisions.
04 Standalone	Aid code 50 curriculum may include electives only when degree-aligned. Course credit distribution range is governed by the primary degree.

Supplemental Information

ESM 8-1. A. – See sub-section on Consequence of Paid Related Instruction Statute on Course and Curriculum Delivery at WTCS Colleges

See 8-1. L. Understanding Degree Apprenticeship

ESM Chapter 8-2 New Apprenticeship Program Development

ESM Chapter 8-6 Course Standards

ESM Chapter 2 Program Requirements

ESM Chapter 7 Course Standards

WTCS CCP System Course and Curriculum Manuals

8-8 Making Apprenticeship Curriculum Changes

Introduction

Changes to approved aid code 50 apprenticeship curricula are subject to the same guidelines and procedures delineated in ESM Chapter 6 Making Program Changes – Curriculum Modification. Certain aid code 50 apprenticeship curriculum changes are also subject to DWD-BAS administrative review and approval as defined in Chapter 11.6 – Curricula in the DWD-BAS Wisconsin Registered Apprenticeship Manual.

Rationale

Apprenticeship program curricula document the learning to be accomplished through related technical instruction. Curricula include specified program and course outcomes and competencies that, in combination with the additional work-based learning components included in the DWD-BAS Exhibit A, define the occupational training outcomes of an apprenticeship program. Total hours of paid related (PRI) and unpaid related instruction (URI) are defined in Exhibit A and apprentice contract.

Documented curricula ensure consistency of related technical instruction for each unique apprenticeship occupation recognized by DWD-BAS regardless of assigned provider of related instruction, location, instructor, program type, mode of delivery, scheduling configuration or sponsor.

Major Curriculum Modification

DWD-BAS approval is required for modification to previously-approved curriculum that rises to the level of divergence from the approved program and course outcomes, established competencies or the total contractual hours of related instruction. A major curriculum modification, if approved, may require DWD-BAS to modify the apprentice-sponsor contracts.

Minor Curriculum Modification

DWD-BAS approval is not required for modifications to course title or number, course configuration, lesson plans, lesson sequencing, student assessment techniques, teaching resources, reference materials or other learning activities. These are selected and determined at the discretion of the related instruction provider and the instructor, except when defined as part of a proprietary curriculum or a third-party accredited program.

Proprietary Curriculum Modification

Sponsor notification and approval is required when modifying proprietary curriculum. Any changes, additions or deletions must be approved by the program sponsor prior to implementation. Instructors and apprenticeship coordinators may exercise discretion over routine or minor changes to related instruction delivery including instructor

changes, class size, stacked classes, classroom location, classroom equipment and instructional methodology.

Supplemental Apprenticeship Curriculum Modification Procedure(s)

Procedure applicable to major or proprietary curriculum modification

1. Prepare relevant fields and supporting documentation for Form 8-2: BAS Acknowledgement of College-Initiated Program Action.
2. For propriety curriculum, documentation of sponsor notification and approval must be obtained and included as an attachment to Form 8-2.
3. Notify DWD-BAS Director and RA Section Chief via email of curriculum modification request and include Form 8-2 for DWD-BAS approval.
4. DWD-BAS returns Form 8-2 to college with signature.
5. Submit Form 8-2 to Director for Apprenticeship via email.
6. Upload modified curriculum to the CCP portal. Director for Apprenticeship will provide approval or disapproval directly in the CCP portal upon receipt of Form 8-2 and college portal submission.

Procedure applicable if modifying a curriculum aligned with the Apprenticeship Curriculum Standard documented in the WIDS WTCS Repository

1. Reference the published apprenticeship curriculum standard in the WIDS WTCS Repository for same aid code 50 program number and title.
2. If curriculum modification includes any changes to course titles, numbers or competencies, the function in program codes applied to the already approved curriculum will be invalid. (Changes to course credit value or hours will not impact continuing curriculum standard alignment for a modified curriculum as long as the total credits and hours in the program remain the same.)
3. If the above major or proprietary curriculum criteria apply, follow procedures above for Form 8-2.
4. Upload modified curriculum to the CCP with selection of new, valid function in program codes assigned.

Supplemental Information

ESM Chapter 6. Making Program Changes – Curriculum Modification Section

ESM Chapter 8-7. Apprenticeship Curriculum Standards

DWD-BAS Wisconsin Registered Apprenticeship Manual – Chapter 11.6 Curricula

Forms

Form 8-2 BAS Acknowledgement of College-Initiated Program Action

8-9 Apprenticeship Program Suspension, Reinstatement or Discontinuance

Introduction

For the purpose of program suspension, reinstatement or discontinuance, aid code 50 apprenticeship programs are subject to the same processes, procedures and approvals as other WTCS degree/diploma programs, with certain procedural exceptions or additions. Unless otherwise cited in subchapter 8-9, follow the instructions in the relevant subsections of ESM Chapter 6 Making Program Changes.

Rationale

DWD-BAS administers the contractual criteria and the arrangement and tracking of school and work-based learning between sponsors, employers, apprentices and providers of related instruction. Accordingly, DWD-BAS must be notified of college intent to suspend, reinstate or discontinue an aid code 50 apprenticeship program of related instruction.

In addition, provision of apprenticeship program instruction through WTCS colleges is not restricted to in-district geographical boundaries per WTCS policy. A single college may offer coursework for a specific region or for the entire state. This flexibility allows colleges to be responsive to industry demand while responsibly managing enrollment contingencies. As local college program changes occur, apprentices and apprentice sponsors will be redirected by DWD-BAS to obtain related classroom instruction at other WTCS college(s) approved to offer the same program/title number.

Additional Apprenticeship Program Procedures

Exclusions in preparing Forms 6-3 and 6-4

Aid code 50 apprenticeship programs do not entail a post-secondary credential award by the college and thus, by definition, will never contain an embedded technical diploma or pathway certificate. Additionally, aid code 50 programs are exempt from the TSA process. (See ESM Chapter 8-13: Apprenticeship TSA Exemption)

Omit completion of sections related to ETDs and TSA on Forms 6-3 and 6-4.

Program Suspension or Reinstatement

1. Prepare relevant fields of Form 8-2: BAS Acknowledgement of College-Initiated Program Action.
2. Notify DWD-BAS RA Section Chief of intent and timeline of program status change and include Form 8-2 for BAS acknowledgement.
3. DWD-BAS returns Form 8-2 to college with signature.
4. Submit Form 8-2 along with Form 6-3 to programs@wtcsystem.edu per instructions in ESM Chapter 6.
5. Once suspension or reinstatement is approved by WTCS, send a courtesy notification of program status change to the DWD-BAS RA Section Chief and the Apprenticeship Manager(s) at other college(s) offering the same program.

Discontinuance when same aid code 50 program is offered at other WTCS college(s)

1. Prepare relevant fields of Form 8-2: BAS Acknowledgement of College-Initiated Apprenticeship Program Action.
2. Notify DWD-BAS RA Section Chief of intent and timeline of program discontinuance. Include Form 8-2 for BAS acknowledgement.
3. DWD-BAS returns Form 8-2 to college with signature(s).
4. Submit Form 8-2 along with Form 6-4 to programs@wtcsystem.edu per instructions in ESM Chapter 6.
5. Once discontinuance is approved by WTCS, send notification of program status change to the DWD-BAS RA Section Chief and the Apprenticeship Manager(s) at other college(s) offering the same program.

Discontinuance sought by sole WTCS college offering related instruction

Due to the potential extent of impact, college advance consultation with the WTCS Director for Apprenticeship, DWD-BAS Director and DWD-BAS RA Section Chief is required to address potential remedy and/or develop transition plan and timeline.

1. Initiate advance consultation with WTCS Director for Apprenticeship, DWD-BAS Director and DWD-BAS RA Section Chief.
2. Proceed with Steps 1-4 above under “Discontinuance…” section above.
3. Once discontinuance is approved by WTCS, send notification of program discontinuance to the DWD-BAS Director and DWD-BAS RA Section Chief.

Supplemental Information

DWD-BAS Wisconsin Registered Apprenticeship Manual - Chapter 11, Related Instruction

ESM Chapter 8-13: Apprenticeship TSA Exemption

myWTCS Resource: Designated Apprenticeship Administrator by WTCS College

Forms

Form 8-2 BAS Acknowledgement of College-Initiated Program Actions

Form 6-3 Program Suspension & Reinstatement

Form 6-4 Program Discontinuance

8-10 Purpose and Limitations - 50-499-9 Apprentice/Journey Worker Upgrade Program

Introduction

The 50-499-9 Apprentice/Journey Worker Upgrade program is a WTCS Client Reporting program shell created to house students who have completed an apprenticeship program in a previous year and thus no longer qualify for enrollment in additional restricted access aid code 50 courses.

50-499-9 enrollment is restricted to:

1. Completers of paid related instruction (PRI) courses where additional aid code 50 unpaid related instruction courses are required in the apprentice contract that were not included in the college's aid code 50 apprenticeship curriculum approved by WTCS.
2. Skilled (journey) workers with a documented apprenticeship completion credential requiring additional coursework where course content qualifies and is compliant with aid code 50 course standards.

The 50-499-9 program never has an associated curriculum. College curriculum submissions under this program number will be rejected by CCP.

Procedures

Student Enrollment Management and Reporting

1. Prior to enrolling an individual in the 50-499-9 program, college must verify existence of student's completion record from an aid code 50 apprenticeship program at a WTCS college or via documentation of an apprenticeship completion credential award from DWD-BAS or USDOL.
2. Identify aid code 50 courses for which the individual requires restricted enrollment access that were not completed as part of their aid code 50 apprenticeship program curriculum.
3. Enroll individual in 50-499-9 program and aid code 50 course(s) in process compliant with district customary enrollment practices.
4. The WTCS Client Reporting System will accept individual course records for associated aid code 50 course enrollment and completion.
5. Track and report individual course attendance and completions to designated DWD-BAS personnel per the requirements listed in the apprentice contract and compliant with Wis. Stat. 106.01(6)(d) as cited in the DWD-BAS Wisconsin Registered Apprenticeship Manual, Section 11.7.

The 50-499-9 program never has any graduates. The WTCS Client Reporting System will reject all associated program graduation records.

WTCS Annual Audit

The WTCS Client Services Coordinator will conduct an annual desk audit of client records associated with 50-499-9 program enrollment to ascertain compliance with qualifying enrollment criteria. The desk audit will occur after the Client Reporting system closes each fall. Non-compliant findings will be shared with the technical college apprenticeship office and client reporting contacts at the district for consultation on future correction.

Supplemental Information

Client Reporting System | (wtcsystem.edu)

Client Combined Manual

- S9 Record, Position 18-24
- Error Message 340 = Inc Program/Grad Status

DWD-BAS Wisconsin Registered Apprenticeship Manual - Chapter 11

8-11 Exemption of Apprenticeship Programs from TSA Process

Introduction

In 2016 WTCS conducted a thorough analysis to determine if it was reasonable, meaningful and accurate to require WTCS aid code 50 apprenticeship programs to develop summative assessment criteria and maintain student level records for the Technical Skills Attainment (TSA) performance measure required for all district programs. Findings from the evaluation supported the exemption of aid code 50 apprenticeship programs from the TSA process. Colleges with approved aid code 50 programs with enrollments are included in Outcomes-Based Funding Measure 3 calculation. The TSA process exemption became effective in 2020.

Rationale

1. Apprentice-related instruction provided by WTCS colleges customarily comprises only about 10% of the educational hours and student competency-building in an apprenticeship program. Summative assessment via a TSA rubric of student competency based on that 10% is neither reasonable nor accurate.
2. Apprenticeship completion and credentialing is determined and awarded by a third party, DWD-BAS or USDOLETA-OA, not a WTCS college.
3. Apprenticeship programs have industry-validated curriculum, inherently and expressly.
4. Apprenticeship students often complete their paid related instruction (PRI) 1 to 2.5 years before fulfilling the training requirements of their apprenticeship contract. That is, in some cases, apprentices are no longer enrolled in a WTCS college when they obtain their completion credential from DWD-BAS. Once again, summative assessment is neither reasonable nor meaningful in this case.

TSA Outcomes-Based Funding Measurement

Calculation of Performance Criteria #3 “Number of programs or courses with industry-validated curriculum” is detailed in the WTCS Outcomes-Based Funding Measurement Areas - Data Selection Methodology document on the WTCS Client Reporting landing page.

Procedure(s)

1. Completion and submission of TSA Phase 1 and Phase 2 processes and documentation are not allowed for aid code 50 apprenticeship programs.
2. Student-level TSA skills assessment and recording are not allowed for aid code 50 apprenticeship programs.
3. Colleges with approved TSA Phase 2 records in CCP for aid code 50 programs should email the WTCS programs@wtcsystem.edu general mailbox to request removal of TSA records associated with those programs.

Supplemental Information

WTCS Financial and Administrative Manual – See Outcome Based Funding in the Revenues > State Aids 4215 section.

