



Program Advisory Committee Handbook

Welcome from Gateway Technical College District Board of Trustees

Dear Advisory Committee Member,

It is my pleasure to welcome you to the Gateway Technical College community. You have been selected to serve in one of the most important positions in our effort to improve the quality education and training programs provided through our college. As a program advisor, you are empowered to lead in the development of ideas on how our college administration and faculty can better serve the needs of business and industry. Your expertise and leadership in your chosen industry have been recognized, and I hope that you take advantage of this opportunity to become actively involved in all aspects of our college.

The Gateway District Board has established economic development as a driving force and responsibility for our college. The success of this effort is deeply embedded in innovative and responsive training programs. As the world changes and the workplace becomes more integrated, so must our programs. We depend on you to move our college into new areas of development and innovative ways of thinking.

As a private citizen, you represent a single voice, but as an advisory committee member, you represent your industry and our community. It is a great honor to be selected to represent your profession, and I congratulate you on your community leadership.

Respectfully,

Ram Bhatia
Chairperson



*Ram Bhatia
Board Chairperson*

Gateway Technical College District Board of Trustees

The Gateway Technical College District is governed by a nine-member board of trustees representing the communities served by the three-county district, which is comprised of two employer members, two employee members, one elected official, one school district administrator, and three additional members. Members are appointed by the chairpersons of the Kenosha, Racine, and Walworth County Boards of Supervisors, and serve staggered three-year terms.

[Please click here for a list of Gateway Technical College's current Board Members.](#)

Welcome from Gateway's President

Dear Committee Member,

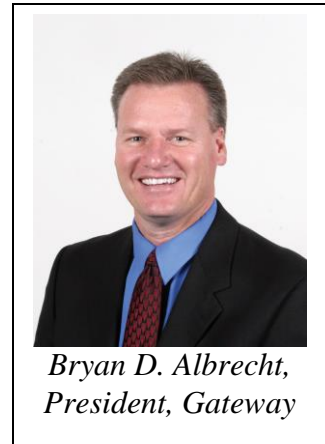
Congratulations on your appointment to serve on a Gateway Technical College program advisory committee. You have been selected to represent your industry because of your knowledge, skill, and experience in education and training. The administration and faculty of Gateway appreciate the time, commitment, and leadership you will be providing to ensure that our college is reflective of today's dynamic workplace. Gateway graduates are some of the best trained workers in Wisconsin, and your guidance is critical to the quality programs and services provided by our college.

As an advisory committee member, you will be asked to provide insight to the changing needs of your industry, review program requirements, and seek support for improving all aspects of programs in which you serve. Your guidance will help shape future generations of graduates and ensure that Gateway is meeting the needs of our communities.

Advisors are also ambassadors of our college. In your role as an advisor, you are asked to represent the college in a positive and productive way. To us you represent the community, and to the community you represent Gateway. It is a unique service that you provide but a very important one in building community support for technical education and training. I look forward to working with you and your committee to ensure that Gateway is well positioned to meet the needs of the changing workforce.

Sincerely,

Bryan D. Albrecht
President



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Your Role as an Advisor

What is the advisory committee all about?

You have been selected as a member of an advisory committee to lend your expertise, knowledge, and experience as an advisor to Gateway Technical College. Individuals are selected to serve because they have proven success in their chosen occupation. You are a valuable asset to the college in that you will be guiding us in the proper preparation of students in the occupational field of their choice.



The students, who will be the ultimate beneficiaries of your time on the committee, will eventually be working in the occupation or cluster of occupations you represent. The students must be able to compete in the job market, find and hold employment in their chosen field, progress on the job, and be productive, active members of society. To provide the type of training the students need, Gateway needs your advice and assistance.

What the committee will do and how effective it will be depends to a great extent on how well you as a member make it work. The recommendations you make, the advice you give, and the efforts you expend will all help in providing an excellent learning opportunity for the student.

What are the benefits of being an advisor?

What advisory committee service holds for you can be up to you and depends on what is important to you. One of the following will probably be a sufficient incentive for you to serve:

1. You will be guiding the direction of the education of your workforce to meet your company's and your profession's needs.
2. You will have an inside track to hiring well educated employees.
3. You will help the college to be a good steward of the tax dollars that you and your company pay to the state and to Gateway.
4. You will earn the prestige of being associated with a respected community institution of higher learning.
5. Your company, whose name will appear along with your own, will enjoy the prestige of having one of its employees involved in voluntary public service.
6. You will enjoy the exciting climate of opportunity and hopefulness among our students at all the program events you attend.
7. You will have the personal satisfaction of knowing your knowledge and expertise have been recognized and that you have made an investment in the future of your profession and your community.

