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Chapter 1 Introduction and Knowledge Base

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 and Agency Administrative Bulletins
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, Technical Skill Assessments (TSA), articulation, and Credit for Prior Learning (CPL). The topics are organized in sections or “chapters.” They contain process maps and/or process descriptions in which communication to the System Office will be accomplished using standard .pdf forms. All forms are fillable with directions embedded into the form. Forms, along with the required attached documentation should be submitted to the appropriate email address as a single .pdf document. The ESM also contains a body of knowledge and policy guidance on these topics which is found below. A glossary of terms is at the end of the ESM document.

Procedure(s)

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

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

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

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

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

Additional Specific Requirements

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

KB-2. Demonstration of New Program Need

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

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

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

When using an employer survey, the minimally accepted rate of return is 30 percent. However, that 30 percent must be significant enough to substantiate the employment needs of your district. If the college staff is designing a program around a single employer with great need, a letter of support from that employer indicating the projected hiring need will suffice. Again, the total number of job openings must be at least the number of projected graduates from the program.

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

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

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

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

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

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

1. Does skilled labor saturation exist within the College’s district for the proposed program’s related employment? Is there a demand within the district for additional skilled labor targeted for the proposed program?
2. Does the district have employers who have indicated they will hire graduates from the proposed program?

3. Does the labor market outcomes of the proposed program compete with a similar program currently offered at the College? Does the College currently offer a program where graduates will compete for the same jobs as the proposed program?

4. Does a surrounding College currently offer the proposed program? If so, how are students within the program performing as it relates to post graduation employment? Are graduates struggling to find employment within the College’s district and having to travel outside of the district to find employment? Are there too few related jobs that graduates from both districts will be competing for the same jobs?

5. Does the projected number of proposed program graduates exceed the number of average annual job openings in occupations related to the proposed program?

6. Does the proposed program provide the necessary level of education to find related employment; i.e. what is the education attainment within related employment of the current workforce? Is there a gap between the proposed programs level of education compared to what is typically required in related employment?

7. Does the proposed programs curriculum provide graduates with the required knowledge, skills, and abilities to perform the job tasks in related employment?

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.

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

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

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

**Substantive Discussion with WTCS Districts**

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

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

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

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

**Providing Notice to the Instructional Service Administrator**

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

Documentation that notification was made must be provided during new program development (ESM Chapter 3). If any issue(s) and/or concern(s) are raised among the Instructional Services Administrators following notification, a written summary of the issue and/or concern must be provided in addition to whether a resolution was reached or not. A sample notification letter is attached (notification by mail or email is acceptable).
KB-4. Discussion on SOC and CIP Alignment

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

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

KB-5. Discussion on Technical Skill Attainment and Assessment

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

The System Office’s role is to manage and support the implementation of TSA assessments for all our programs. WTCS will assess the attainment of program outcomes and related criteria to ensure graduates have the technical skills needed by employers. The scoring guide criteria used for these assessments are developed collaboratively by WTCS instructors, industry stakeholders and Worldwide Instructional Design System (WIDS). This initiative is approved by the System Office and implemented locally at each of our sixteen technical colleges.

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

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

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

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

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

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

Phase 2 – Implementation
In the second phase, each college develops a specific plan for how the information on the scoring guide will be assessed. Colleges must detail their plan for implementation. This plan includes specific information on the TSA assessment process. As part of this process, colleges will need to select the assessment tool used, such as a summative assessment, student portfolio or use of an industry-validated third-party assessment.

Once completed, the college submits the TSA Phase 2 Request Form, Program Outcome Summary, TSA Scoring Guide, WIDS Program Outcomes Course Assignment Matrix/College Matrix, advisory committee meeting minutes (indicating specific awareness/knowledge of the TSA process) and the third party assessment form (if indicated) to the System Office for review and approval.
Each college has the option of adding program outcomes and/or related criteria for local assessment, however reporting to CRS will only include the program outcomes and related criteria established in the TSA Phase 1 project. All approved TSA Phase 2 plans are posted in the WTCS Repository by WIDS and can be referred to for examples of previously approved plans.

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

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

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

KB-6. Discussions About Curriculum Development

Alternate course use (excludes general education courses):

- Each alternative course must be on a logical path of completion to a program, i.e., those that align with the approved program and must be consistent with the content offered in the primary course.
- 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.

Curriculum for college programs are approved by the appropriate education director through the WTCS portal. While the mechanics of approval are discussed in chapter two of the ESM, some clarification of unique circumstances can be reviewed here.
Q. Can a college have an alternate class that is fewer credits than the one it’s replacing.
A. Yes

Q. Can a diploma or pathway certificate developed using the embedded process include courses using alternative courses that are recorded in the WTCS approved curriculum?
A. No, the only course that can be used in developing an embedded curriculum is the primary course number in the parent program.

Q. Does a program need to be suspended prior to discontinuance?
A. Yes, the program will need to be suspended for at least a year and can be suspended for up to three years prior to discontinuance. Students who were enrolled within the program should have completed or moved to an alternative program leaving zero in queue.

**KB-7. Cluster and Pathway Codes**

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

<table>
<thead>
<tr>
<th>Cluster Code and Name</th>
<th>Pathway Code and Name</th>
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<tbody>
<tr>
<td>01 Agriculture, Food and Natural Resources</td>
<td>0101 Undeclared</td>
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<td>0102 Food Products and Processing Systems</td>
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<td>0103 Plant Systems</td>
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<td>0104 Animal Systems</td>
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<td>0105 Power, Structural and Technical Systems</td>
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<td>0106 Natural Resources Systems</td>
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<td>0107 Environmental Service Systems</td>
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<td>0108 Agribusiness Systems</td>
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<td>0202 Design and Pre-Construction</td>
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<td>0204 Maintenance and Operations</td>
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<td>0305 Performing Arts</td>
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<td>0306 Journalism and Broadcasting</td>
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<tr>
<td></td>
<td>0902 Restaurants and Food Beverage Services</td>
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<tr>
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<td>0903 Lodging</td>
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<td></td>
<td>0904 Travel and Tourism</td>
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<tr>
<td></td>
<td>0905 Recreation, Amusements and Attractions</td>
</tr>
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<td>10 Human Services</td>
<td>1001 Undeclared</td>
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<tr>
<td></td>
<td>1002 Early Childhood Development and Services</td>
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<tr>
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<td>1003 Counselling and Mental Health Services</td>
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<td>1004 Family and Community Services</td>
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<td>1005 Personal Care Services</td>
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<td>1103 Information Support and Services</td>
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<td>1104 Interactive Media</td>
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<td>1105 Programming and Software Development</td>
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<td>12 Law, Public Safety and Security</td>
<td>1201 Undeclared</td>
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<td>1202 Correction Services</td>
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<td>1203 Emergency and Fire Management Services</td>
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<td>1204 Security and Protective Services</td>
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<td>1205 Law Enforcement Services</td>
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<td>1206 Legal Services</td>
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<td>13 Manufacturing</td>
<td>1301 Undeclared</td>
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<tr>
<td></td>
<td>1302 Production</td>
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<td>1303 Manufacturing Production Process Development</td>
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<td></td>
<td>1304 Maintenance, Installation and Repair</td>
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<td>1305 Quality Assurance</td>
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<tr>
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<td>1306 Logistics and Inventory Control</td>
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<td></td>
<td>1307 Health, Safety and Environmental Assurance</td>
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Cluster Code and Name Pathway Code and Name
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
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 Mathem
1501 Undeclared
1502 Engineering and Technology
1503 Science and Math
1501 Undeclared
1502 Engineering and Technology
1503 Science and Math

