

Conversation Starters

WORK-BASED LEARNING (WBL)

- How does participation in WBL contribute to student success?
- Do all students need to participate in WBL?
- Do all students need to participate in the same kind of WBL?
- Is there a stigma associated with participating in WBL?
- What work-based learning programs seem most valuable in your area by students? By employers? Why do you think that?
- What work-based learning programs seem most in demand in your area by students? By employers? Why do you think that?
- What keeps students from participating in WBL? Employers?
- What resource is most lacking when it comes to delivery of WBL opportunities?

What is the greatest misconception about WBL?

What are you doing to address it?

CTE & CERTIFICATIONS

- What industry areas are most in demand for workers in your area?
- How does your school determine which CTE programming to offer?
- How do your schools determine which certifications to offer?
- What certifications are employers asking for most?
- How do you currently connect interested students to in-demand certification training programs?

What is the greatest misconception about CTE and/or Certifications?

What are you doing to address it?

ACP

- How does ACP connect to district and school guiding principles (vision, mission, beliefs, etc.)?
- How does ACP collectively contribute to broader student learning?
- How do individual ACP activities contribute to broader student learning?
- What ACP activities do you feel are missing in schools?
- Do all ACP activities need to be delivered to each student in the same manner?

What is the greatest misconception about ACP?

What are you doing to address it?

Directory

Director

Sharon Wendt

Phone: (608) 267-9251

Email: sharon.wendt@dpi.wi.gov

Beth Lewis, GED, HSED, Alternative Ed

Phone: (608) 267-1062

Email: beth.lewis@dpi.wi.gov

Dave Thomas, Business & IT, FBLA, CTE Standards

Phone: (608) 266-2348

Email: david.thomas@dpi.wi.gov

Diane Ryberg, Family & Consumer Sci, FCCLA, ACCT/IT Registry, Equivalency

Phone: (608) 267-9088

Email: diane.ryberg@dpi.wi.gov

Tim Fandek, Marketing, DECA

Phone: (608) 267-9253

Email: timothy.fandek@dpi.wi.gov

Don Vedder, CTEERS, CTE Data

Phone: (608) 267-2279

Email: don.vedder@dpi.wi.gov

Kevin Miller, Dual Enrollment, ACP, Civil Rights

Phone: (608) 267-3161

Email: kevin.miller@dpi.wi.gov

Denise Byrd, Perkins, Skills Co-op database

Phone: (608) 267-2274

Email: denise.byrd@dpi.wi.gov

Assistant Director

Sara Baird, ACP, Civil Rights

Phone: (608) 266-9609

Email: sara.baird@dpi.wi.gov

Jeff Hicken, AFNR, FAA, Equivalency

Phone: (608) 267-9255

Email: jeffrey.hicken@dpi.wi.gov

Roselynn Bittorf, Perkins Grants

Phone: (608) 266-3922

Email: roselynn.bittorf@dpi.wi.gov

Janice Atkinson, Health Occupations, HOSA

Phone: (608) 266-2347

Email: janice.atkinson@dpi.wi.gov

Brent Kindred, Technology & Engineering, Skills USA, STEM, Equivalency

Phone: (608) 266-2683

Email: brent.kindred@dpi.wi.gov

Robin Kroyer-Kubicek, ACP, WBL, Act 59

Phone: (608) 266-2022

Email: robin.kroyer-kubicek@dpi.wi.gov

Gregg Curtis, Counseling, ACP

Phone: (608) 266-2820

Email: Gregg.Curtis@dpi.wi.gov

Susan Van Beaver, Spec Ed- PTP, Transitions (Interim), ACP

Phone: (608) 267-9168

Email: Suzan.VanBeaver@dpi.wi.gov



Ways in Which High School Students Can Earn Technical College Credit through Articulation/Dual Credit

Articulation/Dual Credit refers to aligning high school and postsecondary curricula to create sequences of courses offering skill attainment with unnecessary duplication. Articulation focuses on providing opportunities for high school students to take college level course work in order to get a head start on earning college credits while continuing to fulfill high school graduation requirements. If your school district is interested in articulation, check first with the Career Prep Coordinator at your local technical college. If your local technical college does not offer a particular program, then you can explore an “out of district” agreement with a different technical college.

There are two types of articulation/Dual Credit – advanced standing and transcribed credit. The table below outlines the similarities and differences between the two types. Articulation agreements are formal agreements created between public school districts and postsecondary institutions. Students benefit from both types of articulation. However, it is important to note the specific differences in benefit between advanced standing and transcribed credit.