What does Gateway expect from me?

Advisors are a valued resource for continuously improving our occupational programs. Advisors assist the college in maintaining the value of this resource by fulfilling the following expectations:

1. Understand and support the advisory committee process by
 - Committing to a minimum of four meetings over your two-year term on the committee.
 - Submitting agenda items relevant to the program area.
 - Participating fully in discussion by openly sharing information with the committee and college staff.
 - Preparing for meetings by reviewing minutes, reading brief reports, and gathering information to share with the committee and college staff.
 - Focusing on the topics listed on the agenda so meetings stay on track.
 - Maintaining an informal, collegial climate in meetings that encourages a full interchange of information.
 - Respecting the privacy of fellow advisors, particularly in regard to any directory information (phone numbers, e-mail addresses, and so on) that is shared.
2. Understand and accept your role as an advisor by
 - Sharing perspectives from your current professional practice.
 - Recognizing that you are giving the college advice, and there may be times when the college chooses not to follow the committee's suggestions due to financial, regulatory, or other administrative reasons.
 - Serving as a role model for our students by accepting invitations to visit classes or attend program events if your schedule allows.
 - Spreading a positive message about Gateway Technical College to your colleagues and associates.

What can I expect from Gateway?

Gateway recognizes that you are giving your time and talent voluntarily to help the college's programs, so you can expect both encouragement and support from the college. We will

- Schedule regular meetings at a time convenient for most members, setting the date well in advance and providing reminders to help you attend.
- Adhere to the meeting schedule the advisors have set.
- Provide you with an agenda, past minutes, and all pertinent reports before the meeting so you can prepare.
- Ensure that the program dean and program curriculum chair attend your meetings to receive your advice and answer your questions.
- Provide a member of our support staff to record and prepare your meeting minutes and supply them to you in a timely manner after your meeting.
- Assist you in conducting your meeting according to your agenda and in maintaining an informal, collegial climate in your meetings.
- Follow up on your requests and advice with timely reports, even if the report is that your request or suggestion will not be put into action, and provide an explanation when the college chooses not to follow your suggestions.

- Avoid making undue demands on your time with unnecessary detail work outside your meetings.
- Invite you to program events and classes so you can interact with our students at your convenience.
- Recognize your contributions individually and publicly in Gateway publications.

How long will I be on this committee?

Program advisors are appointed for two-year terms. If you are willing to serve longer, the division dean can recommend you be reappointed for additional terms if the pool of potential advisors is limited or you bring a unique perspective to the committee. We do like to have new people rotate onto the advisory committee to bring fresh perspectives, so advisors may not be reappointed every two years. Past advisors with continued interest in the program may be reappointed in the future.

Advisors who are unable to attend meetings will be thanked for their interest in the program and asked to give up their seat for another advisor who is able to participate more fully.

What would I do as committee chair or vice chair?

The chair and the vice chair of an advisory committee serve a one-year term. The chair works with the division dean to select topics for the meeting agenda. The vice chair acts as a substitute if the chair is unavailable. Committees are encouraged to rotate these assignments so all advisors have the opportunity to provide leadership.

What is a Career Cluster Advisory Committee?

Federal and state career education programs categorize occupations into sixteen broad categories, called clusters, which share a foundational body of knowledge and skills. Within each of the sixteen clusters are subcategories, called pathways, which share a more advanced body of knowledge and skills. Every program in the Wisconsin Technical College System is part of a pathway and a cluster (see page 18 for a complete list).

Each year, your program advisory committee may meet with advisory committees from other programs in the same career cluster. Career educators and business advisors from our district's secondary schools and universities would also be invited. The purpose of this meeting would be to share and discuss information that builds cooperation and communication among all educators and employers within a cluster. The guidance of these larger groups helps develop a clear path from high school to postsecondary education to employment.

Laws and policies for advisory committees

State of Wisconsin

Wisconsin laws make provision for advisory committees in Statute 38.14(5) advisory committees. “The district board may establish advisory committees representing every occupation in the district. Each advisory committee should consist of equal numbers of employers and employees selected by the district board from recommendations submitted by representative organizations and associations of each occupation. The district board and the district director [President] may request the advice and assistance of these advisory committees in selecting, purchasing, and installing equipment, in preparing course materials, in developing instructional methods and vocational guidance programs for such other purposes as the district board desires.”