16 Transportation, Distribution and Logistics 1601 Undeclared
1602 Transportation Operations
1603 Logistics Planning and Management Services
1604 Warehousing and Distribution Center Operations
1605 Facility and Mobile Equipment Maintenance
1606 Transportation Systems and Infrastructure Planning, Management and Regulation
1607 Health, Safety and Environmental Management
1608 Sales and Services
1601 Undeclared
1602 Transportation Operations
1603 Logistics Planning and Management Services
1604 Warehousing and Distribution Center Operations
1605 Facility and Mobile Equipment Maintenance
1606 Transportation Systems and Infrastructure Planning, Management and Regulation
1607 Health, Safety and Environmental Management
1608 Sales and Services

17 Not Otherwise Assigned 1701 Undeclared
1701 Undeclared

KB-8. Course Standards

Each district shall plan, conduct, record and report all offerings in accordance with state statute, administrative rules, State Board policy, agency administrative bulletins, and Wisconsin Technical College System Board (WTCSB) guidelines.

An 18-week semester will be the base term for computation recognizing that the delivery of courses may vary from time to time and district to district.

Comparable student effort in WTCS offerings will generate a comparable credit on a statewide basis. No course in the WTCS may be offered for more than 5 credits for a single course.

Associate degree and Liberal Arts course credit usually demand more theory and less practice in class with more out-of-class research and practice than required of technical diploma courses. Continuing education credit courses may not require any out-of-class preparation on the part of the student.

ASSOCIATE DEGREE/LIBERAL ARTS COURSE CREDIT STANDARDS

Associate degree and Liberal Arts courses must be assigned credit and be approved by the system office before offering to students. Assignment of credit will be based on the types of Instruction D and E which follow. For type D and E instruction, classroom/lab experiences are decreased in favor of the work experience.

For purposes of calculating credits, the various instructional approaches will be grouped into five (5) types. The type of instruction will be the standard upon which credit is determined.
Type A: Instructional delivery scheduled through physical and electronic learning environments
1. Specifically, planned learning experiences based on identified objectives.
2. Direct instructor involvement.
3. Instructional delivery scheduled through physical or electronic learning environments
   a. Presentations by instructor
   b. Demonstrations by instructor
   c. Discussion
4. Instructor - student contact: the equivalent of eighteen (18) - 50-minute potential periods of instruction per semester equals one (1) associate degree credit. PHI/18 = CR
5. Student outside effort: two (2) hours for each potential period of instruction.

Type B: On-Campus Laboratory.
1. Specifically, planned learning experiences based on identified objectives.
2. Direct instructor involvement with ongoing supervision.
3. On or off campus scheduled space.
   a. Demonstration
   b. Practice and/or skill development
4. Instructor - student contact: thirty-six (36) - 50-minute potential periods of instruction per semester equals one (1) associate degree credit. PHI/36 = CR
5. Student outside effort: one (1) hour for each two (2) potential periods of instruction.

Type C: Individualized/Independent Instruction and Selected Clinical, Extended Laboratory and/or Shop Experiences.
1. Specifically, planned learning experiences based on identified objectives.
2. Periodic evaluation check points and/or supervision by instructional staff.
3. On or off campus scheduled space.
   a. Mediated presentation and demonstration
   b. Limited discussion activities
   c. Practice and/or skill development on an individual/independent basis.
4. Instructor - student coordinated experience: fifty-four (54) - 50-minute potential periods of individualized/independent instruction or selected clinical per semester equals one (1) associate degree credit. PHI/54 = CR
5. Student outside effort: none required. Included in instructor - student coordinated experience.

Type D: Simulated or Actual Occupational Experience.
1. Programs of activities with planned learning experiences identified jointly by instructor, student and, if appropriate, employer.
2. Periodic supervision and evaluation of performance by instructional staff.
3. On or off campus.
   a. Practice and/or skill development
4. Instructor coordinated experience: 72 hours of simulated or actual occupational experience equals one (1) associate degree credit. PHI/72 = CR
5. Student outside effort: none required.

Type E: On-the-job Experience (Limited Selected Programs).
1. Programs of work with non-specified learning experiences.
2. Supervision of work performance by the employer and minimal supervision by instructional staff.
3. Off campus.
   a. Practice and skill development (with or without student remuneration)
4. Instructor coordinated experience: 216 hours of job experience equals one (1) associate degree credit. PHI/216 = CR
5. Outside student effort: none required.

* NOTE: All credit calculations for Liberal Arts and associate degree courses will be whole credits. Types A, B, C, D, and/or E may be partial credit if the total credit is a whole number.

TECHNICAL DIPLOMA COURSE CREDIT STANDARDS

Technical diploma courses must be assigned credits and be approved by the System Office before offering to students. Assignment of credit will be based on the standards below.

One (1) credit is granted for 54 - 50-minute periods of student effort in any given term whether in classroom, clinical, laboratory, assigned outside study, independent instruction/study, or any combination of the aforementioned. (See types of instruction A, B, and C below.) Exceptions to this rule are identified in types of instruction D and E which follow. For types D and E instruction, classroom/lab experiences are decreased in favor of work experience.

For the purpose of calculating credits, the various instructional approaches will be grouped into five (5) types. The type of instruction will be the standard by which credit is determined.

Type A: Instructional delivery scheduled through physical and electronic learning environments.
   1. Specifically, planned learning objectives and activities.
   2. Direct instructor involvement (continuous).
3. Instructional delivery scheduled through physical or electronic learning environments.
   a. Presentations by instructor
   b. Demonstrations
   c. Discussion

4. Instructor - student contact: thirty-six (36) - 50-minute potential periods of instruction per semester equals one (1) technical credit. PHI/36 = CR

5. Student outside effort: No less than 1/2 hour for each contact hour. The rigor of some technical diploma programs is such that a greater amount of student outside effort may be necessary for each contact hour per week.

Type B: On Campus Laboratory and/or Shop Experience.
1. Specifically, planned learning experiences based on identified objectives.
2. Direct instructor involvement - ongoing supervision.
3. On or off campus scheduled space.
   a. Demonstration
   b. Practice and/or skill development
4. Instructor - student contact: the equivalent of thirty-six (36) potential periods of instruction per semester equals one (1) technical diploma credit. PHI/36 = CR
5. Student outside effort: No less than 1/2 hour for each contact hour. The rigor of some technical diploma programs is such that a greater amount of student outside effort may be necessary for each contact hour per week.

Type C: Individualized/Independent Instruction and Selected Clinical, Extended Laboratory and/or Shop Experience
1. Specifically, planned learning experiences based on identified objectives.
2. Periodic evaluation check points and/or supervision by instructional personnel.
3. On or off campus scheduled space.
   a. Mediated presentation and demonstration
   b. Limited discussion activities
   c. Practice and/or skill development on an individualized/independent basis.
4. Instructor - student coordinated experience: fifty-four (54) potential periods of individualized/independent instruction per semester equals one (1) technical diploma credit. PHI/54 = CR
5. Student outside effort: None. Included in instructor - student coordinated experience.

Type D: Simulated or Actual Occupational Experience
1. Programs of activities with planned learning experiences identified jointly by instructor, student and, if appropriate, employer.
2. Periodic supervision and evaluation of performance.
3. On or off campus.
   a. Practice and/or skill development
4. Instructor coordinated experience: 72 hours of simulated or actual occupational experience equals one (1) technical diploma credit. PHI/72 = CR
5. Student outside effort: none required.