Terminology	Advanced Standing	Transcribed Credit
DEFINITIONS	Advanced Standing may also be referred to as <ul style="list-style-type: none"> • “credit in escrow” because the application of the credit is delayed until students enroll in a technical college program. 	Transcribed Credit may also be referred to as: <ul style="list-style-type: none"> • “dual credit courses” as high schools also give credit. • “direct credit” because students are earning technical college credit directly from the technical college.
RELATIONSHIP BETWEEN HIGH SCHOOL AND TECHNICAL COLLEGE COURSES	High school course(s) or competencies are determined to be equivalent or comparable to a technical college course. Agreements require a minimum of a 3.0 grade point on a 4.0 scale for students to earn credit. High school grading policies and standards are followed.	Technical college curriculum is taught to high school students. A variety of delivery methods may be used. Students earn both high school credit and technical college credit simultaneously. Technical college grading policies and standards established in the agreement are followed.
TEACHER	Course is taught by a high school teacher who holds a current DPI license in the related area of instruction.	Course is taught by a WTCS certified technical college instructor or a high school instructor who holds a current DPI license in a related area and has been granted WTCS articulation certification under Wisconsin Administrative Code TCS 3.03(9)(b) .
AWARDING CREDIT	The student must meet all conditions of the articulation agreement in order to be eligible for advanced standing credit. Technical college credits are awarded; however, technical college grades are not given for these courses.	Upon successful completion of course, grades are posted to an official technical college transcript and tabulated in the student’s technical college GPA. Students earn technical college credit and high school credit simultaneously.

DOCUMENTATION	<p>The school district maintains the student's transcript. Under DPI, PI 26 Education for Employment; <i>The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcribed credit, or the advanced placement program; and the participating postsecondary institution, when appropriate.</i></p> <p>Technical colleges may opt to give a "certificate of eligibility" that specifies the course title, course number and credits for which advanced standing may be granted upon enrollment at a technical college.</p>	<p>The technical college maintains the student's transcript for technical college course work. The school district maintains the student's transcript including high school and technical college course work.</p> <p>Under DPI, PI 26 Education for Employment; <i>The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcribed credit, or the advanced placement program; and the participating postsecondary institution, when appropriate.</i></p>
DATA REPORTING	School districts receiving Perkins funds are required to report current articulation in the Vocational Education Enrollment Reporting System (VEERS).	The technical college reports the course in the WTCS Client Reporting System.
AGREEMENT/COSTS	Involves a written articulation agreement. No fees are charged to the student or school district.	Involves a written contractual agreement and cost-neutral arrangement between a school district and a technical college.
TRANSFER TO ANOTHER WTCS TECHNICAL COLLEGE	According to the Credit for Prior Learning policy (Educational Services Manual 12.10.5), technical college credit awarded for high school coursework covered by an articulation agreement at the originating technical college shall be accepted as credit toward completion of a comparable course or courses by the receiving technical college.	All courses taken for technical college credit appear on a student's transcript and shall be transferrable to other technical colleges who have the same program.

General College Courses are designed to prepare learners for the rigors of general education courses associated with WTCS Applied Associate Degrees. General College Courses are offered at the 10 level, are tuition bearing and appear on a student's transcript. General College Courses are not part of an Applied Associate Degree, Associate of Arts or Science Degree, a Technical Diploma or a WTCS Pathway Certificate. The primary purpose of a General College Course is to transition students from pre-college into collegiate level general education. When building articulation agreements these courses should use Advanced Standing as the mechanism to acknowledge the students' attainment of course competencies in General College Courses delivered at the High School level. Another option might be to offer elective credit for the competencies attained. When articulating course work using a purchased curriculum like "Project Lead the Way" or "STEM Essential" the method in which to articulate should be Advanced Standing.

Note: "Articulation Guiding Principles" have been established to assist in the development of agreements; <http://my.wtcs.wtcsystem.edu/wtcsinternal/cmspages/zettdocumentfile.aspx?nodeguid=65534397-b223-4520-99b6-c33f134ce372>

Transcribed credit courses that are part of an articulation agreement are one avenue through which high school students may enroll in technical college courses. Other options that allow high school students to attend technical colleges are:

- *Youth Options* – High school juniors and seniors who meet certain requirements are able to enroll in courses at a technical college for both high school and technical college credit.
- *Two-Year Youth Apprenticeship Programs* – Some Youth Apprenticeship programs include transcribed credit courses. (Others may include advanced standing courses.)
- *38.14(3) Contracted Services* – Sec. 38.14(3), stat., enables technical colleges to contract with school districts to provide a wide variety of services.



CREDIT FOR PRIOR LEARNING

Procedures for Awarding Credit for Prior Learning from WTCS Institutions

These procedures expand upon the principles recognized by the WTCS State Board in **Policy 323**, Credit for Prior Learning. College shall comply with the principles and the interpretations identified below.

Technical college students may acquire the knowledge, skills, and competencies they need in several ways other than participation in technical college educational programming. Formal education or training programs, either at another postsecondary institution or through an employer or military service, provide one avenue for prior learning. Participation in Youth Apprenticeships, Career Prep or other advanced coursework at the high school provides another. Informal education and training experiences provided by employment, community service, or other life experiences provides yet another.