8-12 Qualifying Criteria for WTCS Apprenticeship Instructors

Introduction

Wisconsin State Statute and Administrative Code TCS 3 establishes the minimum hiring and professional development requirements for academic and occupational technical college education personnel, including instructors of aid code 50 apprenticeship courses. See ESM Chapter 20 Faculty Quality Assurance System for guidance.

Qualifying criteria for apprenticeship faculty are further co-referenced in Wisconsin Administrative Code Chapter DWD 295.02(2)(b)6 and the DWD-BAS Wisconsin Registered Apprenticeship Manual - Chapter 11.3 where it is cited that an *"apprenticeship instructor must be a subject matter expert, which is an individual, such as a journey worker, who is recognized within an industry as having expertise in a specific occupation."*

Supplemental Information

Apprentices are considered to be in trainee status until attainment of a registered apprenticeship completion credential awarded by DWD-BAS, USDOL or other USDOL-recognized State Apprenticeship Agency. For the purpose of calculating qualifying duration of occupational experience, do not include work hours/years of the individual's term of apprenticeship.

8-13 Instructor Requirements for Teaching Transition to Trainer (T2T)

Introduction

Beginning in 2020, DWD-BAS formally implemented instructor certification requirements for teachers of the *Transition to Trainer (T2T) (#47-455-455)* course, including WTCS faculty. As part of this implementation, DWD-BAS and WTCS convened a diverse group of public and private apprenticeship stakeholders to develop a new course to train instructors and to document course outcomes, learning plans and teaching materials in the WIDS WTCS Repository. WTCS course title and number are *Preparing to Teach Transition to Trainer (#47-196-701).*

Instructor Certification Requirements

Instructors are required to complete two courses in advance of teaching *Transition to Trainer*. These include the WTCS 30-hour *Teaching Methods* course (or a DWD-BAS-approved equivalent) and the 6-hour *Preparing to Teach Transition to Trainer* course. Instructors should have experience with the registered apprenticeship system and understanding of the apprenticeship model of teaching and learning. Once certified, instructors maintain eligibility by teaching a T2T course at least once every three years.

Preparing to Teach Transition to Trainer Course Competencies

This course prepares individuals to teach the apprenticeship Transition to Trainer course building upon skills acquired in the WTCS Teaching Methods course. Competencies include:

- Examine cultivating a positive learning environment.
- Practice facilitating course activities.
- Use Transition to Trainer course materials.

WTCS Administrative Role and Responsibilities

The WTCS Directors for FQAS and Apprenticeship collaborate to manage scheduling, registration and instruction for these instructor training courses. WTCS also issues course completion certificates to participants for each required course and provides DWD-BAS the course completion rosters. Administrative guidance and current course offerings are maintained on the myWTCS Preparing to Teach Transition to Trainer resource webpage.

DWD-BAS Administrative Role and Responsibilities

DWD-BAS evaluates individual requests for recognition of course equivalency to the WTCS *Teaching Methods* course. DWD-BAS issues the final “Transition to Trainer Instructor” certificate to persons completing both required courses and maintains the master list of certified T2T instructors.

Instructor Responsibilities When Teaching T2T

1. Follow the approved curriculum. Participants in the Preparing to Teach Transition to Trainer course will be provided with a public URL link to access the T2T curriculum and learning materials in the WIDS WTCS Repository.
2. Populate course materials to a college learning management system or digital repository.
3. Customize learning using digital resource library.
4. Select instructional modality: in-person online synchronous or asynchronous; or hybrid.
5. Provide learning materials to participants. Non-WTCS instructors must provide digital access to the materials.

Email the completer roster to BAS@dwd.wisconsin.gov and mandy.johnson@wtcsystem.edu.

Third parties may provide administrative support.

Supplemental Information

See ESM Chapter 8-14 Transition to Trainer (T2T) Course #47-455-455

8-14 Transition to Trainer (T2T) Course #47-455-455

Overview

DWD-BAS requires all Wisconsin registered apprentices to complete the *Transition to Trainer* (T2T) course as a special provision of the apprenticeship contract. Its purpose is to prepare apprentices for their future role as jobsite mentors in the training of subsequent generations of apprentices. It is an 8-hour course offered through WTCS colleges under the System-wide course number 47-455-455 and through DWD-BAS-authorized private training centers, sponsors, unions and other related instruction providers.

Apprentices are encouraged to complete the T2T course in the final year of their apprenticeship term. Apprentices receiving related instruction through a Wisconsin technical college are not required to take the T2T course in their "home" district. Course schedules and instructional modalities vary widely from 100% in-classroom instruction to entirely self-paced online learning.

WTCS apprentices may search for availability System-wide via Course Self-Search for Apprentices, All WTCS College.

History of T2T

At the direction of DWD-BAS, the *Transition to Trainer* (T2T) course was developed in 1996 by a group of Wisconsin apprenticeship training professionals, including apprentices, employers, on-the-job trainers, instructors and sponsoring organizations. Collaborative course revisions occurred in 2007 and 2020.

T2T Course Competencies

Course #47-455-455 *Transition to Trainer* is documented in the WIDS WTCS Repository. Documentation includes course outcomes, course competencies, learning objectives and below-the-line teaching plans and materials and learner packets for use by DWD-BAS-certified T2T instructors. Limitations on use and Creative Commons attributions are included in the WIDS course records.

Course competencies include:

1. Value your role as a Registered Apprenticeship trainer.
2. Serve as a skilled worker trainer.
3. Cultivate a positive work environment.
4. Provide hands-on skills training.
5. Provide feedback on apprentice performance.

Procedure(s)

T2T Course completion roster reporting to DWD-BAS

T2T course completion rosters must be submitted by the instructor or the college's Apprenticeship Office to the DWD-BAS general mailbox at BAS@dwd.wisconsin.gov in a timely manner. DWD-BAS issues T2T course completion certificates directly to course completers. DWD-BAS will not award the summative apprenticeship completion certificate to students without documentation of T2T course completion.

Changes to web-based course self-search

WTCS colleges should notify the WTCS Director for Apprenticeship if the URL changes for the course self-search feature on the college website.

Supplemental Information

ESM Chapter 8-13 Instructor Requirements for Teaching Transition to Trainer

DWD-BAS Wisconsin Registered Apprenticeship Manual – See Chapter 6: Contracts

Return Home

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 programs in aid codes 10, 11, 30, 31, and 32. 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 the 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 by 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.

Apprenticeship programs are exempted from the TSA process and Phase 1 or Phase 2 requests should not be submitted for apprenticeship programs. All apprenticeship programs with enrolled students are counted in the Outcome Based Funding measure for Criteria 3: Industry-validated Curriculum.

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 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 programs that share the same title and number. In some instances, programs with different titles and numbers may also develop, share and maintain a common TSA based upon shared program outcomes and assessments. Worldwide Instructional Design System (WIDS), via their consultants, facilitates these processes in partnership with WTCS directors and the colleges. A college with a unique program, however, develops this phase independently in consultation with the appropriate WTCS director.

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, WIDS 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 to proceed to TSA Phase 2. The original TSA Phase 1 documentation is posted on the WTCS WIDS Repository and archived in WTCS files. Additionally, the date of adoption is listed on each impacted program's file in the WTCS Client Portal.

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

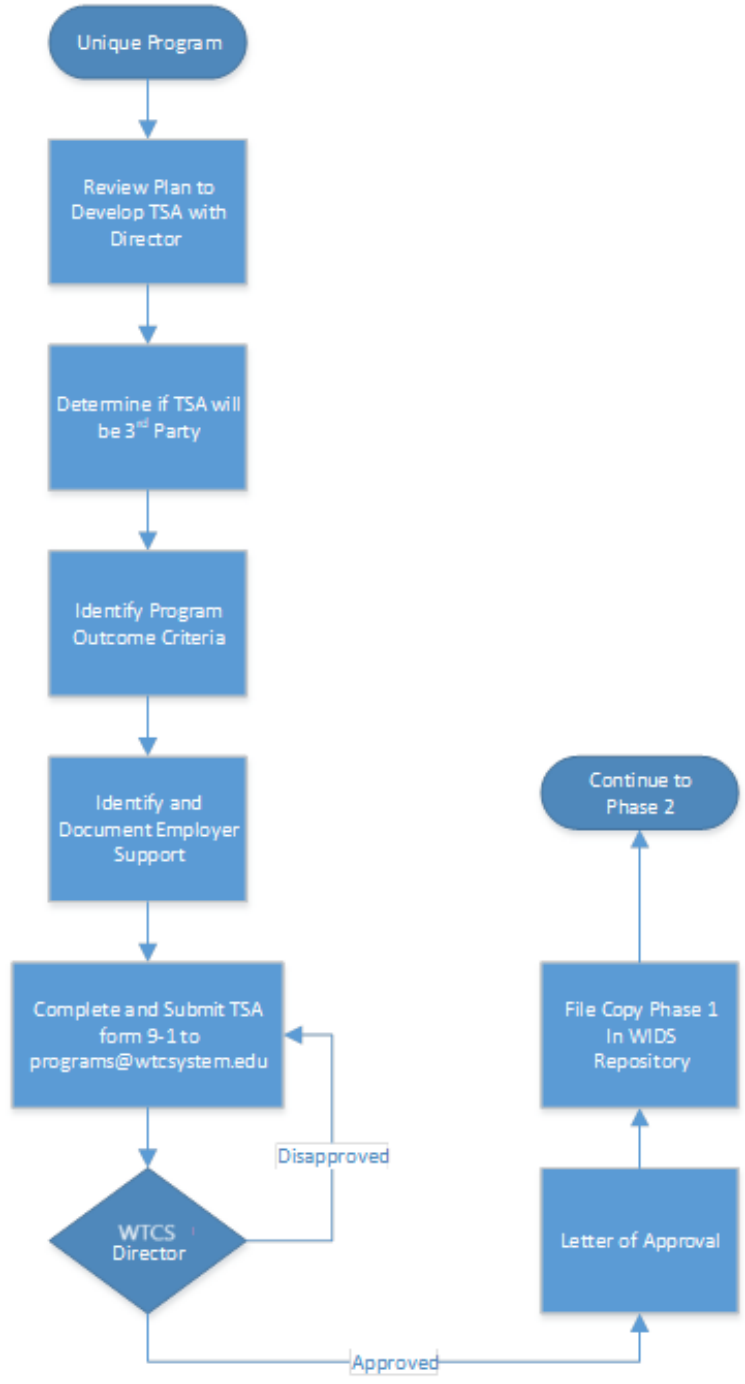
New Program Adoption of Existing Approved TSA-Phase 1

Colleges seeking approval for a program that already exists within the System (i.e., shared program title and number) must adopt the existing TSA Phase 1 for that program. This applies when an existing program changes its title/number to a program that already exists within the System as well. See ESM Chapter 6 for more details related to program title/number changes and TSA impacts.

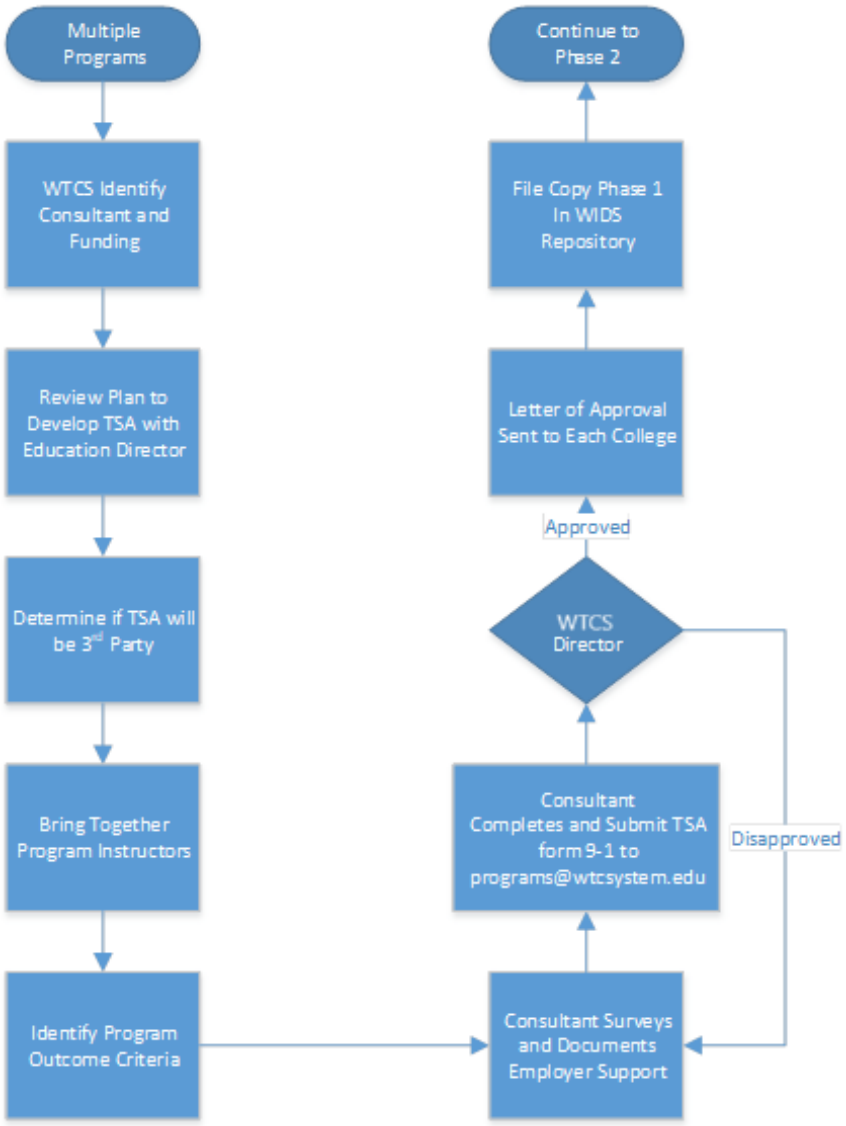
As outlined in ESM Chapter 3, it is required that the requesting college consult with the assigned WTCS director when creating new programs. Regarding TSA, the WTCS director shall identify if the proposed program will be adopting an existing program title and number; in such instances, the WTCS director 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 data system for this new college program.