Type E: On-the-job Experience (Limited Selected Programs).
1. Programs of work with non-specified learning experiences.
2. Supervision of work performance by the employer and minimal supervision by instructional personnel.
3. Off campus.
   a. Practice and skill development (with or without student remuneration)
4. Instructor coordinated experience: 216 hours of job experience equals one (1) technical diploma credit. PHI/216 = CR
5. Outside student effort: none required.

* NOTE: All credit calculations for technical courses will be at least one credit, rounded to the nearest whole number. All one credit courses will have a minimum of 36 hours. The exception will be apprenticeship course credit calculations which can be in increments of quarter credits.

KB-9. Competency Based Education in the WTCS

* Competency-based Education*

“In general, competency-based education (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

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

Credit-hour CBE: “A program that is organized by competency, but measures student progress using clock or credit hours, is a CBE program, but not a direct assessment program.”

Direct Assessment CBE: “Student progress in a direct assessment program is measured solely by assessing whether the student can demonstrate that he or she has a command of a specific subject, content area, or skill, or can demonstrate a specific quality associated with the subject matter of the program. Therefore, unlike a CBE program measured in credit hours, a direct assessment program does not specify the level of educational activity in which a student is expected to engage in order to complete the program. However, the program must provide students with sufficient educational resources, including substantive interaction with instructors, for students to develop each competency required for completion.”

How is CBE different from traditional educational models?

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

• In CBE programs time is allowed to vary and learning is held constant (students do not progress until demonstrating mastery over the competency but are given the time they need to do so). In traditional educational models time is fixed and the level of learning varies.

• In traditional educational models institutional contribution is demonstrated with structured class sessions that provide a fixed number of hours of engagement as a measure of learning opportunity. In CBE models institutions provide sufficient academic resources, activity and time for learners to achieve outcomes and directly measure these learning outcomes.

• In traditional educational models academic content is organized around courses and students' progress by completing courses and accumulating credits. In credit-based CBE programs academic content or delivery is organized around competencies and students' progress by demonstrating mastery of competencies.

• In traditional educational models the level of learning is expressed with course grades. In CBE models, the level of learning is expressed by recording the competencies mastered.

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DOE and Accréditor 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.”

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.”

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.”

• 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.”

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

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6 HLC Substantive Change Request for Competency-Based Education https://www.hlcommission.org/Accreditation/competency-based-education-programs.html
7 HLC Substantive Change Request for Competency-Based Education https://www.hlcommission.org/Accreditation/competency-based-education-programs.html
Supplemental Information

Example Letter to ISA

June 12, 2016

Chris Matheny,
Vice President/Chief Academic Officer
Fox Valley Technical College
1255 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 program 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, 920-498-7100, michaeline.schmit@wtc.edu
- Matt Peterson, Associate Dean, General Studies, 920-498-7155, mathew.peterson@wtc.edu

NWTC intends to file this documentation with the WTC 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 920-498-5473 or Lori.Suddick@northcentraltechnicalcollege.edu.

Sincerely,

Lori Suddick
Vice President of Learning

Copy: Sandra Schmit, Associate Vice President, WTCS
Michaeline Schmit, Dean, General Studies, NWTC
Matt Peterson, Associate Dean, General Studies, NWTC
Vicki Coslee, Program Design Consultant, NWTC

Green Bay Campus
2449 W. Mason St., Oshkosh, WI 54904
608-445-6800

Marinette Campus
1901 University Dr., Marinette, WI 54143
715-735-7321

Sturgeon Bay Campus
229 N. 11th Ave., Sturgeon Bay, WI 54235-1817
920-746-4300

© 581 toll-free (800) 429-WTTC
Chapter 2 Program Requirements

Introduction

This section of the Education Services Manual (ESM) reviews the differences between credentials offered by colleges within the Wisconsin Technical College System (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.

Procedure(s)

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

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

Each college will develop, implement, modify, suspend or discontinue programs in accordance with program change processes found in chapter six of the ESM. Program curriculum credit and compliance rules are found in the Program Curriculum Approval Data Systems Manual found within the MyWTCS website. A chart summarizing the differences among the common WTCS credentials is found on the MyWTCS website.

Alternate course use (excludes general education courses):

- Each alternative course must be on a logical path of completion to a program, i.e., those that align with the approved program and must be consistent with the content offered in the primary course.
- 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.
Applied Associate Degree Occupational Programs Standards (Aid Code 10)

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

A. Applied Associate degree programs are developed to assist persons who are preparing for, or advancing in, an occupation. Curricula of applied associate degree programs are designed to reflect statewide competency requirements for a target job(s) which define the occupational program. Credit requirements are stated in the program curriculum credit and range distribution compliance rules chart found on 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.

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

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

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

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

A. 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.

B. 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.

C. Occupational supportive/general education courses relate to effective functioning in an individual's occupational and community settings. These courses are drawn from natural sciences, mathematics, social and behavioral sciences, communicative skills, and other disciplines (both general and occupational). System-wide prepared learner courses are not appropriate for use in meeting technical diploma requirements and are not approvable as part of a technical diploma’s curriculum.

WTCS Pathway Certificate Standards (Aid Code 61)

Please refer to chapter 4.

Apprenticeship Programs Standards (Aid Code 50)

Please refer to chapter 8.
Advanced Technical Certificates

Please refer to Chapter 15.

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

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

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

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

<table>
<thead>
<tr>
<th>Category Title</th>
<th>Associate of Arts (AA) Degree</th>
<th>Associate of Science (AS) Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Humanities</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics and Natural Science</td>
<td>Minimum of 10 total credits in Math and Natural Science to include: 3-4 credits at level of Math at level of Intermediate Algebra or above.* AND 7-8 credits of Natural Science (includes one lab course)</td>
<td>Minimum of 20 total credits in Math and Natural Science to include: Mathematics at the level of College Algebra, Statistics, Quantitative Reasoning or higher AND Natural Science (includes two lab courses, one from each of 2 different science disciplines)</td>
</tr>
<tr>
<td>Health / Wellness / Physical Education</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
## Associate of Arts (AA) Degree

<table>
<thead>
<tr>
<th>Category Title</th>
<th>Minimum number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>World / Foreign Language</td>
<td>4 (Or one year of World Language in high school with a “C” or better)</td>
</tr>
<tr>
<td>Additional Requirement:</td>
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</tr>
<tr>
<td>Diversity / Ethnic Studies</td>
<td>3 (course may also count toward the social science and/or humanities requirements)</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Credit Range</strong></td>
<td><strong>60-70</strong></td>
</tr>
</tbody>
</table>

## Associate of Science (AS) Degree

<table>
<thead>
<tr>
<th>Category Title</th>
<th>Minimum number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>World / Foreign Language</td>
<td>4 (Or one year of World Language in high school with a “C” or better)</td>
</tr>
<tr>
<td>Additional Requirement:</td>
<td></td>
</tr>
<tr>
<td>Diversity / Ethnic Studies</td>
<td>3 (course may also count toward the social science and/or humanities requirements)</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credit Range</strong></td>
<td><strong>60-70</strong></td>
</tr>
</tbody>
</table>

* Or Quantitative Reasoning or equivalent, or 4-6 credits in Math for Elementary Teachers (Education Students only)

### Supplemental Information

- Chapter 4 – WTCS Pathway Certificate Standards (Aid Code 61)
- Chapter 8 – Apprenticeship Programs Standards (Aid Code 50)
- Chapter 15 – Advanced Technical Certificates
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.