Wisconsin Technical College System Policy

WTCS Policy 309 provides that “all Wisconsin Technical College System Board designated degree programs shall be identified with an advisory committee. Each technical college district shall develop and publish policies, criteria and procedures by which degree program advisory committees shall be established. The advisory committees shall have representation as described in the WTCS administrative bulletin [AB 02-03] on Program Advisory Committees.”

WTCS Administrative Rule AB 02-03

Each college shall establish and maintain active occupational program advisory committees for all approved programs. College policies and procedures defining the functions and responsibilities governing all occupational program advisory committee operations, as well as the method for distribution of minutes, shall be developed and maintained on file in the Wisconsin Technical College System (WTCS) colleges.

Membership shall be selected to reflect the target jobs. Equal representation of both employers and employees should be considered in the appointment process, as well as racial and gender diversity, and geographic location. A listing of the members of each occupational program advisory committee will include the member’s name, designation of employee or employer, and place of employment. This listing must be updated annually prior to December 1 and submitted to the Deputy Division Administrator, Division of Program and Economic Development, WTCS Office.



A schedule of college meetings shall be developed annually for each occupational program advisory committee and be maintained on file by the college. Each occupational program shall have an agenda and minutes on file at the college that is available for WTCS Office review. These minutes will reflect committee recommendations and college reaction to those recommendations.

Apprenticeship Advisory Committees

Advisory committees shall be established to oversee each apprenticeship program of related instruction conducted by a WTCS college. Equal representation of employers and employees, racial and gender diversity, and geographic location of apprentices should be considered in the appointment process. For construction trades, local apprenticeship committees appointed by the Bureau of Apprenticeship Standards (BAS) of the Department of Workforce Development (DWD) will serve as WTCS college advisory committees. In



the case of industrial or service sector programs, multi-trade local committees may be established provided that at least one member of the committee is a member of the apprentice trade that is being reviewed.

A listing of the members of each apprenticeship advisory committee whose records are kept by a technical college shall be maintained including the member's name, designation of employee or employer, and place of employment. This listing must be updated annually prior to December 1 and submitted to the Deputy Division Administrator, Division of Program and Economic Development, WTCS Office. Minutes will be on file at the college and available for WTCS Office to review.

Special Advisory Committees

If a college elects to have special advisory committees for adult and continuing education ad hoc or non-program activities, they do not substitute for the required occupational program or apprenticeship advisory committees. These committees have a primary responsibility of providing communications among the constituents, communities, government agencies, educational institutions, and/or businesses and industries they serve. Minutes will be on file at the college and available for the WTCS Office to review.

Gateway Technical College Policy A-130

Policy

Advisory committees provide Gateway Technical College with valuable advice on current labor needs, future trends and appropriateness of the outcomes of our educational programs and services. Thus, the college must be attentive and responsive to the views expressed by members of business, industry and labor in the Gateway District.

Procedure

Scope of Responsibilities

Advisory committees are responsible for providing the college with information and recommendations to enhance its educational program activities and plans from their perspective as current practitioners in the fields for which Gateway educates students.

Advisory committees are a resource for the college but not a part of its administrative process. Their role, as the name signifies, is to give advice.

Committee Structure

- Each occupational program shall have one (1) and only one (1) advisory committee. If two (2) or more programs share a substantial number of courses (such as a diploma program that is the first part of a longer program) or prepare graduates for similar occupational outcomes, the programs may request approval from the Wisconsin Technical College System to have a single advisory committee.
- A minimum of nine (9) advisors representing the three counties of the District will be maintained as active members of the advisory committee.
- The divisional dean and the program curriculum chair shall serve as ex-officio (non-voting) resources to the committee.
- Each advisory committee shall elect a chairperson and vice chairperson. The chair and vice chair each serve a one-year term. Committees are encouraged to rotate these responsibilities. The chairperson works with the divisional dean to set the meeting agenda and lead other committee activities as needed. The vice chairperson performs these duties when the chairperson is unable to do so.

