

Modifying Program Requirements

Program requirements are reviewed annually to validate that they meet student needs and the goals of the program. This review involves faculty, instructional managers, and the program's advisory committee.

Role of the Program Advisory Committee

Program requirements are reviewed annually by the program's advisory committee, which participates in the following activities:

Validating that the curriculum includes opportunities for the student to develop the technical knowledge and skills, with performance at an appropriate level for job entry by:

- Reviewing the competencies and performance standards in technical courses on a two-year cycle;
- Reviewing program goals associated with Student Outcomes Assessment, and the progress made in the implementation of the Assessment Cycle;
- Identifying clinical and internship sites for students;
- Participating in classroom demonstrations/presentations;
- Participating in the review of student portfolios;
- Participating in the selection of students for grants or scholarships;
- Review proposed short-term and long-term budget plans to acquire new equipment and/or facilities for the program.

Validating that the curriculum includes opportunities to develop the nontechnical knowledge, skills, and attitudes important for success in the world of work by:

- Reviewing the program's General Education component; and
- Reviewing evidence that shows the integration of Core Abilities with technical content.

The Assessment Cycle at the Program Level

Milwaukee Area Technical College's Student Outcomes Assessment Plan is based on the college's commitment to improve the quality of teaching and learning across the institution by evaluating, on a regular basis, how well students meet the defined educational and career goals.

Student Outcomes Assessment is a continuous quality improvement process that uses research to effectively verify and document where, when, and how well student learning takes place in the classroom, program, or department to enhance the coordination, design, and re-design of curriculum and its delivery.

MATC Assessment Philosophy

Assessment processes provide information to facilitate decision-making and program improvement based on data. To gather this data on student learning, assessment tools are identified and

administered to students in the program. Faculty assess and evaluate in the context of classroom instruction, but assessment activities are also designed at the program level to help the college provide effective and relevant learning experiences.

In program-level assessment, data is used from both course assessment and other program activities with an intent to measure how well the program is facilitating student success in meeting the program goals. The review of program requirements is an important part of the **Analyze** and **Adjust** stages.

Using assessment results and information from retention studies, a review of a program may result in:

- * The addition of program admission requirements;
- * The re-sequencing of courses and/or competencies;
- * The need for additional courses and/or experiences to improve the overall comprehensiveness of the program;
- * Modularizing courses and effecting other changes to better accommodate part-time students; and/or
- * The introduction of one or more short-term certificate programs.

Modifications Requiring WTCS Approval

Procedures are established by the WTCS for the modification of state-approved degree, diploma, embedded diploma, apprentice, pathway certificate and Advanced Technical Certificate programs in the certain defined cases that are detailed in the *Educational Services Manual* related to program modification. There are three types of changes in programs that require state approval.

NOTE: *Program modifications requiring WTCS approval are the cases in which the review and approval by the **Divisional Curriculum Committee** and the district-wide **Curriculum and Learning Committee** are required.*

Program Title/Number

When a change is requested in the department from which the program is offered, in the length of the program (e.g., from a one-year program to a one-semester program), the title, or the code of a program, the completion of the form *Program Modification Request for Title/Number Change* (TC-MOD-1A 3.20.6), is required. The form must accompany documentation of business and industry support. When requests are made to change the title of programs that more than one district offers, the requesting district is required to solicit approval from the other districts and obtain agreement from at least two-thirds of the districts that have the program.

Examples:

- Program title change from *Occupational Music* to *Music Occupations*;
- Merging the two programs *Civil Engineering/Structural* with *Civil Engineering/Public Works* resulting in a single program titled *Civil Engineering*;
- Changing the length of the *Bricklaying and Masonry* diploma from a one-year program with the code *31-408-1* to a single semester-length program with the code *30-408-1*.

Standard 15 Credits in Communication Skills, Psychology, Social Science, and Economics

The courses in these General Education areas are standard throughout the state, and if there is significant justification, deviations from this group of courses must be approved by the state. An example of this is when accreditation agencies require that a curriculum include specific competencies in General Education areas that are not part of these courses. The procedure for obtaining approval requires the completion of the form *Request for Variance from the General Education Core* (TC-GE-1A 3.30.2.3), with supporting documentation.

Examples:

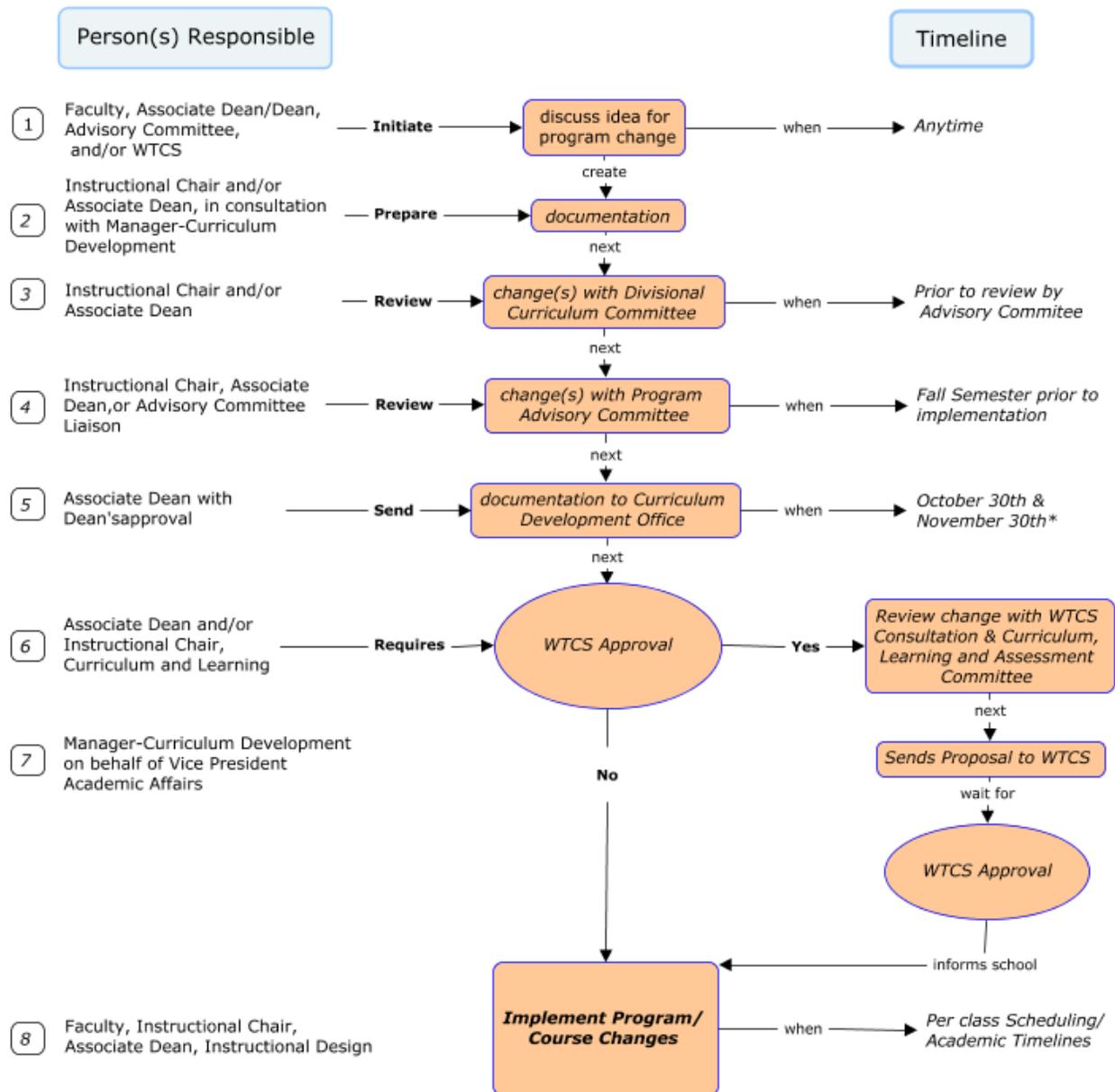
- Adding an *Ethics for the Professions* in the **Paralegal** associate degree program;
- Requiring *Human Growth and Development* in the **Occupational Therapy Assistant**

Modifying List of Required Courses

Requests to modify more than 20% of the existing curriculum (includes general studies, technical studies and the elective categories) must be approved by the appropriate System Office Education Director.

Documentation that supports the change must include advisory committee minutes with action, revised course descriptions, as well as a completed TC-CMOD-1A, TC-CMOD-1B and TC-CMOD-1C. Additional documentation may include accreditation requirements, licensure requirements, specified business/industry/labor-recognized standards, program evaluation recommendations, education director recommendations, documented changes in the workplace, legislative mandates, or state or national trends.

Program Modification - Step-by-Step Internal Process



*Major modifications are due October 30th and minor modifications are due November 30th.

1 Initiate/Discuss Idea for Program Change

The suggestion to modify a program can originate in a variety of ways, including:

- Restructuring to accommodate specialization, consolidation, career laddering, or college transfer;
- Introduction of new products, procedures, methodology, technology, and/or equipment;
- Integration of problem solving, critical thinking skills, and General Education abilities;
- Removal of areas of focus that are no longer standard for business/industry;

- MATC administrative guidelines; and
- WTCS administrative guidelines for the structure of programs.

2 Prepare Documentation

When a program change is necessary, the following documentation is required:

- WTCS Program Modification Request form (see *Educational Services Manual*);
- Minutes from the meeting of the program's Advisory Committee at which the change was reviewed; and
- In cases that involve changes in course requirements, a copy of the current curriculum and a copy of the proposed curriculum is included. These curricula follow the WTCS format, indicating for each course: the department number, course number, title, and *credits* (see *format in example below*). In addition, the format includes the semester that students take the course in the curriculum and the function (technical, support, etc.) of each course.

