

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

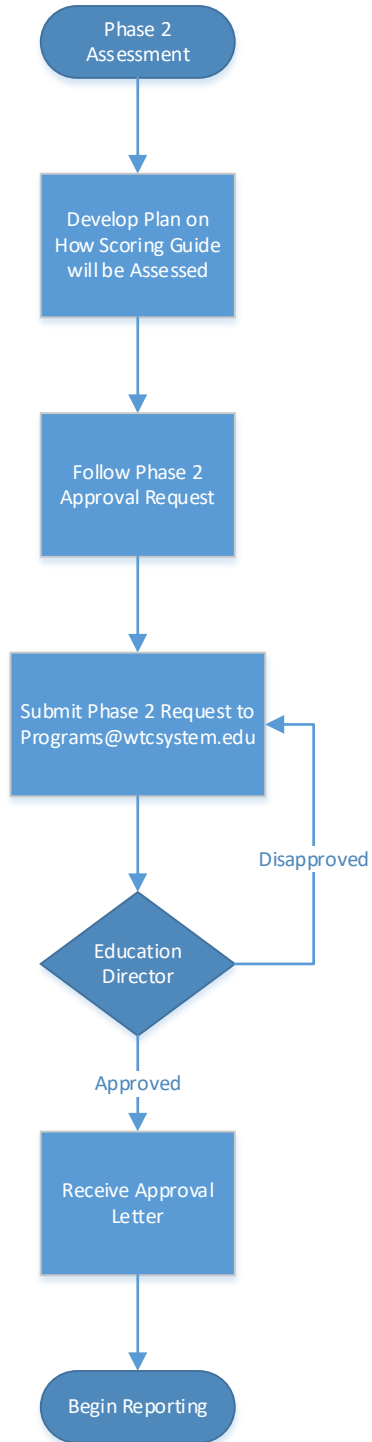
### TSA Phase 2 – Implementation

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

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

- Form 9-2 TSA Assessment Plan
- TSA Scoring Guide or applicable 3rd party assessment
- WIDS Program Outcomes Course Assignment Matrix/College Matrix

- Advisory Committee Minutes, indicating their acknowledgment and support of the TSA process



*Process Map TSA Phase 2 – Implementation*

## TSA Revision Process

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

### TSA Phase 1 Revisions

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

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

### TSA Phase 2 Revisions

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

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

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

## Reporting

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

## **Supplemental Information**

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

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

## Forms

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

9-1 TSA Assessment Plan Approval Request Form Phase 1

9-2 TSA Assessment Plan Approval Request Form Phase 2

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

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

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

## Chapter 10 Credit for Prior Learning

Status: Released

### Introduction

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

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

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

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

### Categories of Credit for Prior Learning

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

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

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

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

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

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

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

## **2) Experiential Learning**

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

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

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

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

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



#### 4) High School Credits

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

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

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

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

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

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

#### 5) Registered Apprenticeship

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

## 6) Credit by Exam

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

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

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

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

### Procedure(s)

#### District Level Implementation

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

Each WTCS college's CPL policy must address:

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

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

## Prior Learning Assessment (PLA)

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

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

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

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

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

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

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

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

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

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

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

### **Supplemental Information**

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

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

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

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

Status:

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

## Chapter 12 System-wide Articulation Documentation Process

Status: Released

### Introduction

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

### Procedures

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

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



## Supplemental Information

Form 12-1 System-wide Articulation Agreement Cover Page

Form 12-2 System-wide Articulation Agreement Signature Page

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

Status:

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



## Chapter 14 Competency Based Education

Status: Draft

### Introduction

The purpose of this chapter is to provide guidance for WTCS implementation of Competency-Based Education (CBE) for post-secondary programs.

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

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

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

### Procedure(s)

#### CBE Program Approval and Maintenance

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

Proposed changes to programs offered in a credit-based CBE format follow the same procedures as for traditional credit-hour programs. Colleges planning to introduce programs in a CBE format that have not been previously approved in the traditional credit-hour format are to follow the same approval process and standards as for traditional credit-hour programs. Competency to course crosswalks may be provided at the option of the college as part of these processes but are not required as the curriculum is managed at the course/program level by the system office.

### CBE program reporting

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

### CBE Credit Standards

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

1. The Department of Education has defined credit hour standards for CBE programs as follows, "The definition of a credit hour in the regulations at 34 CFR 600.2 includes a provision that allows an institution, along with its accrediting agency, to establish credit hours in a CBE program that are based on an amount of expected educational activity that reasonably approximates not less than one hour of classroom instruction and two hours of out of class work each week." DOE GEN-14-23 <https://ifap.ed.gov/dpclatters/GEN1423.html>.

### **Supplemental Information**

None.

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

Status:

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

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

Status:

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

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

Status:

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

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

Status:

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













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

Status:

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