Process Map TSA Phase 1 – Planning for Unique Program



Process Map TSA Phase 1 – Planning for Multiple Programs

TSA Phase 2 – Implementation

After 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 added to Phase 2 but should only *report on* the outcomes identified in TSA Phase 1. All TSA Phase 2 plans are posted in the WTCS WIDS Repository by WTCS staff after approval, and implementation date recorded in the WTCS Portal data system.

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 meeting minutes, indicating committee acknowledgment and support of the TSA process

WIDS Program Outcomes Course Assignment Matrix

The WIDS Program Outcomes Course Assignment Matrix template is available for download in the WIDS WTCS Repository. Colleges should use this template to map program outcomes to program courses, using the letter "A" to designate where outcomes are assessed. Colleges may use other characters tailored to college needs ("I" for introduced, "P" for practiced, etc.), but should remit a copy of the matrix to the System Office that denotes an "A" for each program outcome in whichever course(s) it is assessed. **All program outcomes must be assessed in at least one course.**

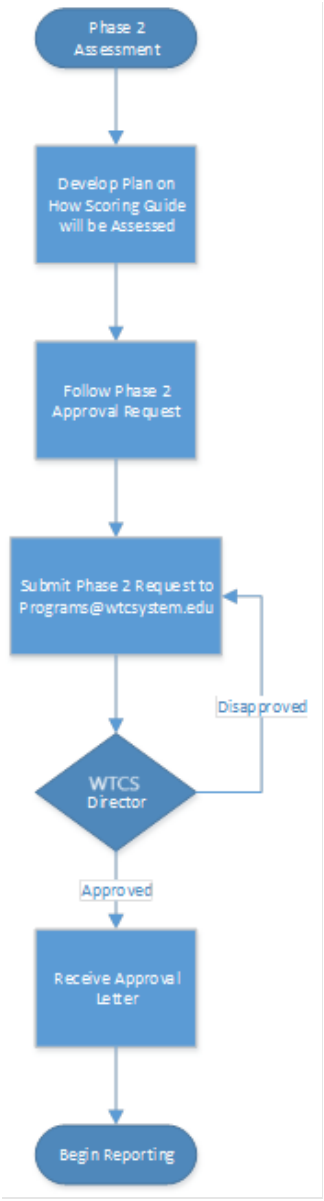
Program Outcome Course Assignment Matrix

30-458-1 Truck Driving

Legend: (I) Introduced, (P) Practiced, (A) Assessed, (X) Linked

Program Outcomes	30-458-XXX CDL Theory and Prep	30-458-XXX CDL Behind-the-Wheel 1	30-458-XXX CDL Behind-theWheel 2	30-458-XXX CDL Behind-the-Wheel 3
Perform Basic Truck Driving Operations	I	P, A	A	X
Demonstrate knowledge of securing a commercial vehicle.	I	P, A	A	X
Adhere to Safe truck driving operating procedures	I	P, A	A	X
Explain advanced operating practices	I	P, A	A	X
Explain vehicle systems and reporting malfunctions	I	P, A	A	X
Comply with non-driving activity activities	I	P, A	A	X
Communicate effectively with peers, customers and supervisors.	I	P, A	A	X

Sample: Completed Program Outcomes Course Assignment Matrix



Process Map TSA Phase 2 – Implementation

TSA Revision Process

All proposed revisions to either a TSA Phase 1 or 2 require contacting the WTCS director responsible for that program prior to making any revisions. Once approved by the 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 throughout the suspension period. If the program is reinstated, revisions must be completed.

TSA Phase 1 Revisions

TSA Phase 1 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, submission of Form 9-5 is still necessary for review and approval. Documentation of advisory committee support is not required in instances where there are no Phase 2 changes. The approval date of Form 9-5 will be used as the new TSA Phase 2 date in the portal. Submit Form 9-5 to programs@wtcsystem.edu.

TSA Phase 2 Revisions

TSA Phase 2 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 Program Outcome Course Assignment Matrix and/or other revised documents
- Advisory committee meeting minutes specifically indicating support for the proposed revisions *(submission of minutes NOT required in instances where there are no Phase 2 changes)*

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 and implementation date recorded in the WTCS Portal data system.

Reporting

Each college is required to report TSA completion information through the WTCS 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. 25% of funds distributed in these criteria will be based on each college's proportionate share of programs with Phase 2 TSA assessment approvals as recorded at Client close of the previous fiscal year.

Supplemental Information

WTCS WIDS Repository provides access to TSA Phase 1 and 2 documents and the Program Outcome Course Assignment Matrix template. Fillable TSA Phase 1 and 2 forms are located on the myWTCS website (link below).

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

Forms

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

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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/Dual-enrollment or other advanced coursework at the high school provides another option. Education and training experiences provided by employment, community service, or other life experiences create additional options for assessing and documenting prior learning.

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

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

Categories of Credit for Prior Learning

A student admitted to a technical college may obtain CPL under the following six categories. Please refer to the Client Reporting Manual for specific directions on how to report these credits:

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.

To maintain continuity and portability of credits across WTCS colleges, it is expected that WTCS colleges will accept as transfer credits *where the course competencies and outcomes are determined to be equivalent* any Aid Code 30, 31 and 32 course that students have successfully completed at another WTCS College. This is also expected internally between programs at a WTCS college. Compliance with WTCS Board Policies is an expectation of the Board and a consideration in program and course approvals.

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 competencies.

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.

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 specific technical college course(s), 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.

Registered Apprenticeship

All WTCS Colleges should recognize successful completion of an eligible program of apprenticeship-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 of Applied Science Degree.

In order to grant 39 credits towards the Technical Studies - Journey Worker AAS degree to individuals that completed a registered apprenticeship, the WTCS granting college must obtain documentation of the applicant's apprenticeship completion and documentation to affirm that the program meets the following eligibility criteria:

1. The program is at least three years in length.
2. The number of hours of related instruction for the apprentice's trade exceeds the minimum of 400 hours.
3. The apprenticeship related instruction was provided by a WTCS college *OR* by a provider that has been approved by DWD-BAS as a provider of related instruction and maintained their approval throughout the duration of the apprentice's time spent in related instruction.

For shorter apprenticeship programs and for apprenticeship-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.

Due to financial aid limitations, Aid Code 50 courses are not allowed as core courses or alternates in Associate of Applied Science or Associate of Applied Arts (AAS/AAA) programs nor in Technical Diploma (TD) programs. However, it is expected that WTCS colleges will accept as Aid Code 30, 31 or 32 transfer credits *where the course competencies and outcomes are determined to be equivalent* any Aid Code 50 course that students have successfully completed. Such Aid Code 50 courses must have been taken as part of an approved WTCS Apprenticeship program (Aid Code 50) and have a documented curriculum standard that connects the course(s) to the relevant 10, 32, 31 or 30 course(s) in the AAS or TD.

Credit by Exam

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

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

Students must earn a minimum score of three (3) on AP exams to qualify for CPL.

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

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

Procedures

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:

Minimum Grade Requirements

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.

Impact of Transferred Credits on College Transcripts and Grade Point Calculations

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.

CPL Costs

College policies and/or procedures will include information on expected costs for students seeking CPL. PLA fees across the WTCS are consistent as agreed to by WTCS College Presidents (See PLA).

Consistency Within a College Across Program Areas

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.

Time Limits

Time limits will not restrict CPL credit awarded unless a college has documented a specific programmatic reason for time limits.

Maximum CPL

College policies and/or procedures will require that Applied Associate degree (AAS/AAA) students complete 25 percent of the required technical studies while enrolled as postsecondary students at the technical college that will award the postsecondary degree. (This does not apply to CPL Category 5. Registered Apprenticeship).

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. (This does not apply to CPL Category 5. Registered Apprenticeship).

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, as in compliance with the Higher Learning Commission.

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.

Appeal Process

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)

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

Definitions

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.

PLA Fees Across the WTCS

The PLA fee structure 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.

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Chapter 11 Basic Skills-Dev Ed-General College

Basic Skills Education

WTCS Adult Education has been historically classified as “Basic Skills” in Wisconsin Statute 38.001(3)(d). Today, WTCS uses the term Adult Education because it is the more widely used and accepted term in the field. Adult Education is comprised of Adult Basic Education (ABE) and Adult Secondary Education.

WTCS Adult Education courses, encompassing aid codes *73 through 78,* exist below the postsecondary level and are designed to meet the instructional needs of individuals who:

- have attained 16 years of age*;
- are not enrolled, or required to be enrolled, in secondary school under State law;
- and meet one or more of the following criteria:
    - would benefit from additional adult education skills to successfully complete secondary/post-secondary education and training and gain/retain employment.
    - are non-native English language speakers wanting to improve speaking, reading, and writing skills in the English Language for the purpose of engaging in community and/or to achieve an academic/career goal.
    - do not have a secondary school diploma or its recognized equivalent.
    - want to increase their skills beyond the secondary level to achieve an academic or career goal either to enter post-secondary education and/or workforce/career.

*Wisconsin Statute – Compulsory Secondary School Attendance

Wisconsin state law requires secondary school attendance. In Wisconsin, s.118.15(1), Wis. Stats., defines compulsory school attendance and requires, with limited exceptions, all persons between the ages of 6 and 18 years to attend a secondary public, private, or tribal school for the full period and hours that the school is in session until the end of the school term in which the person becomes 18 years of age.

Due to Wisconsin's compulsory school attendance state law, people under the age of 18 can only be served in Adult Education instruction under the following exceptions:

Exception	Statutory Reference	Statutory Language
At Risk	118.15(1)(b)	Upon the child's request of the school board and with the written approval of the child's parent or guardian, any child who is 16 years of age or over and a child at risk, as defined in s.118.153 (1) (a), may attend, in lieu of high school or on a part- time basis, a technical college if the child and his or her parent or guardian agree, in writing, that the child will participate in a program leading to the child's high school graduation. The district board of the technical college district in which the child resides shall admit the child.
Previously Justice Involved Juveniles	118.15(1)(cm)	Upon the child's request and with the approval of the child's parent or guardian, any child who is 17 years of age or over shall be excused by the school board from regular school attendance if the child began a program leading to a high school equivalency diploma in a juvenile correctional facility, as defined in s. 938.02 (10p), a secured residential care center for children and youth, as defined in s. 938.02 (15g), a juvenile detention facility, as defined in s. 938.02 (10r), or a juvenile portion of a county jail, and the child and his or her parent or guardian agree under subd. 2. that the child will continue to participate in such a program.

At Risk or Previously Justice Involved Juvenile students must be enrolled in at least one course during the program year they are served. The course must be approved by the state superintendent under s.118.33(3m), Wis. Stats., for the purpose of satisfying a high school graduation requirement.

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, communication 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 851-860, 862 and 890.

74 Intermediate Adult Basic Education (grade levels 6.0 - 8.9). Use in conjunction with instructional areas 851-860, 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 851-860, 862 and 890.

77 Developmental. Use in conjunction with instructional areas 851-860.

78 Remedial. Use in conjunction with instructional areas 851-860.

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 ESM Chapter 7 Course Standards and the WTCS CCP System Course Manual.

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), Quantitative Reasoning (804), Natural Sciences (806), and Social and Behavioral Sciences (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 course credits **do not count** toward the progression of any WTCS credential: associate degrees, technical diplomas, pathway certificates, advanced technical certificates nor apprenticeships.

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 courses must meet the following criteria:

1. Be offered at aid code 10.
2. Are financially aidable.
3. Do not count as credits toward any WTCS credential: associate degrees, technical diplomas, pathway certificates, advanced technical certificates nor apprenticeships.
4. Align with specific system-wide General Education courses in the 801 (Communication), 804 (Quantitative Reasoning), 806 (Natural Sciences), and/or 809 (Social and Behavioral Sciences) instructional areas.
5. Proposed new General College courses should not duplicate a comparable course already on the system list of General College courses.