In providing credit for prior learning that has occurred through any of these experiences, the 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, both geographically and between 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 providing 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 enrolled in a technical college may obtain credit for prior learning under the following six categories:

- 1) postsecondary credits earned at WTCS colleges;
- 2) postsecondary credits earned at non-WTCS colleges;

- 3) high school credits for which students later seek college credit;
- 4) credits earned completing a WTCS program of apprentice-related technical instruction;
- 5) subject area competency demonstrated by passing a district or national examination; or
- 6) previous work experience, education or training, or other prior learning demonstrated as comparable in content and rigor to a specific technical college course or courses.

1) Post-secondary Credits Earned at WTCS Colleges

Colleges shall award credit for prior learning to students who present appropriate documentation of credits earned while attending WTCS colleges. Transcribed credits, which are defined as college courses, qualify for credit for prior learning under this category. College guidelines shall affirm the full transferability among WTCS colleges of similar courses and those courses adopted as part of systemwide curricula.

Colleges shall honor as fulfilling general education requirements those credits awarded as fulfilling general education requirements at another WTCS college. Colleges shall 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 or who transfer to a different WTCS college.

Colleges shall evaluate occupational-specific and general education credits earned as part of a technical diploma program or career pathway based on course competencies if students seek to transfer these credits as counting toward completion of an associate degree program.

2) Post-secondary Credits Earned at Non-WTCS Colleges

Colleges shall award credit for prior learning to students who present appropriate documentation from any nationally or regionally accredited institution. Colleges shall 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 will receive credits towards fulfilling WTCS associate degree general education core requirements. Students who qualify for 21 general education credits may need to complete some additional general education core requirements 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 credit for prior learning if the international credits are deemed comparable to WTCS credits offered by the college in which the student is seeking to enroll.

3) High School Credits

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

(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 course work, not covered by an articulation agreement, but that the 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 their requests of credit for prior learning for credits earned while high school students. Other WTCS colleges shall 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 systemwide curricula.

High school credits do not include transcribed credits, which are defined as college credits and as such, qualify for credit for prior learning as postsecondary credits.

4) Registered Apprenticeship

Colleges shall recognize successful completion of a WTCS program of apprentice-related technical instruction and possession of 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 Technical Studies – Journey Worker Associate in Applied Science degree. The WTCS apprentice program must include at least 400 hours of prescribed apprentice-related technical instruction to fulfill the 39-credit minimum.

5) Credit by Exam

Colleges shall award credit for prior learning to students who demonstrate subject-area competency through oral, written, performance or practical exam, or by a combination of these methods. National exams include, but are not limited to, the College Board Advanced Placement (AP) exams, the International Baccalaureate exams, CLEP, DAN TES, 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 on AP exams to qualify for credit for prior learning for applicable technical college courses.

Experiential Learning

Colleges shall award credit for prior learning based on previous work experience, business and industry training, military education or experience, or other prior learning which technical college personnel judge as comparable in content and level of rigor to the specific technical college course or courses.

District Level Implementation

Each WTCS college shall adopt policies and/or procedures for awarding credit for prior learning that are consistent with State Board policy and procedures established by the System Office. Colleges shall ensure the availability of their policies and/or procedures on credit for prior learning in college publications and on college websites.

Each college's credit for prior learning policies and/or procedures shall address:

A. Minimum Grade Requirements

District policies and/or procedures shall require that only postsecondary credits awarded a minimum 2.0 grade point on a 4.0 scale qualify for transfer as credits for prior learning 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 credits for prior learning to a WTCS college.

B. Impact of Transferred Credits on College Transcripts and Grade Point Calculations

District policies and/or procedures shall specify how awarded credit for prior learning will appear on college transcripts, including whether awarded credit will carry a letter grade and identifying any situations in which awarded credit counts in computing student grade point averages.

C. Costs of Obtaining Credit for Prior Learning

District policies and/or procedures shall include information on expected costs for students seeking credit for prior learning.

D. Consistency Within a College Across Program Areas

College policies and/or procedures shall include consistent approaches across program areas within the local college for awarding credit for prior learning that ensure equitable treatment of students.

E. Maximum Credit for Prior Learning

College policies and/or procedures shall require that applied associate degree or associate degree students complete 25% 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.

College policies and/or procedures shall require that technical diploma students complete 25% of occupational-specific credits while enrolled as postsecondary students at the technical college that will award the postsecondary degree.

College policies and/or procedures shall not establish requirements beyond the 25% of credits required for completion at the technical college that will award the postsecondary degree or diploma.

College policies and/or procedures shall specify that this requirement applies to students who qualified for credit for prior learning because they completed a state-approved Youth Apprenticeship program.

F. Appeal Process

College policies and/or procedures shall identify a process by which students who request credit for prior learning may appeal institutional decisions about the awarding of credit for prior learning.