Membership

- Appointment to the advisory committee is the responsibility of the Gateway District Board based on the recommendation from the president or designee. An effort will be made to ensure a balance of male and female, minority, and geographic representation. Solicitation for members may be from organizations and associations of each occupation. Alumni are encouraged to serve as advisors.
- Advisors must meet the following qualifications for membership:
 1. Advisors must be employed in or affiliated with the occupation.
 2. Advisors must be employed in or be residents of the Gateway district.
 3. Advisors must not be full-time employees of the Gateway district nor be enrolled in the program which they are advising.
- If the pool of available advisors is limited by the specialized nature of the occupation, the district may appoint non-residents and/or adjunct instructors to the advisory committee. Such exceptions will be documented to avoid conflicts of interest.
- In order to provide an on-going rotation of fresh perspectives to the college, advisory committee members are appointed for a period of two (2) years.
- Advisors may be reappointed for additional two-year terms with the recommendation of the divisional dean in cases when the pool of advisors is limited or an advisor provides a unique perspective for the program.
- New advisors are recruited annually, and advisors who are unable to attend meetings are replaced.

Meetings

- Each advisory committee must meet frequently enough to accomplish its agenda for the year. The district recommends a minimum of two (2) meetings per academic year, in different semesters.
- Additional events for advisors, such as orientations, joint meetings with other advisory committees, or recognition events, may be scheduled by the college on an as-needed basis.



- To comply properly with the public meeting law, the dean must notify the office of Institutional Effectiveness Division no later than the first day of the month prior to the month in which a meeting is scheduled. Agendas and minutes of each meeting will be forwarded to the office of the institutional effectiveness division for distribution to the Gateway District Board.
- The majority of the advisory committee meeting should involve presentation and discussion by the advisors related to the current trends, changes, and needs of their field. A related purpose of the meeting is for advisors to discuss the outcomes of Gateway's program, both stated learning outcomes and actual graduate performance.
- The following is the agenda format to be used and followed at all meetings. The agenda lists all items of business and is prepared by the committee chairperson and the dean prior to the advisory committee meeting. The agenda should include enough information to convey what is expected at the meeting. Advisors will receive the agenda, the previous meeting's minutes, and all reports from the program prior to the meeting.

Name of Committee **AGENDA**

1. Call to Order and Roll Call/Introductions
2. Approval of Minutes (copy attached)
3. Advisors' Report—topics may include:
 - a. Workforce Needs/Trends
 - b. Technology/Equipment Trends
 - c. Certification, Licensure, and/or Regulatory Changes
 - d. Overall Industry Outlook/Direction
 - e. Other specific topic assigned by the committee
4. College Report
 - a. Follow-up to Past Advice/Items from Previous Meetings

- b. Student Report (once per year by a current program student)
 - c. Tour of Learning Environment (once per year, rotating locations if appropriate)
 - d. Best practice presentation (as requested)
- 5. Items for Discussion/Recommendation
 - a. Curriculum Modifications (if any)
 - b. Learning Environment (once per year, coinciding with lab tour)
 - c. Student Assessment Plan (twice per year)
 - d. Quality Review activities (spring semester)
- 6. Other
- 7. Suggestions for Future Agenda Items
- 8. Determine action plan, if needed, for next meeting
- 9. Scheduling of Next Meeting
- 10. Adjournment

- The dean or the advisory committee chairperson shall conduct the meeting according to the agreed-upon agenda. Formal recommendations from the advisory committee must be initiated by an advisor. The dean and the program curriculum chair act as resources for the committee's discussion, particularly regarding reports on program activities.
- Other Gateway staff and students--particularly faculty and counselors associated with the program--are invited but not required to attend and observe advisory meetings. Observers may be invited to speak on matters relevant to the published agenda at the discretion of the committee.
- The dean will designate a Gateway employee who shall record the minutes of the meeting, and the dean will submit them to the office of the Institutional Effectiveness Division no later than thirty (30) days after the meeting.

Orientation

- Each advisory committee member will be oriented to this policy and the procedures of advisory committees by the program dean prior to his or her first advisory committee meeting.
- Each advisory committee member will receive an advisory committee handbook.

Adopted: October 20, 2009

Supersedes: July 10, 2006; July 25, 2005

Wisconsin Open Meeting Law

Wisconsin Statutes, Section 66.77:

In recognition of the fact that a representative government of the American type is dependent upon an informed electorate, it is declared to be the policy of this state that the public is entitled to the fullest and most complete information regarding the affairs of government.