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.

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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. The “originating” college is also responsible for any updates or renewals of the articulation agreement. Renewals or revisions of agreements should also be completed using this process. Agreements that have not been updated by their renewal date will be removed from the 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.

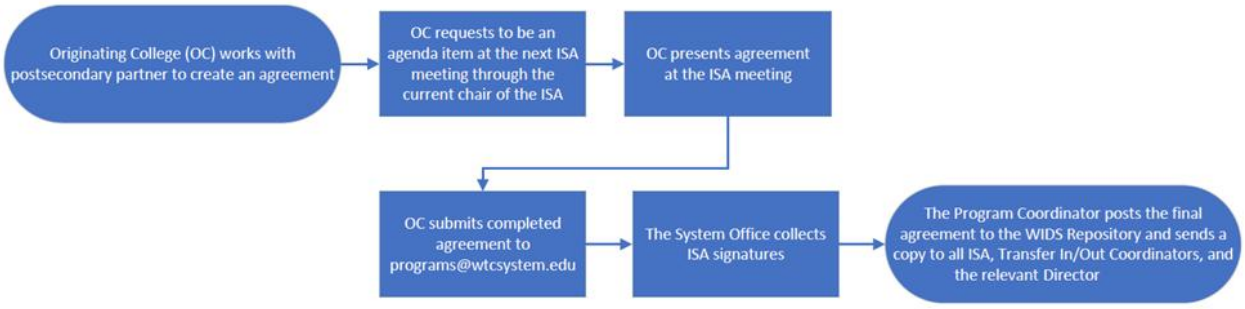
Step 2 OC ISA completes an agreement with a postsecondary partner.

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 WTCS 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)

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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 WTCS 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 applied associate degree that combines State Board approved applied 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.

WTCS updated the Course, Curriculum and Programs data system (CCP) in July 2026 to align with the Modernized Career Clusters Framework. This update ensures compliance with federal reporting requirements for the U.S. Departments of Labor and Education under Perkins V. Existing ITS were updated administratively in CCP as a part of this update. **New ITS should adopt the ITS program numbers and titles outlined in the Table of WTCS ITS Degree Program Numbers and Titles by July 2027, but the System Office will work with each college to determine appropriate timing and adjust as needed.**

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 WTCS director for the career cluster of emphasis assumes the lead in working with the college to determine new program need.

Note: General College course credits **do not count** toward the progression of any WTCS credential, including ITS degrees.

Table of WTCS ITS Degree Program Numbers and Titles

Program Number	Previous Program Title	New Program Title
10-825-1	Individualized Technical Studies	*No change*
10-825-2	ITS – Architecture & Construction	ITS – Construction
10-825-3	ITS – Arts, AV Technology & Communications	ITS – Arts, Entertainment, & Design
10-825-4	ITS – Business, Management & Administration	ITS – Management & Entrepreneurship
10-825-5	ITS – Education & Training	ITS – Education
10-825-6	ITS – Finance	ITS – Financial Services
10-825-7	*ITS – Government & Public Administration*	*Discontinued*
10-825-8	ITS – Health Sciences	ITS – Healthcare
10-825-9	ITS – Hospitality & Tourism	ITS – Hospitality, Events, & Tourism
10-825-10	ITS – Human Services	ITS – Human Services
10-825-11	ITS – Information Technology	ITS – Digital Technology
10-825-12	ITS – Law, Public Safety & Security	ITS – Public Service & Safety
10-825-13	ITS – Manufacturing	ITS – Advanced Manufacturing
10-825-14	ITS – Marketing, Sales & Service	ITS – Marketing & Sales
10-825-15	*ITS – Science, Technology, Engineering & Math*	*Discontinued*
10-825-16	ITS – Transportation, Distribution & Logistics	ITS – Supply Chain & Transportation
10-825-17	*New program*	ITS – Energy & Natural Resources
10-825-18	ITS – Agriculture, Food & Natural Resources	ITS – Agriculture

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:

- Be assigned a program advisor.
- Develop a plan outlining their career objectives.
- 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 communication, social and behavioral sciences, quantitative reasoning, and/or natural sciences. 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. These courses are considered the "Career Cluster Emphasis" and should be labeled as such on form 13-1. The remaining non-general education courses should be labeled as "Technical Studies."

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

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Chapter 14 Competency Based Education

Introduction

This chapter provides guidance for WTCS implementation of Competency-Based Education (CBE) for post-secondary programs, and addresses *credit-based* CBE models. 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 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.

From the Council of Regional Accrediting Commissions (C-RAC) Framework for Competency-Based Education (resource provided in Supplemental Information):

“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.”[1]

CBE Types

Three types of CBE have been recognized by the Department of Education (DOE):

1. 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.[2]

2. Direct Assessment CBE: Student progress in a direct assessment program is measured solely by assessing whether the student can demonstrate that they have 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." [2]

3. Hybrid CBE: Mix of Credit-hour and Direct Assessment CBE.

CBE vs. 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.

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).
- Institutions provide enough academic resources, activity, and time for learners to achieve outcomes and directly measure these learning outcomes.
- Academic content or delivery is organized around competencies and students' progress by demonstrating mastery of competencies.
- Level of learning is expressed by recording the competencies mastered.

Traditional Educational Models:

- Time is fixed and the level of learning varies.
- Institutional contribution is demonstrated with structured class sessions that provide a fixed number of hours of engagement as a measure of learning opportunity.
- Academic content is organized around courses and student progress by completing courses and accumulating credits.

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."[3]

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."[2]

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."[4]
>
> 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.[4]

CBE is not Prior Learning Assessment (PLA) or Credit for Prior Learning (CPL). 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.

Procedures

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 WTCS 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

When establishing CBE courses, follow the course credit standards as for traditional educational offerings (ESM Chapter 7). As with other courses, CBE courses must have a minimum value of 1 credit and cannot be submitted as partial credit courses. For Client Reporting, CBE courses should be treated the same as other courses and indicate CBE as the mode of delivery for the course.

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.”[2]

Supplemental Information

Reference List

[1] Council of Regional Accrediting Commissions (C-RAC) Framework for Competency-Based Education PDF

[2] DOE GEN-14-23: Competency-Based Education Programs – Q&A

[3] DOE GEN-13-10: Applying for Title IV Eligibility for Direct Assessment (Competency-Based) Programs

[4] HLC Substantive Change Requests for Competency-Based Education

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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 applied 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. ATCs 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. Aid Code 10, 32, 31 and 30 are 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. General College (“thin layer”) course credits do not count toward earning any WTCS credential, including ATCs.
J. 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.
K. A prior credential such as an associate or bachelor’s degree cannot be required for program entry but may be used to demonstrate prior knowledge or experience.

Procedures

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, including Technical Skills Attainment (TSA)

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. See ESM Chapter 3 Creating a New Program for program approval process information.

If a college needs to meet a local or industry need in a timeframe sooner than WTCS program approval allows, the college may create a local certificate for that need. Local certificates are not reported to nor 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.

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 Applied 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.

Forms

Form 3-1 Concept Review

Form 3-2 Program Approval

(Form 3-3 ATC Curriculum is Retired)

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Chapter 16 Shared Program Agreements

Introduction

A shared program is a collaborative effort between two or more colleges to provide students with the opportunity to complete a full program not currently offered in their home district without having to attend the other district full-time. This programming allows colleges to share resources and opportunities across district lines for both employers and students. The college that holds WTCS Board approval to offer the program and confers the degree is known as the Primary College. Partnering colleges are referred to as Cooperating Colleges and enter into individual Shared Program Agreements with the Primary College.

A shared program agreement is a two-year contract between a Primary and one or more Cooperating College(s) to share all or part of a WTCS program. The agreement details the program components each college offers and a plan for students to complete graduation requirements if the agreement dissolves. Reference the section below entitled Continuation, Suspension and Discontinuance for further details on Shared Program Agreement actions.

Advisory Committee and Annual Meeting Requirements

Shared Programs must have an active advisory committee that is managed by the Primary College and follows all requirements outlined in Chapter 19 of this manual, including representation from all Cooperating Colleges. In addition, the inclusion of employers from Cooperation College districts on this Advisory Committee is encouraged.

During advisory committee meetings, colleges are encouraged to discuss shared program collaboration and highlight efforts and contributions across all cooperating colleges.

In addition, the Primary College shall host an annual program meeting with all Cooperating Colleges for the purpose of reviewing program curriculum, the Shared Program Agreement(s) and any related processes. The Primary College shall submit annual meeting minutes to the appropriate WTCS Director.

Financial Aid Requirements

Federal regulations prohibit students from receiving financial aid from more than one institution during the same award period. **When enrolled in a Shared Program, the Primary College is the student's degree-granting institution and provides financial aid based on the student's combined credit load from both colleges.** Students are to be directed to the Primary College for any information relating to financial aid.

The Shared Program Agreement requires the completion of Form 16-2, which formalizes the financial aid arrangement and responsibilities between the colleges. The Cooperating College must report enrollment level and any known unique student costs impacting the Cost of Attendance (COA) to the Primary College in writing.

Responsibilities of the Primary and Cooperating College(s)

Primary College Responsibilities

Documentation and Oversight

- Initiates shared agreement.
- Determines program costs.
- Informs Cooperating College(s) of enrollment changes.
- Creates communication plan with Cooperating College(s) to meet timelines and deadlines.
- Enrolls students in their program and courses.
- Secures FERPA permissions.
- Claims FTEs for courses taken at Primary College.
- Manages advisory committee, including members from cooperating college(s)
- Ensures program accreditation.
- Confers the degree and reports the graduates.
- Administers financial aid disbursement for combined student credit load at both institutions.
- Primary College financial aid office is required to do the following:
    - Report to National Student Loan Clearinghouse (NSLC).
    - Provides a copy of financial aid policy to each enrolled student.
    - Collects required financial aid documentation from each student.
    - Performs entrance and exit loan counseling.
    - Establishes financial aid distribution dates and maintaining communications related to financial aid disbursement and maintaining communication.
    - Students receive financial aid from the Primary College for combined credit loads.

Curriculum and Resources

- Provides program direction, negotiates course offerings and develops faculty resources.
- Facilitates field placements (when applicable)
- Provides common program evaluation tools.
- Offers student support as needed.

Curriculum Modification

- Updates shared program agreement if over 20% of courses are modified.
- Submits advisory committee meeting minutes and ensures curriculum is current.

Cooperating College(s) Responsibilities

Operational and Compliance

- Works with Primary College to create a communication plan to ensure timelines and deadlines are met
- Informs students they are participating in a shared program.
- Meets curricular, accreditation, and other program standards established by the Primary College including:
    - Term requirements
    - Agreed upon course offering, sequencing, submission for approval
    - Student field study or clinical site identification and scheduling
    - Program and faculty evaluation
- Hires, trains and supervises instructional staff
- Participates in advisory committee and annual program meeting
- Provides student services and resources as defined by the shared agreement
- Obtains FERPA related documents (where applicable)
- Enrolls students
- Claims FTEs for the courses taken at Cooperating College
- Send their class roster to the Primary College.
    - Provide term grades and adhere to Primary College's dates.
- Offers student support as needed.

Shared Program Agreement Formation Process

Entering into a shared program agreement can be advantageous, offering increased student access, enrollments and maximized educational resources. Follow this process:

1. Identify potential programs for the agreement.
2. Initiate a conversation between Primary and Cooperating Colleges to gauge mutual interest.
3. Consult with the assigned WTCS director.
4. Demonstrate local need through:
    a. Cost/benefit analysis
    b. Employer need confirmation
    c. Advisory committee support
5. Resolve any technology, scheduling, staffing, facility, equipment, accreditation, and financial needs.
6. Fill out all Shared Program Agreement Forms:
    - Form 16-1 Shared Program Agreement.
        - Per Higher Learning Commission Guidelines (HLC), at least 25% of program credits must be earned at the Primary College.
    - Form 16-2 Financial Aid Form.
    - Form 16-3 Shared Agreement Courses.

- Primary College submits the Forms 16-1, 16-2, and 16-3 to programs@wtcsystem.edu for System approval.

7. Upon Shared Program approval, Cooperating College(s) upload their courses and their portion of shared curriculum.

Continuation, Suspension, Discontinuance of Shared Program Agreements

Shared Agreement Relationship to Shared Program Status

Shared Program Agreements are valid for two years once approved by WTCS. Shared program approval status has a direct relationship to Shared Program Agreement status. Shared programs cannot exist in approved status without an active Shared Program Agreement on file with WTCS. Colleges may not offer any program in statuses other than approved.

If no action is taken to continue a shared program beyond the sunset date of its most recently approved agreement (whether initial agreement or continuation agreement), **shared program statuses will automatically change to suspended on the Shared Program Agreement end date** via System Office administrative action.