Procedure(s)

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

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

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

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

### Concept Review Phase

<table>
<thead>
<tr>
<th>College</th>
<th>WTCS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational Investigation</strong></td>
<td>Communicate Intent with WTCS Education Director</td>
</tr>
<tr>
<td><strong>Analysis of Labor Market</strong></td>
<td><strong>Education Director Review</strong></td>
</tr>
<tr>
<td><strong>Contact Colleges with Similar Programs/Summarize Conversations</strong></td>
<td><strong>Associate Vice President Review</strong></td>
</tr>
<tr>
<td><strong>Use Form 1 to Capture Program Information</strong></td>
<td><strong>Review and Rework Concept</strong></td>
</tr>
<tr>
<td><strong>Receive District Board Approval</strong></td>
<td><strong>Provost Review</strong></td>
</tr>
<tr>
<td><strong>Electronically Submit to <a href="mailto:programs@wtcysystem.edu">programs@wtcysystem.edu</a></strong></td>
<td><strong>WTCS Board</strong></td>
</tr>
<tr>
<td><strong>Continue to Program Approval Process</strong></td>
<td><strong>Letter of Approval</strong></td>
</tr>
</tbody>
</table>

### Program Approval Phase

After initial WTCS Board approval of the Concept Review, college staff will advance to the Program Approval phase. College staff should prepare to submit the Program Approval in advance of the next successive WTCS Board meeting. If a college provided a rationale for a delayed timeline, the Program Approval submission shall be submitted in advance of the second successive WTCS Board meeting. If submission of the Program Approval has not been completed by the second WTCS Board meeting, the development process is terminated.
Program Approval submissions must be received prior to the district board deadlines found in the program development tab at the Occupational and Academic Excellence MyWTCS webpage showing WTCS Board deadlines for submission. Guidelines for the Program Proposal phase are embedded on Form 3-2: Program Approval Criteria referenced in Section 3.0 of this procedure.

### Program Approval Phase

<table>
<thead>
<tr>
<th>College</th>
<th>WTCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address Questions/Concerns Raised by WTCSB</td>
<td>Compile Information to Substantiate Proposal</td>
</tr>
<tr>
<td>Compile Information to Substantiate Proposal</td>
<td>Compile Required Information on Form 2: Program Approval Criteria</td>
</tr>
<tr>
<td>Review for system-wide numbers and structure of the program</td>
<td>Review and Rework Proposal</td>
</tr>
<tr>
<td>Review and Rework Proposal</td>
<td>Assign Permanent Program Aid Code, Instructional Area, Number and Title.</td>
</tr>
<tr>
<td></td>
<td>WTCS Associate Vice President</td>
</tr>
<tr>
<td></td>
<td>WTCS Provost</td>
</tr>
<tr>
<td></td>
<td>WTCS Board</td>
</tr>
<tr>
<td></td>
<td>Approve or other action</td>
</tr>
<tr>
<td>End Occupational Program Approval Process</td>
<td>Approval Letter</td>
</tr>
</tbody>
</table>

### Supplemental Information

Program development records will be maintained at the WTCS office for a total of three (3) years and at the participating college district based on college policy.
All materials shall be submitted as one Adobe PDF document file, inclusive of all attachments. Only one program should be submitted in each email. Documents are not considered submitted until a confirmation is supplied by the Wisconsin Technical System Office. Electronic documents are sent to: programs@wtcsystem.edu.

Forms:

Form 3-1 Concept Approval Criteria
Form 3-2 Program Approval Criteria
Chapter 4 Creating Embedded Technical Diploma and WTCS Pathway Certificates from Existing Approved Programs

Status: Released

Introduction

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

Procedure

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

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

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 ETC/WPC curriculum.

On occasion, an existing program already has the characteristics of an embedded program where it has the 1:1 curriculum relationship but is not identified as ETD/WPC. Should the college wish to adopt this identification, no additional forms need be submitted. The college’s Instructional Services Administrator (ISA) simply needs to request this change in writing to the Associate Vice President of the Office of Occupational and Academic Excellence (OAE). When a written request is received, the staff in the OAE will identify the existing program as an ETD or WPC. To move a program from ETD/WPC status to non-embedded does require it to go through the new program development process because the WTCS Board will need to be made aware.
Table 1 below represents the similarities and differences between the two distinct stacked credentials:

<table>
<thead>
<tr>
<th></th>
<th>WTCS Pathway Certificate</th>
<th>Embedded Technical Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Composition</td>
<td>66-100% occupationally specific</td>
<td>70 – 100% occupationally specific</td>
</tr>
<tr>
<td></td>
<td>0-34% occupationally supportive</td>
<td>0-30% occupationally supportive</td>
</tr>
<tr>
<td>Course Credits and Aid Code</td>
<td>Aid Code 61 = 2-18 credits</td>
<td>Aid Code 30 = 2-25 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aid Code 31 = 26-53 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aid Code 32 = 54-70 credits</td>
</tr>
<tr>
<td>Course Sequence</td>
<td>Primary courses from already approved program. Courses must be from the first two semesters of the already approved program. No alternate courses are permitted.</td>
<td>Primary courses from already approved program. No specific sequence required. No alternate courses are permitted.</td>
</tr>
<tr>
<td>Outcome</td>
<td>Completer</td>
<td>Graduate</td>
</tr>
<tr>
<td>Technical Skill Attainment Required</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Enrollment &amp; Reporting</td>
<td>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.</td>
<td>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</td>
</tr>
</tbody>
</table>

Table 1

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>College</th>
<th>WTCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ID Skill Set, Labor Market Need and Parent Program</td>
<td>Consult with Education Director</td>
</tr>
<tr>
<td>2</td>
<td>Complete Proposal Form 4-1</td>
<td>WTCS Education Director and Associate Vice President Review Proposal</td>
</tr>
<tr>
<td>3</td>
<td>Complete Curriculum Form 4-2 (Or Substitute)</td>
<td>Approved?</td>
</tr>
<tr>
<td></td>
<td>Review and Rework Proposal</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>District submits proposal <a href="mailto:programs@wtcsystem.edu">programs@wtcsystem.edu</a></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>District submits curriculum file and begins offering approved program</td>
<td>Approved?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WTCS Provost Review Proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approved?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approval Letter</td>
</tr>
</tbody>
</table>

Figure 2

**Supplemental Information**

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

All materials shall be submitted as one Adobe PDF document file, inclusive of all attachments. Only one program should be submitted in each email. Documents are not
considered submitted until a confirmation is supplied by the Wisconsin Technical System Office. Electronic documents are sent to: programs@wtcsystem.edu.