No discussion of any matter shall be held and no action of any kind, formal or informal, shall be introduced, deliberated upon, or adopted by a governmental body in closed session, except as provided.

Under the law, a "governmental body" means a state or local agency, board, commission, committee, council or department created by constitution, statute, ordinance, rule, or order; a municipal or quasi-municipal corporation; or a formally constituted subunit of any of these. A "meeting" or "session" takes place when a governmental body is vested with authority, power, duties or responsibilities not vested in its individual members. Social or chance gatherings are not included unless they are designed to avoid this Act.

Reference Information

About the College

Our Mission

We collaborate to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities.

Our Vision

We are the community technical college of choice for academic achievement, occupational advancement, and personal development.

Our Values

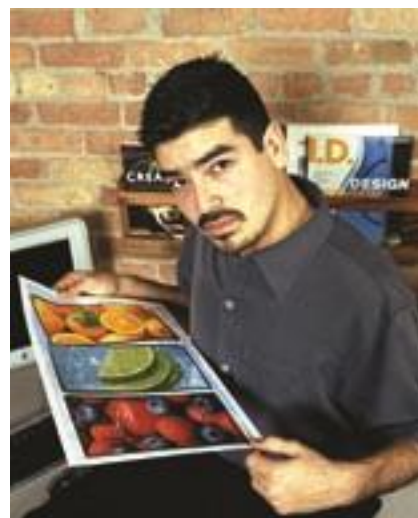
At Gateway Technical College, we value

- diversity of individuals and perspectives
- a positive climate for working and learning
- innovation and risk-taking
- honest and ethical behavior
- quality and excellence in education

Our Ends

Gateway Technical College is a key academic enterprise that serves Southeastern Wisconsin. By engaging in innovative higher education and technical training programs, as well as a variety of community partnerships, the tri-county community will utilize Gateway as a premiere resource for workforce education.

- 1) ***Gateway provides*** academic programs and services that meet the current and future postsecondary technical education needs of our tri-community and assists in the preparation and transition of all learners.
- 2) ***Gateway provides*** innovative and entrepreneurial programs and services that align with the educational, economic, and tri-county community needs for students' regional and global competitiveness.
- 3) ***Gateway provides*** leadership in tri-county community and workforce development through collaborative partnerships with business, industry, labor, and community organizations to support economic development, keeping in mind the desire not to duplicate services for an efficient use of taxpayer dollars.
- 4) ***Gateway models*** integrity, social responsibility, and continuous improvement in its internal and external processes and relationships.



- 5) *Gateway provides* a positive return on taxpayer and community investment by leveraging its core capabilities in a financially and socially responsible manner.

Our History

Original state legislation establishing adult and vocational education was enacted in 1911.

The first technical school in Wisconsin, the nation's first publicly supported technical institution, began that same year in downtown Racine as the name predecessor to Gateway Technical College. A state-sanctioned technical school opened in Kenosha in 1912.

Kenosha County established the first Vocational, Technical and Adult Education District under a state law in 1965 which allowed District formation beyond city limits on July 1, 1966. Walworth County joined the Kenosha District in 1967 to form District 6, and the City of Racine expanded services on July 1, 1967, to include Racine County.



On July 1, 1971, a new Vocational, Technical and Adult Education District was formed, comprised of Kenosha, Racine and Walworth Counties. The name "Gateway" was adopted at the October 19, 1972 District Board meeting for the Gateway District replacing reference to District 6. In 1994, the state vocational district system became the Wisconsin Technical College System.

As was the case in 1911, Gateway today continues to meet the need for skilled workers in technically oriented fields.

Our Accreditation

All three Gateway campuses are fully accredited by The Higher Learning Commission, A Commission of the North Central Associate of Colleges and Schools at 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 312-263-0456/800-621-7440.