As with all WTCS programs, suspension endures up to a maximum of three years. Programs in suspended status for three years will be administratively discontinued by the System Office unless colleges take one of the following actions:

- Request a new shared agreement to offer the shared program, which will remove the program from suspension and reinstate it as approved upon shared agreement approval by the System Office.
- Request program discontinuance prior to program suspension end date. Any program moving to discontinued status must have attained zero enrollments prior to discontinuance.
- Request to create a new, standalone program (Forms 3-1 Concept Approval and 3-2 Program Approval) or a new embedded program (Forms 4-1 Proposal for ETD/PWC and 4-2 Embedded proposed Curriculum) to replace the suspended shared program.

Shared Program Agreement Continuance

In order to continue the Shared Program Agreement beyond two years, Primary College needs to submit an updated agreement with Forms 16-1, 16-2, and 16-3.

Shared Program Agreement Dissolution

To dissolve the Shared Program Agreement prior to its two-year expiration, the Primary College must submit Form 16-4, which requires signatures from Primary and Cooperating Colleges.

Supplemental Information

Reference List

[1]Higher Learning Commission (HLC) Policy: Assumed Practices, Number: CRRT.B.10.020, (B.1.b) Teaching and Learning: Quality, Resources, and Support

Forms

Form 16-1 Agreement Creation

Form 16-2 Financial Aid Form

Form 16-3 Shared Agreement Courses

Form 16-4 Agreement Discontinuance

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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

Definitions

Aligned Program

Aligned programs contain standardized components across participating WTCS colleges including program number, title, and performance standards; an aligned curriculum, comprised of an aligned core; and minimum total program credits.

Aligned programs allow college-level *additions* to the aligned program performance standards, curricula and/or courses. Verify the program alignment plan with the appropriate WTCS director to determine which program content may be added locally.

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

An aligned core exists within an aligned curriculum and contains standardized aligned courses across participating WTCS colleges. Alternate courses are not allowed within an aligned core. Modifications to an aligned core are not allowed except for the addition of course outcomes.

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. Alternates to aligned courses are not allowed. Dual-numbered aligned courses are allowed. Aligned course titles are limited to 30 characters. Aligned course descriptions must remain standardized across the System and cannot be modified at the local level.

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.

Dual-numbered Aligned Courses

Some programs may identify the need to have aligned courses offered at two different Aid Code levels. To be aligned, dual-numbered courses must still have the same title, description, credits, competencies and learning outcomes. Only the Aid Code and hour configurations will differ. Dual-numbered courses are allowed within an aligned core.

Aligned General Education Courses

Aligned general education courses meet the general education requirements for WTCS applied associate degrees. All policies that apply to aligned courses extend to aligned general education courses, including standardized course components across participating WTCS colleges such as course number, title, description, credits, competencies and learning outcomes.

Aligned general education courses require the participation of four or more colleges. and are transferable across the System.

General Education Courses

General education courses promote integration of learning across disciplines and co-curriculum to assist in the development of skills that are essential to work, citizenship, and life. General Education courses carry the WTCS instructional areas of 801, 802, 803, 804, 805, 806, 807, 809, 810, 815, and 890. They may include, but are not limited to, the aligned general education courses.

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, and 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 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:
   - Align curriculum with accreditation standards
   - Standardize articulation agreements
   - Facilitates transfer among colleges
   - Efficiency through shared resources
   - Program shares a title with other college programs, but the program outcomes significantly differ between colleges
   - Major program reconfiguration (i.e., significant program outcome modifications)
   - 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:
   - Determine proposal is not ready for vote
   - Approve the alignment – with 13 or greater in favor
   - Reject alignment – with less than nine votes in favor
   - 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 director shall document program/course alignment decision in the WTCS Archive and select the fiscal year the 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 is generally two fiscal 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 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. Verifying colleges have validated alignment proposal with Advisory Committees (meeting minutes and/or survey required)
    d. 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 WTCS 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.
    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 WTCS director approval for each.
6. Upon final ISA approval, WTCS 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 five 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 WTCS 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 5 years)	WTCS, WIDS	6-1_Title/Number Advisory Committee Vetting/Support and Mtg Min 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 Advisory Committee Vetting/Support and Mtg Min 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)	Advisory Committee Vetting/Support and Mtg Min 9-4 & 9-5 TSA Revision P1/P2 WTCS Portal	Facilitation Documentation	Required IF mods impact intent of program
Aligned Courses	WTCS, WIDS and/or College(s)	Advisory Committee Vetting/Support and Mtg Min 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 Advisory Committee Vetting/Support and Mtg Min 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 Advisory Committee Vetting/Support and Mtg Min 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 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. emailed summaries of discussions among colleges, ad hoc/advisory committees, etc.)
2. WTCS director reviews the request to determine viability; WTCS director will work with requestor to obtain additional information or confirm support by forwarding request to AVP-OIS for approval. WTCS director will archive email conversations and any supporting documents provided by the college.
3. WTCS 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. Participants in this meeting may be any college staff involved in the program coordination or instruction.
    b. WIDS and WTCS director work together to establish the work group, ensuring one faculty member (or dean) from each program college is invited to work meetings. Attendees represent each participating program and are expected to share work progress with their college.
    c. WTCS 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 Advisory Committee Verification
    e. WIDS-facilitated Dean’s Monitoring Meeting:
        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. WTCS director shall assign an “all-in” date (generally two fiscal 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 (WTCS 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. Program Suspension and/or Reinstatement (Form 6-3)
   c. Program Discontinuance (Form 6-4)
   d. 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.
   e. College uploads of courses and curricula to the WTCS Portal, and WTCS 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:

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

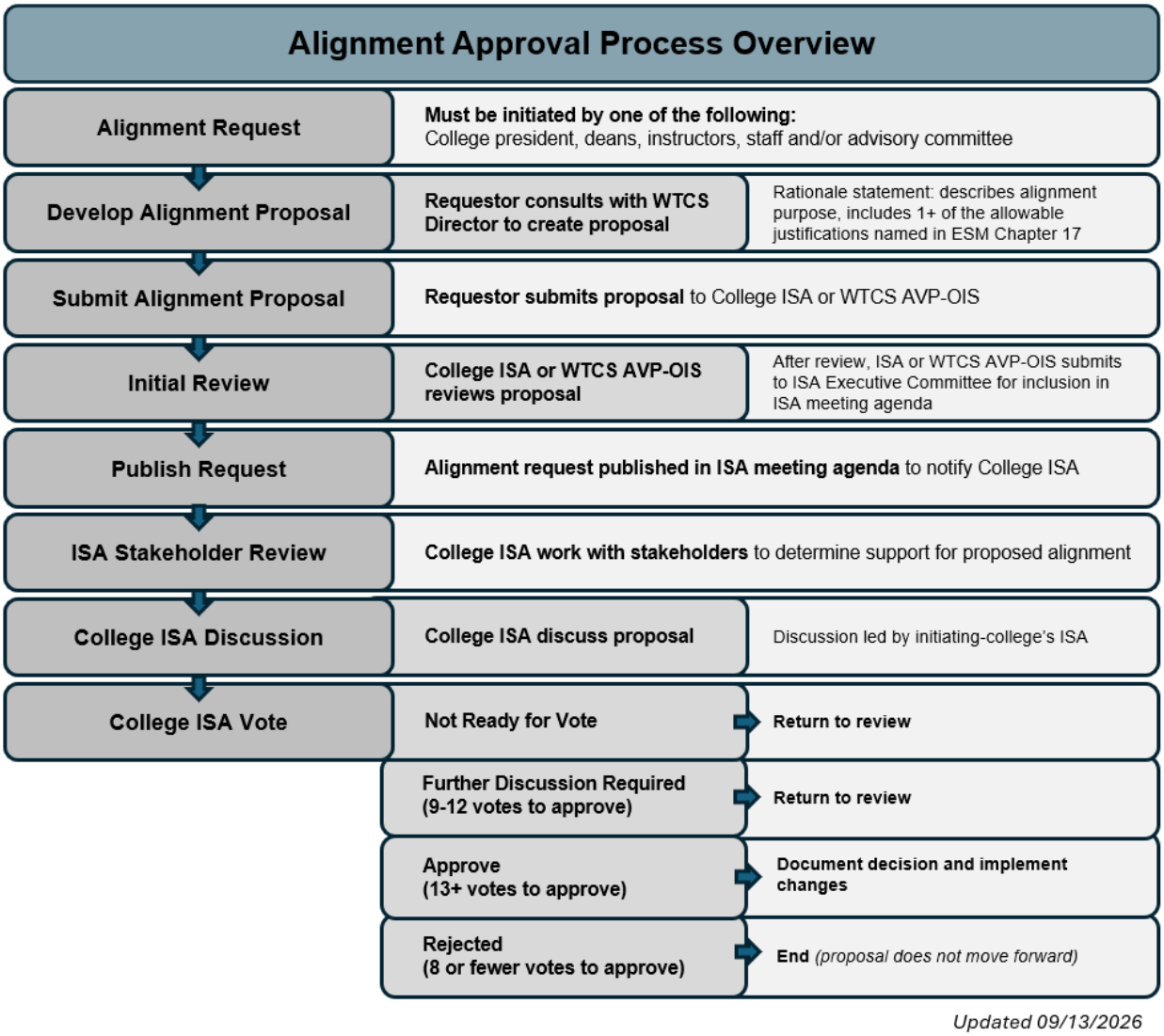
2) College no longer wishes to participate in the alignment but does wish to offer a program similar to the aligned program. College may concurrently apply for a title/number change (Form 6-1) and to suspend the existing aligned program title/number (Form 6-3).

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 WTCS 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).



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Chapter 18 Inter-District Contracting

Introduction

This chapter provides an overview of 38.14 contracting across college district boundaries and the process by which clinical sites may be shared across district boundaries. Shared Program Agreements, referenced in this chapter, are described fully in ESM Chapter 16.

Procedures

WTCS Protocol for Delivery of Contracted Services Over College District Boundaries

It is the intent of this protocol to allow WTCS colleges to better serve Wisconsin customers in a timely manner through 38.14 contracting by ensuring inter-district communication and cooperation. The expectations of the protocol are as follows:

Case 1 A technical college is providing service within its district boundaries to a customer that has existing site(s) in other technical college district(s).

Protocol: It is preferable to begin dialogue with the other college(s) to find the most collaborative way to provide those services in the best manner possible for the customer. The contacted college that is assessing, developing, and implementing the services in its home district takes the lead in making sure the services are delivered.

Options include, but are not limited to:

- One college could deliver all services
- Two or more colleges could collaborate to deliver the same services at multiple sites
- All colleges involved could deliver specific parts of the service(s)

Case 2 A technical college is contacted for contracted services by a customer that has sites that exist only outside district boundaries, but within the State of Wisconsin.

Protocol: It is the responsibility of the contacted college to inform the customer that they are within the district boundaries of another WTCS college and that the services may be available from that college. This notification should take place with the first contact and every semester. It should also be included in any written correspondence. It should include the name and contact information of the resident college contact.

Case 3 A customer has indicated a college preference, irrespective of the technical college district in which they reside.

Protocol: Discussion will take place between the contacted college (non-resident district) and the resident college, and a decision made as to how the contract will be delivered. It is the intent that the customer's preferences will be honored.

Additional Protocol
Each college president will identify a college contracting contact and send this information to the chairperson of the Workforce Training and Economic Development Subcommittee (WTED). It will be the responsibility of the WTED chairperson to maintain the college contact list, share this list with all colleges, maintain the protocol, and monitor its use and effectiveness annually.

The designated college contacts shall be notified of any services delivered within district boundaries by a non-resident WTCS college. According to WTCS 8.03(1), it is required that notification be made within 30 days of the execution of the contract. Additionally, it is the intention of this protocol that such notification shall be made prior to the delivery of services. This agreement shall be renewed every semester.

WTCS Protocol for Using Clinical Sites Over College District Boundaries

It is the intent of this protocol for WTCS colleges to better serve Wisconsin health care employers by providing clinical experiences to students in a variety of health care settings, avoiding over-crowding of clinical sites, collaborating professionally with neighboring colleges, and achieving the goals of all colleges whenever possible. This protocol sets expectations for inter-district communication and cooperation that will result in fair distribution of opportunities while maintaining a professional image for the WTCS in the eyes of the health care community.

When new programs and/or the expansion of existing health care programs are being considered by WTCS colleges, use of clinical facilities in other colleges' districts must not be assumed. This protocol should be used to ensure that communication between WTCS colleges occurs and to prevent health care employers from being put in uncomfortable positions.

The quality of the educational experiences of students will remain the priority for the involved WTCS colleges.