Chapters

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

Forms

4.1 Proposal for Embedded Technical Diploma or WTCS Pathway Certificate
4.2 Proposed Curriculum Articulation
Chapter 5 General Education and Liberal Arts

Status: Revising

Introduction

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

General Education

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

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

Procedure(s)

General Education

Adding Courses to the System-wide List

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

1. Be offered at aid code 10.
2. Be in the 801 (Communications), 804 (Mathematics), 806 (Natural Science), and/or 809 (Social/Behavioral Science) instructional areas.
3. Be of postsecondary rigor with the potential to transfer to an accredited private and/or public two-and/or four-year institution of higher education.
4. Designed to meet and transfer as a WTCS general education requirement between WTCS colleges.
5. Should not duplicate a comparable course already on the System-wide List of Approved General Education Courses (50% or greater similarity in competencies or objectives equals duplication)
6. At least four colleges must indicate commitment to offer the course at their respective college.
### Process to add a course to the System-wide List of Approved General Education Courses

<table>
<thead>
<tr>
<th>Proposing College</th>
<th>WTCS Education Director</th>
<th>Receiving Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1: Course Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Form 3-1 and submit to Education Director</td>
<td>Request is sent out to WTCS colleges.</td>
<td>Colleges interested in participating in the course development inform the WTCS Education Director. At least four colleges must indicate interest.</td>
</tr>
<tr>
<td></td>
<td>If four colleges indicate interest, a contract is generated to develop course. If less than four colleges indicate interest, the proposal does not advance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course is shared with General Education Deans for review.</td>
<td>Course is developed collaboratively with colleges that indicated interest.</td>
</tr>
<tr>
<td></td>
<td>Assigns a system-wide course number and title.</td>
<td>Course is reviewed if necessary.</td>
</tr>
<tr>
<td></td>
<td>Submits the final WTDS course package to WDDS. WTDS Repository. The WDDS course package should be sent to Tessa Campbell: <a href="mailto:campbellt@wisc.edu">campbellt@wisc.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Update the list of System-wide Approved General Education Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part updated list to the MyWTCS website</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to Page 2</td>
<td></td>
</tr>
</tbody>
</table>
**How to Remove Courses from the list**

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

**Example:**

July 2018, a query is conducted and discovers that 10-804-111 is only offered at three (3) colleges. It is flagged, and a notice is sent out to the GE Deans informing them of the status.

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

In July of 2019, a query is conducted and 10-804-111 is still only offered at three (3) colleges. The course will be removed from the list effective Fall 2020. A notice will be sent out to the General Education Administrators, Instructional Services Administrators and other WTCS Education Directors.
Course Reviews

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

Supplemental Information

Form 5-1 Proposal to Add General Education Course

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

- List of the current System-wide General Education Approved Courses
- Course Outcome Summaries for each System-wide General Education Course
- Role of General Education
- Essentials Standards of Quality
- Current Transfer Report
- Universal Credit Transfer Agreement information
Chapter 6 Making Program Changes

Introduction

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

Procedure(s)

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

Changes to Program Title and/or Number

1. Prior to completing Form 6-1, consult with the appropriate WTCS education director.
2. If the proposed change affects other colleges sharing the same program title and number, the requesting college shall provide documented evidence of agreement from the impacted program's dean and Instructional Services Administrator (ISA).
   All colleges must agree to the change.
3. Use Form 6-1 and attach advisory committee documentation supporting the change and send to programs@wtcsystem.edu.
4. When a program number change is approved, the existing program number being modified will be placed into suspension for an academic year.

Curriculum Modification

When a district is modifying more than 20 percent* of an existing curriculum during a single academic year, documented approval from the WTCS education director is required prior to electronic submission. Requests to modify less than 20 percent of a program curriculum will follow the normal procedures for the electronic approval of a single course. See the Course and Curriculum Approval System User Guide for information on the electronic submission of courses.

1. To modify, complete Forms 6-2 and 6-5, and attach documentation of advisory committee support that provides justification for the change.
2. Send as a single PDF file to programs@wtcsystem.edu.
Program Suspension and Reinstatement

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

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

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

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

Program Discontinuance

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

To discontinue a suspended program
1. Complete Form 6-4 and provide documentation on the suspension to programs@wtcsystem.edu. College staff must follow the system board submission dates. View board submission dates.

Supplemental Information

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

Countable actions are:

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

Action not countable:
• Moving a course from semester to semester is not considered a curriculum change

Example

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Function</th>
<th>Action</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-425-347</td>
<td>SINGLE SPINDLE AUTOMATIC SNI</td>
<td>3</td>
<td>1</td>
<td></td>
<td>31-425-347</td>
<td>SINGLE SPINDLE AUTOMATIC SNI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-425-348</td>
<td>SCREW MACHINE 1</td>
<td>3</td>
<td>1</td>
<td></td>
<td>31-425-348</td>
<td>SCREW MACHINE 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-420-360</td>
<td>METROLOGY</td>
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<td>1</td>
<td></td>
<td>31-420-360</td>
<td>METROLOGY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-420-361</td>
<td>MULTIPLE SPINDLE AUTOMATIC SNI</td>
<td>3</td>
<td>1</td>
<td></td>
<td>31-420-361</td>
<td>MULTIPLE SPINDLE AUTOMATIC SNI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-420-362</td>
<td>SCREW MACHINE 2</td>
<td>3</td>
<td>1</td>
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<td>SCREW MACHINE 2</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>1</td>
<td>1</td>
<td></td>
<td>31-420-367</td>
<td>MACHINE TOOL TECHNOLOGY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-420-384</td>
<td>MACHINE TRADES MATHEMATICS 1</td>
<td>1</td>
<td>1</td>
<td>Del</td>
<td>31-420-384</td>
<td>MACHINE TRADES MATHEMATICS 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-421-385</td>
<td>MACHINE BLUEPRINT READING 1</td>
<td>1</td>
<td>1</td>
<td>Add</td>
<td>31-421-385</td>
<td>MACHINE BLUEPRINT READING 2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>31-601-347</td>
<td>COMMUNICATIONS 2</td>
<td>1</td>
<td>2</td>
<td></td>
<td>31-601-347</td>
<td>COMMUNICATIONS 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-420-394</td>
<td>INTRODUCTION TO CNC</td>
<td>4</td>
<td>1</td>
<td>Change</td>
<td>31-420-372</td>
<td>CNC Swiss Turning Center 2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>31-420-371</td>
<td>CNC Swiss Turning Center 1</td>
<td>4</td>
<td>1</td>
<td></td>
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<td>CNC Swiss Turning Center 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-420-372</td>
<td>CNC Swiss Turning Center 2</td>
<td>4</td>
<td>1</td>
<td>Change</td>
<td>31-420-372</td>
<td>CNC Swiss Turning Center 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-420-373</td>
<td>CNC Swiss Turning Center 3</td>
<td>4</td>
<td>1</td>
<td></td>
<td>31-420-373</td>
<td>CNC Swiss Turning Center 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-420-385</td>
<td>MACHINE TRADES MATHEMATICS 2</td>
<td>1</td>
<td>2</td>
<td>Del</td>
<td>31-420-385</td>
<td>MACHINE TRADES MATHEMATICS 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-421-389</td>
<td>MACHINE BLUEPRINT READING 1</td>
<td>1</td>
<td>1</td>
<td>Del</td>
<td>31-421-389</td>
<td>MACHINE BLUEPRINT READING 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-609-330</td>
<td>APPLIED ECONOMIES/HUMAN RELATIONS</td>
<td>1</td>
<td>2</td>
<td>Add</td>
<td>31-609-330</td>
<td>APPLIED ECONOMIES/HUMAN RELATIONS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>31-420-391</td>
<td>QUALITY CONTROL</td>
<td>1</td>
<td>1</td>
<td></td>
<td>31-420-391</td>
<td>QUALITY CONTROL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This program has 17 courses. The changes affect five courses resulting in a difference of 29.4% and the need for approval prior to electronic submission.
Chapter 7 Courses Standards

Introduction

This section of the ESM reviews the standards and processes for course development. Information is included on the number of hours for various types of courses.