About our academic programs and processes

Gateway Academic Programs

Associate Degree Programs

Accounting	Division Dean
Administrative Professional	Manoj Babu
Aeronautics – Pilot Training	Ray Koukari
Air Conditioning, Heating, and Refrigeration Technology with Geothermal Technician option	Beverly Frazier
Architectural – Structural Engineering Technician	Beverly Frazier
Automated Manufacturing Systems Technician	Beverly Frazier
Automotive Technology	Beverly Frazier
Business Management	Manoj Babu
Civil Engineering Technology - Fresh Water Resources	Beverly Frazier
Civil Engineering Technology - Highway Technology	Beverly Frazier
Criminal Justice – Law Enforcement	Terry Simmons
Culinary Arts	Terry Simmons
Diesel Equipment Technology	Beverly Frazier
Early Childhood Education	Terry Simmons
Electrical Engineering Technology with Biomedical Engineering option with Sustainable Energy Systems option	Beverly Frazier
Electro-Mechanical Technology	Beverly Frazier
Electronics	Beverly Frazier
Fire Protection Technician	Terry Simmons
Graphic Communications	Manoj Babu
Health Information Technology	JaTawn Pinson
Horticulture with Greenhouse and Floral option with Landscape option	Beverly Frazier
Hotel/Hospitality Management	Terry Simmons
Human Services Associate	Terry Simmons
Industrial Mechanical Technician	Beverly Frazier
Information Technology – Computer Support Specialist	Ray Koukari
Information Technology – Network Specialist with Security Analyst option	Ray Koukari
Information Technology – Software Developer	Ray Koukari
Information Technology – Web Developer	Ray Koukari
Instructional Assistant – Associate Degree	Terry Simmons
Interior Design	Beverly Frazier
Land Survey Technician	Beverly Frazier
Marketing with General Marketing option with Business to Business option with Marketing Communications option	Manoj Babu
Mechanical Design Technology	Beverly Frazier

with Mechanical Engineering Technician option
 with Mechatronics option
 Nursing – Associate Degree (ADN/RN)
 Paramedic Technician
 Physical Therapist Assistant
 Professional Communications
 Supervisory Management
 Surgical Technology

Diane Skewes
 Terry Simmons
 JaTawn Pinson
 Manoj Babu
 Manoj Babu
 JaTawn Pinson

Technical Diploma Programs

Advanced EMT
 Automotive Maintenance Technician
 Barber Technologist
 CNC Production Technician
 Community Pharmacy Technician
 Cosmetology
 Criminal Justice – Law Enforcement Academy
 Dental Assistant
 Diesel Equipment Mechanic
 Emergency Medical Technician
 EMT-Paramedic
 Facilities Maintenance
 Health Unit Coordinator
 Medical Assistant
 Nursing Assistant
 Office Assistant
 Practical Nursing
 Small Business Entrepreneurship
 Welding
 with Robotics option
 with Advanced Welding option
 with Pipe Welding option
 Welding/Maintenance and Fabrication

Terry Simmons
 Beverly Frazier
 Terry Simmons
 Beverly Frazier
 JaTawn Pinson
 Terry Simmons
 Terry Simmons
 JaTawn Pinson
 Beverly Frazier
 Terry Simmons
 Terry Simmons
 Beverly Frazier
 JaTawn Pinson
 JaTawn Pinson
 Diane Skewes
 Ray Koukari
 Diane Skewes
 Manoj Babu
 Beverly Frazier

 Beverly Frazier

Career Clusters, Pathways, and Gateway Programs

Career Cluster	Career Pathways	Gateway Programs
Agriculture, Food, & Natural Resources	Food Products and Processing Systems	
	Plant Systems	Horticulture (10-001-1) (<i>Horticulture - Greenhouse & Floral (10-001-1A)</i>) (<i>Horticulture – Landscape (10-001-1B)</i>) Urban Farming ATC (10-810-20)
	Animal Systems	
	Power, Structural, and Technical Systems	
	Natural Resources Systems	
	Environmental Service Systems	
	Agribusiness Systems	
Architecture & Construction	Design/Pre-Construction	Architectural – Structural Engineering Technician (10-614-6) Civil Engineering Technology – Fresh Water Resources (10-607-9) Civil Engineering Technology – Highway Technology (10-607-9) Interior Design (10-304-1) Land Survey Technician (10-607-7)
	Construction	Air Conditioning, Heating, and Refrigeration Technology (10-601-1) (<i>Air Conditioning, Heating and Refrigeration Technology – Geothermal Technician (10-601-1A)</i>) Geothermal Specialist ATC (10-810-19)
	Maintenance/Operations	Facilities Maintenance (31-443-2)
Arts, A/V Technology, & Communications	Audio & Video Technology and Film	
	Printing Technology	
	Visual Arts	Graphic Communications (10-204-3) Computer Animation ATC(10-810-18) Digital Photography ATC (10-810-17) Multimedia ATC (10-810-2)
	Performing Arts	
	Journalism and Broadcasting	Professional Communications (10-699-1)
	Telecommunications	
Business, Management, & Administration	Management	Business Management (10-102-3) Supervisory Management (10-196-1) Small Business Entrepreneurship (31-145-1)
	Business Financial Management and Accounting	Accounting (10-101-1) (<i>Also listed under Finance</i>)
	Human Resources	
	Business Analysis	
	Marketing	Marketing (10-104-3) (<i>Also listed under Marketing</i>) (<i>Marketing - General (10-104-3A)</i>) (<i>Marketing – Business to Business (10-104-3B)</i>) (<i>Marketing – Marketing Communications (10-606-1)</i>)
	Administrative & Information Support	Administrative Professional (10-106-6) Office Assistant (31-106-1)