Definitions:

"A" College	College wishing to use clinical sites in another college's district due to the desire to expand a current or create a new program
"B" College	College whose district is targeted by an "A" College to share or use clinical sites
"C" College	College not currently providing a program and whose district is by another district

Situation 1 – Creation of New or Expansion of Existing Health Care Programs

Assess the Plan to Create or Expand a Program:

When an "A" College plans to create a new program and/or expand an existing program, they will assess the number of students they expect to serve and the ability of their local, in-district health care facilities to provide clinical sites for the projected number of students. Communication with the clinical sites, including consideration of creative scheduling, should be documented by the "A" College's health programs dean.

When Additional Sites are Needed:

The "A" College's health programs dean will communicate the need for additional out-of-district clinical sites with other WTCS college health program dean(s). "A" College will provide in writing to any prospective "B" College(s) the following:

- Accurate information regarding number of students
- A list of the targeted site(s)
- Days and times of clinicals
- Previous efforts to work creatively with their local healthcare facilities to accommodate the students

"B" College(s) will provide in writing to "A" College the following (if the information is available):

- Information on locations, hours, and numbers of students assigned to clinicals at the targeted sites
- New program development or expansion at "B" College(s) that will reduce the availability of the targeted clinical sites, and timelines for these activities
- The knowledge of any other programs in the district and their expansion plans, including any WTCS colleges, UW-System universities, or other colleges and/or private schools
- This agreement should be renewed every semester

WTCS College Collaboration

The WTCS deans involved with the potential clinical site sharing arrangement will

determine if additional students are possible at the targeted site(s). Creative scheduling and other methods of accommodating students will be discussed.

If the deans determine that site availability would jeopardize existing student experiences (including the students from non-WTCS colleges and universities) or that "B" College expansion plans require the clinical sites, the targeted facilities will not be available to the "A" College. No further action is needed.

If creative scheduling might allow the sharing of the clinical sites, deans of "A" and "B" Colleges will present the concept to the health care facility(ies) to demonstrate collaboration and answer any questions the employer may have. The presentation will include details of the plan; rationale; advantages and potential disadvantages; communication of a trial period at the end of which an assessment will be completed by all parties involved (see Step 6) and renewed every semester.

These procedures should follow the guidelines in ESM Chapter 16 Shared Program Agreements.

Health Care Facility Decision

Capacity to support students will be assessed and determined by the clinical facility; increasing stress on the facility's system may prevent the health care facility from agreeing to the joint proposal. The health care facility will have final decision-making authority, and facility decisions will be honored by WTCS colleges.

Sharing Clinical Sites

Each February, "A" and "B" Colleges will communicate the following:

- "A" College(s) will confirm with "B" College(s) the need for the targeted clinical facility(ies).
- "B" College(s) will share program expansion and/or development plans. "B" College needs for in-district clinical sites shall take priority; should "B" College plans necessitate the exit of "A" College(s) from "B" College clinical sites, health program deans of "A" and "B" Colleges and any impacted clinical sites will work together to implement a smooth transition.

Assessment of the Agreement to Share Clinical Sites

At the end of the trial period (one year or one semester), the involved colleges and healthcare facility(ies) will evaluate the success of the agreement to share clinical sites. Should the healthcare facility(ies) determine that the support and placement of "A" College students is not sustainable, "A" College will propose a compromise and/or remove the students at the end of the semester for the next year's clinical cycle.

Situation 2: When a college does not offer the program:

Any "A" College targeting the clinical facilities of a "C" College (a college that does not offer a program and that has not been served) must contact the "C" College to learn of any existing service partnerships and/or plans to develop its programs and/or partner

programs.

Any “B” College that has been serving another college’s district will be considered the local college, and the previous steps will be followed.

Any “C” College will coordinate the resolution between area colleges that are serving the district (“A” College(s)) which may include splitting the district geographically or by health care organization should the organization have multiple facilities.

It is the responsibility of the college health program deans to review this procedure with their staff at least annually to reinforce the spirit of collaboration between colleges. An ongoing agreement will be renewed once a semester.

Supplemental Information

ESM Chapter 16 Shared Program Agreements

Wisconsin State Statute 38.14(3) – Wisconsin Technical Colleges, District Board Powers, Contracts for Services

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

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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.

Each program advisory committee shall convene at least once a year (either in person or virtually). Colleges shall develop a schedule of meetings 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.

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 apprenticeship 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.

Associate of Arts (AA) and Associate of Science (AS) Programs Advisory Committees

Advisory committees shall be established to inform the development and maintenance of each AA/AS 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 AA/AS 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.

Procedures

Submission of Advisory Committee Meeting Minutes to System Office

All files pertaining to program advisory committees will be available for WTCS Office staff to review. **Colleges will provide meeting minutes to the System Office directly to** programs@wtcsystem.edu **and the appropriate WTCS director within 60 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 WTCS director decision-making as well as tracking statewide industry trends.

Submissions should follow these standard practices:

- File format. Colleges should send the minutes, as well as any other relevant materials that need to be included, **as one single file.** This can be either a PDF or a Microsoft Word document. It should be attached to the email, **not linked for download.**

- **File naming convention.** File names should follow these conventions where feasible:

  Meeting Date (year-month-day) | Advisory Committee Name | College Acronym

  For example: "2022-03-31 Radiography CVTC". Although not every college has an official acronym, the System Office has designated college acronyms for internal use:

  - Blackhawk: BTC
  - Chippewa Valley: CVTC
  - Fox Valley: FVTC

  - Gateway: GTC
  - Lakeshore: LTC
  - Madison: MDSN
  - Mid-State: MSTC
  - Milwaukee: MATC
  - Moraine Park: MPTC
  - Nicolet: NATC
  - Northcentral: NTC
  - Northeast Wisconsin: NWTC
  - Northwood: NTWD
  - Southwest: SWTC
  - Waukesha: WCTC
  - Western: WTC

- Submission limited to one file per meeting. Several programs will often share a single advisory committee; colleges should send minutes based on committee meeting, not based on program. The System Office maintains a spreadsheet of current advisory committee listings, sorted by college; colleges should inform the System Office whenever updates to these lists are needed.

- Submission clearly indicates which committee(s) and program(s) are represented**.** Different advisory committees from similar program areas will occasionally hold a joint meeting. **Colleges must mention in the submission email which advisory committees are included in the joint meeting.** Should advisory committees meet jointly on a long-term or permanent basis, colleges should inform the System Office so records accurately reflect this arrangement.

- 60-day submission deadline. The original 30-day requirement for submitting minutes was changed (June 2022) to 60-days to ease college administrative burden and decrease the number of unapproved minutes that are submitted. If approved minutes are not available within the 60-day submission window, it is acceptable for colleges to submit unapproved minutes. It is not necessary for colleges to submit an approved version at a later date *unless* there have been substantial revisions.

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)

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Chapter 20 Faculty Quality Assurance System (FQAS)

Introduction

Wisconsin State Statute and Administrative Code establish the minimum hiring and professional development requirements for academic and occupational technical college education personnel. The Faculty Quality Assurance System (FQAS) is an effort to ensure quality education by establishing minimum Systemwide standards for Wisconsin's 16 technical colleges.

The FQAS process begins with the recruitment and hiring process, identifying for colleges the minimum academic and occupational requirements for faculty as established by accreditors and federal and state licensing requirements. Each college maintains a Faculty Quality Assurance System through professional development plans that include approved educational competencies, ongoing development of occupational experience, mentoring, and faculty evaluation.

In compliance with Administrative Code TCS 3.06 *Review of District Compliance*, the purpose of this policy is to document the process and procedure for a District Review. The District Review process is intended to build cohesive learning teams among the colleges, discover and implement promising practices, and enhance the technical colleges' collective efficiency and effectiveness while striving for continuous improvement. Per administrative code, an onsite District Review will take place at each college once every three years.

Definitions

FQAS District Review Policy Workgroup

A workgroup comprised of the Wisconsin Technical College System (WTCS) FQAS WTCS directors and college FQAS staff. Workgroup members work together to develop procedures and forms for the FQAS District Review Policy.

District Review Compliance Checklist

A tool created by the FQAS District Review Policy Workgroup to be used during site visits to document each college's level of compliance in various areas and allow for documentation of promising practices, areas of excellence, areas for improvement, and areas out of compliance – if applicable.

FQAS Designee

The point of contact at each college for FQAS purposes. As the point of contact, this person will receive information from the WTCS Office regarding the District Review Visit and will coordinate the logistics for the Review Visit.

Initial Competency Category

Refers to faculty who are in progress to complete initial FQAS competencies.

Ongoing/Maintenance Category

Refers to annual professional development activities that must be completed by faculty members in the areas of Instructor Excellence, Student Success, and Occupational Mastery. Faculty transition to the Ongoing/Maintenance professional growth category once they have completed the required FQAS competencies.

WTCS Faculty Hiring Qualifications

In accordance with state Administrative Code chapter TCS 3 the following information applies to **all**[1] WTCS college instructors teaching courses that apply to a degree or adult basic education[2]. Each district may also have additional policies and procedures related to faculty qualifications. For more information, contact your college's credentialing staff.

Complete hiring requirements may vary across the WTCS at each college. Below are the minimum hiring requirements to teach in the WTCS:

- Both academic and occupational instructors must meet applicable requirements established by the Higher Learning Commission and federal and state licensing requirements.
- Each occupational instructor shall have a minimum of 2 years (4,000 hours) of occupational experience in a target job for the program or programs being taught, of which at least 1 year (2,000 hours) shall be within 5 years prior to the date of appointment.
    - One year (2,000 hours) of related occupational experience may be waived if the occupational instructor has at least 2 years of post-secondary teaching experience in the appropriate occupational field within 5 years prior to the date of appointment. Two years of post-secondary teaching experience means 8 semesters of part-time teaching or 4 semesters of full-time teaching at an accredited post-secondary degree granting institution.
- An exception to the occupational experience requirements may be granted by the district director or designee for any of the following: emergency staffing situations; pending credentials; specialized expertise or renowned qualifications of candidate; emerging fields; lack of candidate availability.

Qualified faculty members are identified primarily by credentials, but other factors, including equivalent experience, may be considered by the college in determining whether a faculty member is qualified. Each college makes the final determination regarding faculty qualifications.

Higher Learning Commission (HLC) requirements

HLC requires that colleges establish and maintain reasonable policies and procedures to determine that faculty are qualified.[3] The factors that an institution considers as part of these policies and procedures could include but are not limited to the achievement of academic credentials, progress toward academic credentials, equivalent experience or some combination thereof. The institution's obligations in this regard extend to all instructors and all other entities to which it assigns the responsibility of instruction.

WTCS colleges have equivalent tested experience policies in place that vary from college to college. When faculty members are employed based on equivalent experience, the college defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

[1] In accordance with Administrative Code chapter TCS 3, the Faculty Quality Assurance System does not apply to instructors teaching adult continuing education or community service/avocational courses listed under aid code 42, 47, or 60. Faculty teaching courses in these aid codes are required to meet college hiring requirements.

[2] Aid Code Definitions: https://mywtcs.wtcsystem.edu/educational-services/instructional-resources/educational-services-manual/

[3] Higher Learning Commission, Assumed Practices, CRRT.B.10.020, B.2.A, https://www.hlcommission.org/Policies/assumed-practices.html

FQAS Competency Framework

The FQAS framework is comprised of four competency groupings: Curriculum and Assessment; Engaging Learning Environments; Student Success; and Teaching Methods. Each grouping contains a series of competencies, and each competency has a set of performance standards that help define successful performance. The following pages contain detailed descriptions of the framework; the summarized reference document for this information is located on the myWTCS FQAS Course Offerings landing page (scroll down to FQAS Competencies).

FQAS Competencies and Performance Standards

Curriculum and Assessment Competencies

Use performance-based curriculum to guide learning and assessment.

Performance Standards:

1. Incorporate the performance based-learning model.
2. Align the course outcome summary document, learning strategies and assessment with your plan for learning.
3. Integrate core abilities, program outcomes, and/or external standards in your course.
4. Examine the relationship between your course and the larger program of study.

Integrate formative and summative assessments aligned to outcomes.

Performance Standards:

1. Distinguish between formative and summative assessment.
2. Develop an assessment plan that includes formative and summative assessment techniques throughout a course.
3. Develop formative assessment strategies aligned to specific learning outcomes.
4. Evaluate formative and summative assessments.
5. Utilize a variety of formative and summative assessment strategies appropriate for your learning outcomes.
6. Integrate rubrics or other evaluation tools

Use data to inform decision making about the teaching and learning process.

Performance Standards:

1. Identify student level disaggregated data to inform decision making about teaching and learning.
2. Differentiate among course, program, and institutional assessment.
3. Analyze student performance data to improve the effectiveness of assessment strategies.
4. Analyze assessment data to make decisions on instructional practices to improve student success.
5. Share data with colleagues at the department/program level for analysis and shared decision making and support.

Communicate feedback to promote student learning and engagement.

Performance Standards:

1. Identify a timeline for providing feedback to students.
2. Identify methods for providing feedback to students.
3. Assess the effectiveness of your feedback to students.
4. Provide regular and substantive (actionable, constructive, and specific) feedback referencing assessment criteria.