Procedure(s)

Course Approval

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

Supplemental Information

Course Standards

System-wide (aligned) curriculum:
• All program courses in the alignment must have the same:
  □ Title
  □ Number
  □ Credit value

Non-System-wide (aligned) curriculum:
• Use consistent names/numbers whenever possible if other colleges have existing courses with a similar:
  □ Title
  □ Number
  □ Credit Value

Course numbers:
• Must consist of eight (8) digits in the format: 12-345-678
  □ Digits 1-2:
    – Aid code
  □ Digits 3-5:
    – Instructional area
  □ Digits 6-8:
    – Unique course ID numbers
Course titles:
- Should include
  - Course description
    - As short as possible not to exceed 43 characters
    - Include descriptive language such as “workshop” or “seminar”
    - Abbreviate as necessary
  - Use common abbreviation methods

Associate Degree and Diploma Courses: 1 Credit = 54 periods*
of student effort outside of class

<table>
<thead>
<tr>
<th>Type</th>
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<th># of Contact Periods*/Credit Technical Diploma</th>
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<tbody>
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<td>A</td>
<td>Instructional delivery scheduled through physical and electronic learning environments</td>
<td>18 Contact Time 36 Outside Effort 54 Total Hours</td>
<td>36 Contact Time 18 Outside Effort 54 Total Hours</td>
</tr>
<tr>
<td>B</td>
<td>On-Campus Laboratory</td>
<td>36 Contact Time 18 Outside Effort 54 Total Hours</td>
<td>36 Contact Time 18 Outside Effort 54 Total Hours</td>
</tr>
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<td>C</td>
<td>Individualized/Independent Instruction and Selected Clinical, Extended Laboratory and/or Shop Experiences</td>
<td>54 Total Hours</td>
<td>54 Total Hours</td>
</tr>
<tr>
<td>D</td>
<td>Simulated or Actual Occupational Experience (Specified Learning Experiences)</td>
<td>72 Total Hours</td>
<td>72 Total Hours</td>
</tr>
<tr>
<td>E</td>
<td>On-the-job Experience (Non-Specified Learning Experiences)</td>
<td>216 Total Hours</td>
<td>216 Total Hours</td>
</tr>
</tbody>
</table>

*Computation of credit:*

Credit computation rules were developed by Aid Code. The computations may use some or all of the following elements: A Type Hours, B Type Hours, C Type Hours, D Type Hours, and E Type Hours; Total Hours of Instruction; Aid Code and District Number. Rules for calculation are found in the client course approval manual, found on the MyWTCS Data Systems Manual page in the Course Credit Computation Rules section.
Chapter 8 Working with Apprenticeships (in process)

Status:

Currently being revised - check back later to see if it is finished.
Chapter 9 Assessing Programs through Technical Skill Attainment

Introduction

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

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

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

Procedure(s)

TSA Phase 1 – Planning

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

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

One submission per program (i.e. 32-420-2) is required. WTCS staff will review the request form and either approve or seek additional information from the college. Once the TSA Phase 1 is approved by WTCS staff, notification will be sent to all colleges with the program, inviting the colleges into TSA Phase 2. The original TSA Phase 1 documentation is posted on the WTCS Repository.
If a college has a unique program that may have similar competencies as a program with an approved TSA, it is that college’s responsibility to access the WIDS Repository to retrieve content for the program’s TSA.

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

TSA Phase 2 – Implementation

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

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

- Form 9-2 TSA Assessment Plan
- TSA Scoring Guide or applicable 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 contacting the education director responsible for that program prior to making any revisions. Once approved by the education director, unique (offered at only one college) programs will move forward in the revision process locally. Programs offered at multiple colleges (offered at two or more colleges) are required to utilize WIDS in the revision process.

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

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

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

Categories of Credit for Prior Learning

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

*Please refer to the Client Reporting Manual for specific directions on how to report these credits.

1) Post-secondary Credits Earned at WTCS Colleges

CPL can be awarded to students who present appropriate documentation of credits earned while attending other WTCS colleges. College guidelines should affirm the full transferability among WTCS colleges of similar courses, and those courses
adopted as part of system-wide curricula. Transfer credit is awarded at the time the student is admitted.

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

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

Transcripted Credits:

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

Advanced Standing Credits:

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

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

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

5) Registered Apprenticeship

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

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

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

- 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.

<table>
<thead>
<tr>
<th>Type of Prior Learning Assessment</th>
<th>Prior Learning Assessment Fee</th>
</tr>
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<tbody>
<tr>
<td>PLA Test</td>
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<tr>
<td>PLA Skill Demonstration</td>
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</tr>
<tr>
<td>PLA Portfolio</td>
<td>$90.00</td>
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</table>

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

Introduction - Basic Skills Education

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

- who have attained 16 years of age;
- who are not enrolled or required to be enrolled in secondary school under State law; and
- who lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
  - do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or
  - are unable to speak, read, or write the English language.

Basic Education is comprised of

- Adult Basic Education (ABE), which 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, which consists of instruction in competencies at secondary-school levels (grade levels 9.0 – 12.9);
- English Language Learning, which consists of instruction in communicating in English for learners whose native or dominant language is not English;
- Developmental education, which consists of instruction in secondary-school level academic subjects for individuals who need to strengthen foundation competencies in order to be admitted to a postsecondary program; and
- Remedial education, which consists of instruction in secondary-school level academic subjects for postsecondary program students whose deficiencies in foundation competencies were not extensive enough to deny them admission.

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

Procedure(s)

Basic Education Courses

The following aid codes apply to Basic Education:
Beginning Adult Basic Education (grade levels 0 – 5.9). Use in conjunction with instructional areas 850-860. Courses in instructional area 862 and 890 may also be assigned to this aid code.

Intermediate Adult Basic Education (grade levels 6.0 – 8.9). Use in conjunction with instructional areas 850-860. Courses in instructional areas 862 and 890 may also be assigned to this aid code.

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

Adult Secondary Education (grade levels 9.0 – 12.9). Use in conjunction with instructional areas 850-860. Courses in instructional areas 862 and 890 may also be assigned to this aid code.

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

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

Course Approval

Non-Postsecondary courses must be assigned credits and approved by the state office before offering them to students. Assignment of credit will be based on the standards contained in the Course Standards section of the Educational Services Manual and AB 99-14, Conversion of Non-Standard Length Class Periods.

All Basic Education course approval credit calculations will be in whole credits, with partial credits increased to the next whole credit. Course approval credit calculations will be based on the formula(s) specific to the type of hours identified in the course approval request.

<table>
<thead>
<tr>
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<th>Credits</th>
<th>D Type Hours</th>
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</table>
Supplemental Information

*Tutoring*

Tutoring is educational assistance provided to students regarding specific course needs. Tutorial assistance may also be provided through staffed and non-staffed alternate methods, such as electronic media and 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 semester limits which apply to a student’s total financial aid eligibility and to a student’s remedial courses. Non-remedial Basic Education and HIP/VIP courses are not eligible for financial aid. Financial aid regulations prohibit eligibility based on programs composed of basic education (remedial) courses.
Introduction - 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 systemwide General Education courses that exist in the Communication (801), Mathematics (804), Science (806), and Social/ Behavioral Science (809) areas. They are intended to provide brush-up skills development for students who will subsequently be enrolling in General Education courses and other postsecondary coursework.

Procedure(s)

General College courses are systemwide courses. A current list of these courses is at https://mywtcs.wtcsystem.edu/student-success/adult-basic-education/general-college-developmental-remedial. For course descriptions, summaries and WIDS course files, please see the General College (“thin layer”) section at the WTCS Repository.