Proposed Program			
Accounting (10-101-1)			
Technical Courses			
Semester	Course		Credit
(1)	101-111	Accounting 1	4
	OR	101-103 Accounting 1A	(2)
	AND	101-104 Accounting 1B	(2)
(2)	101-113	Accounting 2	4
(2)	101-123	Income Taxes 1	3
(3)	101-116	Intermediate Accounting 1	3
(3)	101-124	Income Taxes 2	3
(3)	101-125	Cost Accounting	
(4)	101-117	Interm	

Sample WTCS Curriculum Format

3 Review Change with Divisional Curriculum Committee

Suggestions from faculty and staff regarding a program change are discussed among departmental faculty and the respective associate dean. When a consensus is reached the proposal is brought to the Divisional Curriculum Committee. If it does not receive the support of that group, a response is developed and sent to the initiator of the suggestion. In revisions that change the General Education component of a program, dialogue takes place between faculty in the department and faculty and/or instructional management from the Liberal Arts and Sciences division.

Following the acceptance of the revision by the divisional committee, dialogue continues to take place while steps are taken to implement the change.

4 Review Change with Program Advisory Committee

Program Advisory committees hold at least two meetings during the academic year. During the Fall semester, the committee reviews curriculum changes that are proposed for the following academic year, so that enough time is provided for the subsequent reviews that take place before implementation.

A quorum (51% of the industry representatives) of the committee membership is required to initiate and pass a motion to approve the curriculum. This requirement originates with the WTCS procedures and is supported by MATC. Its importance extends beyond a "vote", in that it provides an opportunity to discuss curriculum issues and to exchange ideas between business/industry and educators.

The minutes from the advisory committee meeting at which the curriculum change was discussed must include a formal motion to approve the changes (initiated by a business/industry representative), and the results of the vote.

5 Send Documentation to Instructional Design

The **Program Modification Request** form is used report the curriculum that newly-admitted students will follow. The form and the required **Course Update** forms for all changed courses are due on the following dates *prior to the effective year*:

- **October 30th** – major program modifications affecting the next Fall semester scheduling; and
- **November 30th** – minor program modifications affecting the next Fall semester scheduling.

6 Review Change with Curriculum, Learning and Assessment Committee

The Curriculum, Learning and Assessment Committee reviews program revisions as part of its role in upholding program standards and facilitating the mission of the college. It also promotes the overall coordination as well as the interaction between, various segments of the academic community. More specifically, the committee upholds the centrality of General Education in programs, ensuring that proposals address the goals of the college in terms of offering students opportunities that develop core and General Education abilities.

In preparation for the CLA Committee meeting at which the change is discussed, the instructional division prepares a one-page written response to the following questions. This one-page response is distributed to the CLA Committee *at least one week prior to the meeting* at which the proposal is discussed:

Questions for review by Curriculum and Learning Committee

1. Who initiated the idea and why was this change needed?
2. How will students be affected?
3. How was student input gathered regarding this proposal? Summarize the results.
4. How will retention be improved as a result of the change?

5. How will diversification of enrollment be improved with this change?
6. How will faculty be affected (load, hires, etc.)?
7. Will it result in the need for additional resources — financial, facilities, faculty, staff, etc.?
8. Has provision been made in the departmental/divisional budget to accommodate this change?
9. If *courses* are added/changed, has the revision of the competencies and performance standards been assigned? When will the revisions be completed?
10. What courses in this program may be taken by students who have not yet been admitted to a program?
11. (For new/revised programs) How could a student take this program on a part-time basis?
12. Describe the specific concerns raised, and the benefits cited during discussion with the groups that reviewed the proposal: Department, Divisional Curriculum Committee, Program Advisory Committee.

Student Services counselor(s), the instructional chair, and the associate dean for the program discuss the proposal at the CLA Committee meeting.

7 Send Proposal to WTCS

The office of Curriculum Development in the Instructional Design division is responsible for compliance with WTCS regulations and procedures related to programs and courses. In this role, the office reviews the documentation from divisions to see that it is compliant, and follows through with packaging and mailing of correspondence/completed forms. The office also submits records electronically as required and is responsible for monitoring the approval status of courses and programs.

8 Implement Program and Course Change(s)

At the time a student is conditionally or fully-admitted to a program of study, the academic program in effect for that year becomes the requirements that they are expected to complete in order to graduate. At MATC, with the implementation of COSMO, a system is in place that provides the student his/her Academic EVALuation (an evaluation of their academic history against the requirements of the program).

After making major changes to the courses required in an academic program, care must be taken to schedule the appropriate version of courses so that current students can complete requirements and new students can register for the new curriculum. In a two-year program, the following diagram illustrates the scheduling pattern for a program change effective in the academic year 2013-14.

Schedule

FA2014	<i>First Semester of 2013-2014</i>
SP2014	<i>Second Semester of 2013-2014</i>