Engaging Learning Environments

Analyze how your experiences, background and perspectives influence student success.

Performance Standards:

1. Consider the potential differences in experiences of various populations
2. Analyze how different aspects of your life experience influence your teaching approach.
3. Identify language, behaviors, and assumptions that impact student success.
4. Identify positive changes in instructional practices to increase student success.

Utilize available resources to create an environment where every learner can thrive.

Performance Standards:

1. Analyze the local student data and the impact on the learning community.
2. Explore college initiatives and resources that support a sense of belonging for every student.
3. Leverage national, community, and college resources to ensure your teaching practices support a sense of belonging for every student.
4. Connect students to relevant college & community resources and organizations.

Cultivate welcoming and accessible learning environments that meet the needs of every learner.

Performance Standards:

1. Evaluate your current instructional practices and identify areas for improvement
2. implement strategies that close opportunity gaps.
3. Use content and materials that reflect a variety of student experiences.
4. Use strategies that are sensitive to student experiences, including in student interactions and environments.
5. Foster relationships with students through empathy and understanding of student needs.
6. Address the social needs of learners (i.e., develop belonging, sense of community, group work, icebreakers, etc.).
7. Utilize techniques to ensure all students are included and respected in the learning environment.

Student Success Competencies

Examine the variety of factors that influence student success.

Performance Standards:

1. Describe student success factors in teaching and learning.
2. Analyze your role in increasing student success both in the classroom and at the college.
3. Review disaggregated data related to student retention and course completion.

Utilize varied strategies for managing inclusive learning environments.

Performance Standards:

1. Apply principles of Universal Design for Learning (UDL).
2. Use strategies to manage classroom environment (resolve conflict, create safe classroom, and handle disruptions) appropriate to the instructional modes.
3. Implement best practice strategies for group activities, engagement, and assessment.

4. Use strategies to build a welcoming, collaborative learning environment to promote learner retention and completion.

Utilize college/community resources and services available to support teaching and learning.

Performance Standards:

1. Describe how student support services and other resources can help the learner be successful.
2. Use the college referral process to refer students to appropriate resources.
3. Implement accommodation plans for learners.

Teaching Methods Competencies

Implement evidence-based instructional strategies.

Performance Standards:

1. Apply foundational learning theories within your teaching.
2. Infuse strategies that encourage engagement.
3. Implement strategies and materials to promote diversity, equity, and inclusion.
4. Integrate equitable strategies.

Develop a plan for learning.

Performance Standards:

1. Create a plan for learning aligned to course competencies.
2. Incorporate the learning cycle.
3. Identify formative and summative assessments.
4. Identify ways to differentiate learning based on learner needs.
5. Produce a syllabus that meets the college guidelines.
6. Plan for possible accommodations.
7. Incorporate culturally responsive and inclusive learning materials.

Facilitate learning.

Performance Standards:

1. Incorporate learning technologies to enhance teaching and learning.
2. Employ a variety of learner engagement strategies.
3. Apply strategies that encourage reflection.
4. Employ questioning techniques that promote higher level thinking (problem solving, critical thinking, reflection).
5. Use timely and constructive feedback to enhance learning.
6. Incorporate classroom management techniques to enhance teaching and learning.

Utilize technology to enhance learning experiences.

Performance Standards:

1. Leverage technology appropriate for the modality.
2. Help students identify resources for using technology.
3. Respond to students with disparities in technology access with appropriate resources.

Adapt teaching practice to meet student needs.

Performance Standards:

1. Adapt your teaching practice based on student feedback.
2. Apply accommodations for students with documented disabilities.
3. Develop strategies tailored to varying learner developmental needs.
4. Utilize college resources to aid you in meeting learner needs.
5. Adapt your teaching practices based on data and evidence.

Procedure(s)

District Reviews

Each WTCS college will have an onsite District Review every three years. The WTCS FQAS directors will create the annual schedule with a minimum of five colleges visited each year. District Review Visits are performed by the WTCS FQAS directors and consist of documentation review and staff interviews.

The WTCS FQAS directors will contact the college's FQAS Designee to schedule the District Review Visit. The FQAS Designee will be responsible for coordinating the District Review Visit, including the compiling of required information for WTCS review and the arranging of interviews with the appropriate college staff.

District Review Visit Components

Required Information

The following information must be compiled and available for the WTCS FQAS directors to review during the District Review Visit:

1. Updated/Changed FQAS Policies/Procedures since last submission of Annual Plan.
2. Review of FQAS Initial Competency category faculty – annual percentage changes for all categories:
    a. Faculty transitioning to FQAS competencies from the former WTCS Instructor Certification process
    b. Current faculty in the Initial Competency category:
        - Full-time faculty (raw numbers and percentage)
        - Part-time faculty (raw numbers and percentage)
        - The plan(s) to maintain/increase Initial Competency completion

- Information about any obstacles to having faculty achieve Initial Competency completion

c. Current faculty transitioned to the Ongoing/Maintenance category:
   - Full-time faculty (raw numbers and percentage)
   - Part-time faculty (raw numbers and percentage)
   - Information about any obstacles to having faculty maintain Ongoing/Maintenance plans

3. Sample Professional Development Plan (PDP) with discussion of procedure for both full-time and part-time/adjunct faculty.
4. Sample Class Observation documentation with discussion of procedure for both full-time and part-time/adjunct faculty.
5. Sample Mentoring documentation with discussion of procedure for both full-time and part-time/adjunct faculty.
6. Sample Performance Evaluation documentation with discussion of procedure for both full-time and part-time/adjunct faculty.

College Staff Interviews

Interviews with the following college staff must be arranged for the WTCS FQAS directors to conduct during the District Review Visit:

- College staff responsible for working with faculty to create professional development plans
- College staff responsible for creating and facilitating FQAS competencies and ongoing professional development opportunities
- College staff responsible for designing and creating annual college-wide professional development plans
- College staff responsible for managing the faculty mentoring process
- College staff responsible for developing and/or conducting faculty performance evaluations
- Faculty (full and part-time/adjunct) impacted by FQAS

Annual Reports

Per Administrative Rule TCS 3, each district is required to submit an annual report to the System office on its activities toward maintaining a faculty quality assurance system. This annual report has two purposes: to share updates and changes to current policies and procedures connected to the Faculty Quality Assurance System; and to serve as a tool for planning and developing action steps to meet college goals for continuous improvement.

The report serves as a way of identifying best and promising practices, challenges, and areas for improvement, and is a starting point for discussions to be held at System-called meetings. FQAS directors shall manage dissemination, collection and maintenance of annual report templates.

As part of the District Review process, annual reports will be due to the System Office no later than July 31 of each year. That plan will be used for the following fiscal year during District Review visits.

Supplemental Information

Wisconsin State Statute and Administrative Code - Personnel Requirements and Procedures

myWTCS FQAS Landing Page - Course Offerings (includes FQAS Competency Framework document)

WTCS Learning & Teaching Resources

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Chapter 21 Program Waiting Lists

Introduction

This chapter outlines the policies and procedures in place for managing waiting lists for WTCS college programs with limited spots. To ensure compliance with Chapter 38 of the Wisconsin Statutes and TCS 10 of the Administrative Code, each district must establish and maintain an enrollment policy that describes the processes and procedures by which students enroll in the college and into specific programs, including the maintaining of waiting lists (TCS 10.07(5)).

Policies and Procedures

Enrollment Policies

Colleges are not permitted to maintain a separate process for students due to program capacity limitations. The enrollment policy must address all elements referenced in this guidance.

Waiting List Process

For any program in which there are fewer spots available than students interested in enrolling, a program must set up and maintain a waiting list. Pursuant to TCS10.07, waiting lists shall follow the criteria outlined below and shall not include any type of ranking criteria. Waiting lists must be available to WTCS upon request to confirm compliance with this policy.

1. A student interested in enrolling in a program with a waiting list shall submit a program application. (TCS 10.07(1)(a)).
    a. The application may be completed on paper or online and collects basic information including the student's name, identification number, email address, intended program/degree or credential title and date of submission.
    b. For each district program, districts may limit the number of applications accepted or limit the time period during which applications are accepted. (TCS 10.07(1)(b))
2. The date of submission (the date on which the completed application is electronically submitted or postmarked if mailed) for the program application is then recorded for the student's spot within the program waiting list. Their application is cross-referenced with student enrollment information to determine their residency status (in-district state, non-district state, or out-of-state) which is also recorded within the waiting list. (TCS 10.07(2))

3. As spots become available within the program, students from the waiting list are notified by the college and allowed to enroll in WTCS program courses in the order of the students' respective waiting list date of record (date of submission of completed program application), from earliest date to latest date.

   A student's residency status – in-district, non-district and out-of-state, as applicable – also determines their priority within the waiting list for admission to the program (TCS 10.07(2)):

   a. In-district: In-district state residents are given priority over non-district state residents in the following cases:
      i. For programs that start anytime during the fall semester, program applications that are submitted on or before the preceding January 1.
      ii. For programs that start anytime during the spring semester, program applications that are submitted on or before the preceding May 1.
      iii. For programs that start anytime during the summer semester, program applications that are submitted on or before the preceding October 1.

   b. After these dates in i, ii, and iii, in-district and non-district state residents will have equal priority in the waiting list. (TCS 10.07(3))

   c. Waiting list status will roll over each term and waiting list applicants shall have priority over all other applicants for admission in subsequent terms. (TCS 10.07(5)(c))

   d. Out-of-state residents: Non-state residents shall be admitted to programs *after in-district and non-district state residents as spaces remain available.* Colleges may also decide to disallow application to programs by out-of-state residents. (s.38.22(1)(d))

   e. WTCS Associate of Arts (AA) and Associate of Science (AS) program applicants, defined as collegiate transfer programs in s. 38.01 (3), Stats., shall be considered for admission *without respect to their residence category*.

4. For each term that a student is on a waiting list and whose waiting list status (position within the waiting list) prevents enrollment in a program, the college must provide the student with written notification indicating both the student's current position within the waiting list (e.g., the tenth student on the waiting list) and the student's options to either stay on or be removed from the waiting list.

   Failure of the student to respond to the college within the specified timeframe established by the college may result in the college removing the student from the waiting list. (TCS 10.07(5)(b))

a. The student may elect to renew their waiting list status for each subsequent term until admission is achieved. This includes students who become eligible to enroll in the program (i.e., their waiting list positions advance to available open spots in the program) but who wish to defer enrollment for any reason. (TCS 10.07(5)(d))
b. A student's designation under Title IX as a pregnant or parenting student will not impact the student's waiting list status unless directed by the student.

Academic Preparedness

Some programs require prerequisite coursework and/or other academic measures to ensure that students are prepared for program courses and/or to complete program requirements. These requirements must only include the *minimum* of what is outlined under state licensure and accreditation requirements and what is needed to help a student prepare for the program curriculum. Any requirements above this minimum can have disproportionate and discriminatory effects on students from historically excluded backgrounds and are not permitted under federal law according to the Methods of Administration Guidelines § IV.K.

Colleges must define the minimum academic preparedness requirements for each program and provide justification to the WTCS Methods of Administration (MOA) Coordinator for Postsecondary Career and Technical Education as part of civil rights compliance reviews (see WTCS Office of Civil Rights and Vocational Education Methods of Administration (MOA) information on the myWTCS Office of Civil Rights webpage).

Pursuant to federal law, these academic measures must be objective measures of student academic performance, not subjective criteria (e.g., essays and interviews). In accordance with best practices of Guided Career Pathways, students who do not meet minimum requirements should be provided academic support to assist the student with becoming program ready. These supports should be provided at no cost to the student wherever feasible.

Colleges must offer multiple ways for students to satisfy academic preparedness requirements including transfer credit, dual credit, credit for prior learning assessment, and the completion of a college preparedness/college success course at the college with a passing grade. Exams (e.g., HESI, CLEP, etc.) may also be used to satisfy academic preparedness requirements but should be available at no cost or limited cost to students.

Additional considerations for the use of exams in measuring academic preparedness:

1. The National Association of Student Financial Aid Administrators cites that costs beyond tuition are considered substantial financial barriers to students and should be considered carefully.

2. While testing may be used to determine if students meet *minimum standards*, *testing shall not be used to establish a ranked order for the waiting list.* (45 CFR § 80)

Based upon best practices from the Community College Research Center, Guided Career Pathways recommends that every student meet with an academic advisor to discuss academic preparedness, including any prerequisite coursework, and student options to satisfy such criteria, and to develop an individualized academic plan based on program maps.

Program Prerequisites and Waiting List Status

For students on a waiting list, both program prerequisite satisfaction and enrollment-eligible waiting list status are required to enroll in the program at the next available opportunity.