General College Course must meet the following criteria:

1. Be offered at aid code 10.
2. Are financially aidable
3. Do not count as credits toward an Associate degree.
4. Align with specific system-wide General Education courses in the 801 (Communications), 804 (Mathematics), 806 (Natural Science), and/or 809 (Social/Behavioral Science) instructional areas.
5. Contain content that spans high school to college content (as determined by WTCS system-wide Adult Secondary Education and General Education curriculum standards and expectations) with a purpose of refreshing student skills and preparing them for success in targeted General Education courses.
6. Proposed new General College courses should not unnecessarily duplicate a comparable course already on the system list of General College courses.

Supplemental Information

None
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 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 to 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.

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: In Process

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\(^1\)). 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/dpcletters/GEN1423.html](https://ifap.ed.gov/dpcletters/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

Introduction

This chapter refers to the Shared Program Agreement process as an informational resource that can be used by colleges interested in developing a shared program agreement.

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

Definitions

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

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

Preliminary Process and Considerations for Developing a Shared Program Agreement

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

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

**Processes for Developing a Shared Program Agreement**

**Primary and Cooperating colleges**

1. Completes the preliminary process for developing a shared program agreement, including the local needs assessment and consultation with the WTCS Education Director.
2. Creates a shared program agreement draft. The draft must include:
   a. the program components to be delivered by the Primary and Cooperating colleges;
   b. a matrix of course(s) offered by the Cooperating college, including mode of delivery, that exactly match those offered by the Primary college (i.e., exactly matching in title, course number, and credit value), unless substitute courses are approved by the Primary college and the WTCS Education Director;
   c. if applicable, a list of the approved substitute courses offered by the Cooperating college.
3. Primary college submits the shared program agreement draft via email to programs@wtcsystem.edu, including forms 16-1, 16-2, 16-3 and 16-4.

**WTCS Education Director**

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

6. Approves or disapproves the finalized shared program agreement, including forms 16-1, 16-2, 16-3 and 16-4. Sends notice of approval or disapproval by letter to the signatories of all colleges involved in the shared program agreement.

Process for WTCS Course and Curriculum Approval for Shared Programs

WTCS Portal Submission

1. The Primary college will upload all courses and full curriculum to the WTCS Portal for approval.
2. The Cooperating college will upload their portion of the shared curriculum (i.e. the list of courses they are offering per the shared agreement).
   a. Per Higher Learning Commission guidelines, at minimum, 25% of all program credits must be earned at the Primary college.8

Continuation of Shared Program Agreement

Shared Program Agreements need to be completed every two years. Shared program agreements are valid for two years and can be renewed indefinitely by submitting an updated program agreement with forms 16-1, 16-2, 16-3 and 16-4.

Process for Suspension and Discontinuance of a Shared Program Agreement

Should the Primary college and Cooperating college decide to dissolve the shared program agreement, the Primary college must provide the WTCS System Office official notification of the dissolution by completing the Discontinuance of Shared Program Request found on Form 16-4. Simultaneously, the Cooperating college will initiate the suspension and discontinuance of their program. College staff may suspend programs for a maximum of three (3) years. At the end of the three-year period, the Cooperating College program must be discontinued.

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

“The institution maintains structures or practices that ensure the coherence and quality of the programs for which it awards a degree. Typically institutions will require that at minimum 30 of the 120 credits earned for the bachelor’s degree and 15 of the 60 credits for the associate’s degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Commission. Any variation from the typical minima must be explained and justified.”

https://www.hlcommission.org/Policies/assumed-practices.html
Responsibilities of the Primary and Cooperating College

The responsibilities of the Primary college are

1. **Documentation and Operational Oversight**
   a. Initiates shared agreement
   b. Determines program costs
   c. Directs financial aid administration
   d. Creates communication plan with Cooperating college to ensure timelines and deadlines are met, including:
      i. Shared program agreement expiration
      ii. Annual review/renewal meeting
      iii. Data reporting and sharing regarding enrollment, financial aid, and transfer information
      iv. Statement of Dissolution (if necessary)
   e. Processes student applications and fees
   f. Secures permissions for FERPA-related forms and information
   g. Creates shared advisory committee
      i. Schedules advisory committee meetings with the understanding that industry representation from all Cooperating colleges must be in attendance
      ii. Defines roles of the advisory committee, including (1) determining the need for renewal and (2) conducting annual curriculum review
      iii. Submits advisory committee meeting minutes to the WTCS Education Director
   h. Schedules an annual meeting with the shared agreement colleges in which all parties will address (1) the determination of renewal and (2) the annual curriculum review
   i. Submits a new shared program agreement any time there is a change in curriculum
   j. Ensures program accreditation (if applicable)

2. **Curriculum and Resources**
   a. Provides program direction to all Cooperating colleges
   b. Negotiates shared course offerings and mode of delivery
   c. Develops and shares resources and supports to all faculty and students
   d. Facilitates field placements for students
   e. Provides common program evaluation tools
   f. Provides alternative support for students as needed

3. **Curriculum Modification**
   a. If the Primary college modifies the shared program agreement curriculum in excess of 20%, requiring the curriculum modification process, an updated shared program agreement between the Primary college and the Cooperating college is required to be submitted along with the curriculum modification documentation
   b. This will only impact the Cooperating college for courses identified in the shared agreement
Responsibilities of the Cooperating college are

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

The Framework for Shared Programs - Financial Aid Component

Definition

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

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

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

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

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

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

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

The steps for completing form 16-2 by the Office of Financial Aid are:

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

Definitions

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

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

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

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

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 and C-Clinical);
- 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 Open Educational Resources (OER).

Competency-Based Programs/Courses

• In Competency-Based Programs (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 Worldwide Instructional Design System (WIDS) staff and/or curriculum designers in the development process. For example, they inform on course outcomes, course credits, faculty workload, etc.

General Education Courses

• Aligned programs may have all, part or none of the general education courses aligned.  
• Aligned associate degree level program curricula shall include a minimum of 15 general education credits. There are no minimum general education requirements for aligned technical diploma or pathway certificate program curricula.  
• All general education courses are transferable to other colleges participating in the alignment.  
• General education courses may include “in lieu of” courses chosen from the WTCS general education system courses list.  
• Aligned general education courses require the participation of four or more colleges.

Occupational Courses

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

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

Alignment Approval Process

Overview

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

1. Requestor consults with the WTCS Education Director assigned to the program to develop proposal. Proposal must include a rationale statement that describes the purpose of the alignment and includes one or more of the following justifications:
   a. Align curriculum with accreditation standards;
   b. Standardize articulation agreements;
   c. Facilitates transfer among colleges;
   d. Efficiency through shared resources;
   e. Program shares a title with other college programs, but the program outcomes significantly differ between colleges;
   f. Major program reconfiguration (i.e. significant program outcome modifications);
   g. Replication of an existing unique program.
2. Requestor submits proposal to local college Instructional Services Administrator (ISA) or WTCS Associate Vice President in the Office of Instructional Services (AVP-OIS).
3. ISA or AVP-OIS reviews proposal and if appropriate, forwards to ISA executive committee for inclusion on the next ISA agenda.
4. College ISA representatives will be notified of the request for curriculum alignment through publication of the ISA meeting agenda.
5. College ISAs work with stakeholders at their college to determine support for the alignment.
6. During ISA meeting, the ISA member from the initiating college leads the discussion on the proposal. All college ISA representatives review the proposal and take one of the following actions:
   a. Determine proposal is not ready for vote;
   b. Approve the alignment – with 13 or greater in favor;
   c. Reject alignment – with less than 9 votes in favor;
   d. Recommend further discussion - with between 9 and 12 votes in favor. If recommended for further discussion, ISAs supporting the proposal will meet with program staff for further evaluation and reconsideration for approval. If
resubmission is indicated, a modified proposal is submitted to the ISAs for reconsideration.

7. Upon initial ISA approval, WTCS Education Director shall document program/course alignment decision in the WTCS Archive and select the date the modified aligned curriculum will be effective. This is referred to as the “all-in” date, the date by which all participating colleges must comply with the alignment. The “all-in” date occurs two years from ISA approval in cases where such approval is required.

8. ISA members will communicate and implement these changes on their campuses.

Implementation of Approved Aligned Programs

1. ISA group will prioritize, through consensus, approved programs and courses in consideration of available funding, resources and timelines for curriculum development, evaluation and implementation.

2. ISA members will establish timelines for the development and implementation of aligned curricula or course components.

3. Under ISA established timelines and input, the WTCS Education Director will develop an action plan for alignment development/modification, which may include the following steps:
   a. Convening faculty workgroup to establish standardized components of program or course
   b. Contracting with WIDS for facilitation services
   c. Presenting completed alignment to ISA group for final approval

4. ISA members will communicate action taken on the development and implementation of the approved programs/courses to their college. ISA members will ensure that any newly approved programs/courses align with the existing WTCS curriculum submission timelines.

5. Under the timeline for implementation established by the ISA group, and with guidance of the responsible education director, any relevant program development and/or modification processes must be completed. Relevant processes (ESM Chapters 3 and 6, pp. 23 and 37) may include:
   a. Concept Approval (Form 3-1) *
   b. Program Approval (Form 3-2) **
   c. Curriculum Modification (Forms 6-2 and 6-5) ***
   d. Technical Skills Attainment (TSA) Phases 1 and 2 (Forms 9-1 and 9-2) ****
   e. College uploads of courses and curricula to the WTCS Portal, and Education Director approval for each.

* Requires district board and WTCS Board approval.
** Requires WTCS Board approval.
*** Education director may complete these forms on behalf of the individual colleges if appropriate.
**** WIDS assists in the completion of TSA Phase 1; individual colleges must complete and submit TSA Phase 2.
6. Upon final ISA approval, WTCS Education Director shall document program alignment in the WTCS Portal, WIDS Repository and the WTCS Archive.

Alignment Modification

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

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

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

Modification Requests

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

ISA Approval

ISA approval of alignment modification is required when the changes effected will impact program intent and/or structure (aligned status, as in the case of complete unalignment). Changes in intent may include shift(s) in the types of jobs for which graduates of the aligned program will qualify; in the graduate skill sets and/or credential(s) required; specialization requirements; etc.

Alignment Modification Process

Formal modification to an aligned program or course (including partial or complete unalignment) requires the support of the WTCS AVP-OIS and Education Director and must follow the alignment approval process or the curriculum modification process as outlined in the following table.
For aligned modification actions that use the curriculum modification process:

1. College requests for alignment modification are presented in writing (email) to the WTCS Education Director assigned to the program, and the proposal must include:
   a. Supporting rationale (e.g. major aligned program reconfiguration required, changes in program accreditation standards, conflicts with currently approved
programs, conflicts with program regulatory compliance, changes in industry requirements, college withdrawal from alignment, suspension or discontinuance of aligned program, etc.);

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

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

3. Education Director develops a workplan with WIDS to review the aligned program curriculum:
   a. WIDS communicates with colleges offering the aligned program to schedule initial meeting via webinar. Participants in this webinar may be any college staff involved in the program coordination or instruction.
   b. WIDS and Education Director work together to establish the work group, ensuring one faculty member (or dean) from each program college is invited to face-to-face work meetings. Attendees represent each participating program and are expected to share work progress with their college.
   c. Education director proposes an “all-in” date, which is provisionally agreed upon by the work group upon completion of the curriculum review:
      i. Deans have an opportunity to weigh-in on the “all-in” date during the Dean’s Monitoring Meeting;
      ii. All program colleges must have adopted the updated curriculum by the agreed upon “all-in” date;
      iii. Colleges able to adopt the updated curriculum prior to the “all-in” date may do so.
   d. WIDS-facilitated Dean’s Monitoring Meeting (webinar):
      i. Intention of the meeting: discuss aligned curriculum modifications for approval;
      ii. Opportunity for deans to accept or modify the proposed “all-in” implementation date.
   e. WIDS finalization of project: upload updated aligned program, curriculum, core and/or course documents to the WIDS Repository.

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

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

6. Implementation of the approved alignment modification shall follow the Program Modification process (ESM Chapter 6, p. 37) at the program level for each participating college*, and may include:
   a. Program Title and Number Change (Form 6-1);
   b. Curriculum Modification (Forms 6-2 and 6-5);
   c. Program Suspension and/or Reinstatement (Form 6-3);
   d. Program Discontinuance (Form 6-4);
e. Technical Skills Attainment (TSA) Phases 1 and 2 and/or Revisions to Phases 1 and 2 (Forms 9-1, 9-2, 9-4 and 9-5) **

f. College uploads of courses and curricula to the WTCS Portal, and Education Director approval for each.

* Education director may complete these forms on behalf of the individual colleges if appropriate.

** WIDS and/or individual colleges complete TSA Revisions for Phases 1 and 2.

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 Education Director completes suspension paperwork (Form 6-3) and notifies colleges and WIDS.

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

Supplemental Information

None
Chapter 18 System-wide Prior Learning Assessment Development (in process)

Status:

Currently being revised - check back later to see if it is finished.
Chapter 19 Program Advisory Committees (in process)

Status:

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

Terms used throughout the ESM are below.

**Aid Code:**
The first two-digits of the program number now called “Credential Code.” Change implemented in Fiscal 2019. Expanded definitions found on [MyWTCS website](#).

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

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

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

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

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

**Career Cluster:**
An organizing tool defining education for post-secondary education and careers using broad clusters of occupations and pathways with validated standards that ensure opportunities for all students regardless of their career goals and interests. Career Clusters are groupings of occupations and industries.
Career Pathway:
A series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.

Classification of Instructional Programs (CIP codes):
United States Department of Education (USDE) taxonomy used to identify appropriate program titles based on expected instructional outcomes.

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

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

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

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

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

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

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

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

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

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

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

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

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

Educational Services Manual (ESM):
The policy manual for the development and management of programs and courses in the WTCS.

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

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

Instructional Area Number:
A three-digit number contained within the eight-digit course number indicating the assigned industry area the course is contained within. Example: 10-101-100 indicates through the designation "101" that the course is contained within the Accounting instructional area.
Labor Market information:
Information that substantiates current or predicts future need of occupations.
Information may be obtained from one or more sources.

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

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

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

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

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

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

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

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

Program Approval Process:
The process, which justifies the need and cost, benefit of opening a new Occupational
Program within a college's boundaries.
Program Curriculum File:
A collection of computer records submitted electronically by the college. Each record describes the courses associated with a program.

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

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

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

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

System Office:
The System Office is the administrative agency responsible for the implementation of WTCS Board policy. It is a state agency statutorily responsible for system-wide policies and procedures for the Wisconsin Technical College System. This administrative authority and responsibility extends to developing and maintaining a system of course and program approval.

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

Technical Skills Assessment (TSA) Scoring Guide:
The minimum standard for all districts with common programs, to use in the assessment of their students. The scoring guide is validated with documented industry support.

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