Students may make progress toward the completion of prerequisite coursework requirements while being on the waiting list for the program. Waiting list status (position within the waiting list), however, does not supersede the satisfaction of prerequisites: if the student's waiting list status advances to enrollment-eligible before the student has completed all program prerequisites, the college shall maintain the student at their current position on the waiting list until such time that the student completes all program prerequisites, the student indicates they wish to be removed from the waiting list, or the student fails to respond to the college regarding their decision to remain on the waiting list within the specified timeframe established by the college (see Waiting List Process section above).

Shared Program Waiting Lists

A shared program is a collaborative effort between two or more colleges to provide students with the opportunity to complete a full program not currently offered in their home district without having to attend the other district full-time. This programming allows colleges to share resources and opportunities across district lines for both employers and students. The college that holds WTCS Board approval to offer the program and confers the degree is known as the Primary College. Partnering colleges are referred to as Cooperating Colleges and enter into individual Shared Program Agreements with the Primary College. See ESM Chapter 16 Shared Program Agreements for further information.

Shared programs are identified as Joint Programs under TCS 10.07(6). For the purposes of program waiting lists, the Primary College and Cooperating College(s) may agree on the number of students from each district who are to be treated as in-district residents of the Primary College. (TCS 10.07(6))

TCS 10.07 Special Circumstances Policies

Districts may elect to use a Special Circumstances Policy (SCP) to hold a reasonable number of program spots (up to 49%) for a specific student population (e.g., employer-sponsored students, apprentices in a degree apprenticeship, dual enrollment academy students, etc.). Please see the TCS 10.07 Frequently Asked Questions document for more information about Special Circumstances Policies. New or revised district Special Circumstances Policies and revisions are subject to WTCS Board review and approval. (TCS 10.07(5m))

Submission of Special Circumstances Policies

To submit a SCP, complete and email the Special Circumstances Policy Form and, if needed, the accompanying SCP spreadsheet to programs@wtcsystem.edu. These forms are found on the Educational Services Manual myWTCS webpage under "TCS 10.07 Related Guidance."

> **File naming convention:** File names must follow this format:
>
> College Acronym | Special Circumstances Form | Type of policy (e.g., program name or student population) | Year in which the policy will take effect
>
> Examples: MDSN Special Circumstances Form Practical Nursing 2025"
> CVTC Special Circumstances Form Post-High School Academy 2025

Colleges must clearly communicate the criteria for special circumstances admission to students who are interested in applying to the program (i.e., submitting program application form), and the selection process will be transparent and consistent. Colleges may require program applicants seeking special circumstance admission to provide additional documentation or information to support their request.

Factors which may be considered for special circumstance admissions include, but are not limited to:

- Hardship
- Participation in school-to-work programs
- Special need
- Enrollment diversity
- Nontraditional occupation enrollment
- Needs of local employers (e.g., bilingual workers)
- Military-connected students

Data and Reporting

Colleges must make waiting lists available to the System Office upon request to confirm compliance with this policy. Colleges must also report student participation in waiting

lists by semester in Client Reporting. See the Client Reporting manual for more details (S9 record, position 32-34 'Waitlist by Semester')

Public Transparency and Information for Prospective Students

The Higher Learning Commission's Public Information Policy, FDCR.A.10.070, requires that colleges make available to students and the public fair, accurate and complete information related to admissions. Programs with waiting lists must be readily identified and provide transparent information on the college's public website, including:

- The average number of terms it takes a student to move from the program waiting list (completed application submission date) to enrollment in core courses.
- Number of spots available for the core courses each year or term.

Enrollment Policy Review and Audits

The System Office will annually audit college data and information to ensure compliance with this guidance per TCS10.07, effective June 2025. Colleges that have not implemented an enrollment policy that complies with TCS10.07 for students entering the January 2026 cohort onward will receive a state aid penalty, and colleges out of compliance with TCS10.07 in subsequent years will receive state aid penalties with graduated increases.

Supplemental Information

State of Wisconsin Administrative Code, Chapter TCS 10.07 Residency Admissions and Refund: https://docs.legis.wisconsin.gov/code/admin_code/tcs/10/07

WTCS Program Waiting List (TCS 10.07) Related Guidance and Resources

ESM Landing Page, TCS 10.07 Related Guidance:

Program Waiting Lists and Chapter TCS 10.07 Overview Video

TCS 10.07 Frequently Asked Questions

TCS 10.07 Special Circumstances Policy Form

TCS 10.07 Special Circumstances Policy Spreadsheet

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ESM Glossary

Terms used throughout the ESM are below.

Aid Code:
The first two digits of a WTCS program or course number that identify the credential type and purpose (e.g., associate degree, technical diploma, apprenticeship, etc.; or continuing education - occupational-related or recreational). Expanded definitions are found under “Aid Code Definitions” on the myWTCS website. Also referred to as Credential Code.

Advanced Technical Certificate (ATC):
Advanced Technical Certificates (ATCs) are WTCS-approved credentials that offer advanced and/or specialized technical knowledge and skills in specific occupational areas beyond those provided by applied associate degree programs. ATCs are intended to serve learners who are or have been employed in industry already and/or are graduates of other credential programs.

Aligned Program:
Aligned programs contain standardized components across participating WTCS colleges including program number, title, and performance standards; an aligned curriculum, comprised of an aligned core; and minimum total program credits. Aligned programs allow college-level *additions* to the aligned program performance standards, curricula and/or courses. Verify the program alignment plan with the appropriate WTCS director to determine which program content may be added locally.

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:
An aligned core exists within an aligned curriculum and contains standardized aligned courses across participating WTCS colleges. Alternate courses are not allowed within an aligned core. Modifications to an aligned core are not allowed except for the addition of course outcomes.

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. Alternates to aligned courses are not allowed. Dual-numbered aligned courses are allowed. Aligned course titles are limited to 30 characters. Aligned course descriptions must remain standardized across the System and cannot be modified at the local level.

Already Approved Program:
Any Associate of Applied Arts, Associate of 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 Bureau of Apprenticeship Standards (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 delivered by WTCS colleges or other approved educational providers.

Associate of 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 of 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 of Science degree.

Associate of Science (AS):
Liberal Arts based Associate degree offered with an emphasis in Science. The curriculum typically includes more quantitative reasoning and natural sciences courses than the corresponding Associate of 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/or to advance to higher levels of future education and employment in that area.

CCP System Course and Curriculum Manuals
An electronic data systems policy manual that provides guidance for course and curriculum data submission and shared data use, administered by the System Office.

Course Curriculum and Program (CCP) System:
The WTCS Course Curriculum and Program (CCP) data system, also known as Course and Curriculum Approval Data Systems (collectively “Academic Data Systems”), allow WTCS Colleges to submit courses and curriculum to the WTCS for approval. The Academic Data Systems integrate with other WTCS data systems including the Client Reporting System.

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:
An electronic data systems policy manual that provides guidance for data submission and shared data use, administered by the System Office.

Client Reporting System:
One of three main electronic data systems used by the System Office to manage student and course data and the activities of grants provided to the 16 Wisconsin Technical Colleges.

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

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

Cooperating College:
A college entering into a Shared Program Agreement with a Primary College (college approved to offer a WTCS program) to offer a portion of the approved program is considered a Cooperating College. A Cooperating College(s) does not—need WTCS Board approval for the specified program during the life of the Agreement. Only the Primary College shall grant credentials and claim graduation FTEs upon successful student completions of the shared program. Cooperating Colleges may claim course completion FTEs for courses taught at the Cooperating College.

Course Number:
A unique eight-digit identifier of approved courses represented as XX-XXX-XXX. The System Office assigns the first five digits. The first two digits identify the credential code (aid code) and the third, fourth and fifth digits identify the instructional area. The sixth, seventh, and eighth digit are assigned by the college with the exception of System-wide courses, which are assigned in entirety and maintained by the System Office.

Credit for Prior Learning (CPL):
A credit-granting process used by colleges to award a student college credit for demonstrated mastery of competencies learned in other settings. In competency-based education (CBE), this practice is an important factor in placing students at an appropriate point within a career pathway to avoid duplication of learning content and to advance the student toward credential attainment.

Credential Code:
See Aid Code definition.

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

Dual-Numbered Aligned Course:
Within aligned programs, some aligned courses may be offered at two different Aid Code levels. These courses, designated as dual-numbered courses, share the same title, description, credits, competencies and learning outcomes. Only the Aid Code and hour configurations differ. Dual-numbered courses are allowed within an aligned core.

Education Director:
See WTCS Director.

Educational Services Manual (ESM):
The policy manual for the development and management of programs and courses in the WTCS.

Embedded Technical Diploma:
A program status that describes when a WTCS credential is nested within a larger WTCS credential and forms a parent-child program association that facilitates student progression along a career pathway. An embedded technical diploma (referred to as the child program) is comprised of a set of courses taken from the curriculum of an already approved WTCS program (referred to as the parent program). Embedded programs must follow all program requirements for both the credential type (in this case a technical diploma) and embedded status.

General College Courses:
Also known as “thin layer” courses, General College courses are System-wide courses that reflect foundational competencies necessary to be successful in System-wide General Education courses. General College course credits **do not count** toward the progression of any WTCS credential: associate degrees, technical diplomas, pathway certificates, advanced technical certificates nor apprenticeships.

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 associate 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 WTCS Pathway Certificates, Technical Diplomas, Advanced Technical 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 sciences, quantitative reasoning, social and behavioral sciences, communication, and other disciplines, both general and occupational.

Pathway Certificate, WTCS:
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:
A Primary College is the degree-granting college holding WTCS Board approval to offer a program that enters 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 used to create new WTCS credentials within the System as initiated by WTCS colleges and managed by the System Office. Through a series of discovery and analysis within this two-part process (Concept Review and Program Approval), the program approval process validates program need and relevancy through labor market data points such as labor demand, required skills, wage, and job opening projections; engagement and support of industry-specific, local advisory committees; and needs analysis and projected costs and benefits.

Program Curriculum File:
A collection of electronic records (files) submitted electronically by each college to the System Office via the WTCS Portal to formally document the courses associated with and offered by an approved WTCS 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). All program outcomes must be assessed across one or more courses and indicated as such by an “A” on the matrix for each outcome.

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

Program Suspension:
The time 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.

Program Waiting List
Refers to the list maintained by a district for any program in which student demand exceeds available enrollment spots. In accordance with TCS 10.07, waiting lists must be organized by date of application submission and student residency. Priority windows are determined by the academic term for which the student applies. Waiting lists may not include any form of ranking criteria beyond these factors.

Single Source:
Refers to a single employer or group of employers within a specific industry or job sector that requests the development and creation of a new WTCS program. Using a single source for program development differs from the standard program approval requirements in that the single source guarantees both student enrollment and post-graduation placement in lieu of a diverse, college-maintained advisory committee with various employers and industry members extending support for the new program.

Special Circumstances Policies (TCS 10.07 SCP)
Refers to district-level policies that allow a WTCS college to reserve a reasonable portion of program capacity (up to 49%) for a specific student population. These populations may include, but are not limited to, employer-sponsored students, apprentices enrolled in degree apprenticeships or students participating in dual enrollment academies.

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 diplomas are WTCS credentials granted for the successful completion of aless than one-year, one-year or two-year post-secondary programs with specific occupational objectives in an occupational area designated and approved by the WTCS Board. In the WTCS context, technical diploma programs place more emphasis on the development of specific technical, occupationally relevant 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.

Transferology:
WTCS, UW System institutions and Wisconsin Tribal Colleges are focused on optimizing the portability of credits and credentials among these three systems of higher education. Transferology is an online credit-checking tool that allows students to check if courses transfer between institutions and how credit will be awarded. Transferology website: https://www.transferology.com/state/wisconsin.htm.

WTCS Board:
The Wisconsin Technical College System Board is the governing body for the Wisconsin 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.

WTCS Director (formerly "Education Director"):
Specialized administrators from the System Office who provide leadership, technical assistance and support to WTCS colleges in the pursuit of System educational excellence and student success. Directors facilitate the approval of courses and programs for all colleges. They also foster collaboration and partnership amongst the colleges, stakeholders, communities and industry, and help sustain System-wide

investment in the success of all students Contact information for current WTCS Directors is located on myWTCS under the Staff Directory.

Acronyms

AA - Associate of Arts Degree

AAA - Associate Degree in Applied Arts

AAS - Associate Degree in Applied Sciences

ACAP – Apprenticeship Completion Award Program

ACC - WTCS Apprenticeship Coordinators Council

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

CPA – Certified Pre-Apprenticeship Program

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., now known as Lightcast

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

SAAA - State Apprenticeship Administration Agency

SAAC – State Apprenticeship Advisory Committee

SCM - System-Called Meeting

SOC - Standard Occupational Classification

TIS - Transfer Information System

TSA - Technical Skill Assessments

USDOL - United States Department of Labor

USDOLTA-OA - United States Department of Labor Employment and Training Administration - Office of Apprenticeship

WIDS - Worldwide Instructional Design System

WPC - Wisconsin Technical College System (WTCS) Pathway Certificate

WRAM – Wisconsin Registered Apprenticeship Manual

WTCS - Wisconsin Technical College System

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