Career Cluster	Career Pathways	Gateway Programs
Finance	Financial & Investment Planning	
	Business Financial Management	Accounting (10-101-1) <i>(Also listed under Business)</i>
	Banking & Related Services	
	Insurance Services	
Marketing, Sales, & Service	Management & Entrepreneurship	
	Professional Sales & Marketing	
	Buying & Merchandising	
	Marketing Communications & Promotion	Marketing (10-104-3) <i>(Also listed under Business)</i> <i>(Marketing - General (10-104-3A))</i> <i>(Marketing – Business to Business (10-104-3B))</i> <i>(Marketing – Marketing Communications (10-606-1))</i>
	Marketing Information Management & Research	
	Distribution & Logistics	
	E-Marketing	
Education & Training	Administration & Administrative Support	Instructional Assistant (10-522-2)
	Professional Support Services	
	Teaching/Training	
Human Services	Early Childhood Development & Services	Early Childhood Education (10-307-1)
	Counseling & Mental Health Services	
	Family & Community Services	Human Service Associate (10-520-3)
	Personal Care Services	Barber Technologist (30-502-5) Cosmetology (31-502-1)
	Consumer Services	
Health Sciences	Therapeutic Services	Community Pharmacy Technician (30-536-1) Dental Assistant (31-508-1) Gerontological and Rehabilitative Nursing Care ATC (10-810-21) Medical Assistant (31-509-1) Nursing – ADN/RN (10-543-1) Nursing Assistant (30-543-1) Physical Therapist Assistant (10-524-1) Practical Nursing (31-543-1) Surgical Technology (10-512-1)
	Diagnostics Services	
	Health Informatics	Health Information Technology (10-530-1)
	Support Services	Health Unit Coordinator (30-510-2)
	Biotechnology Research and Development	
Hospitality & Tourism	Restaurants and Food/Beverage Services	Culinary Arts (10-316-1)
	Lodging	Hotel/Hospitality Management (10-109-1)

Career Cluster	Career Pathways	Gateway Programs
	Travel & Tourism	
	Recreation, Amusements, & Attractions	
Information Technology	Network Systems	IBM Enterprise Programming and Administration ATC (10-810-11) IT-Network Specialist (10-150-2A) (Security Analyst (Concentration Area 10-150-2B)) Mobile Applications Development ATC (10-810-22)
	Information Support & Services	IT-Computer Support Specialist (10-154-3)
	Interactive Media	IT-Web Developer (10-152-3) Game Programming ATC (10-810-16)
	Programming & Software Development	IT-Software Developer (10-152-1) Oracle-ATC (10-810-4)
Law, Public Safety, Corrections, & Security	Corrections Services	
	Emergency & Fire Management Services	Advanced EMT (30-531-6) Emergency Medical Technician (30-531-3) EMT-Paramedic (31-531-1) Fire Protection Technician (10-503-2) Paramedic Technician (10-531-1)
	Security & Protective Services	
	Law Enforcement Services	Criminal Justice-Law Enforcement (10-504-1) Criminal Justice-Law Enforcement Academy (30-504-1)
	Legal Services	
Manufacturing	Production	CNC Production Technician (31-444-2) Welding (31-442-1) (Welding – Robotics (31-442-1A)) (Welding – Advanced Welding (31-442-1B)) (Welding – Pipe Welding (31-442-1C)) Welding/Maintenance and Fabrication (30-442-2)
	Manufacturing Production Process Development	Automated Manufacturing Systems Technician (10-628-3) Electro-Mechanical Technology (10-620-1)
	Maintenance, Installation, & Repair	Industrial Mechanical Technician (10-462-1)
	Quality Assurance	
	Logistics & Inventory Control	
	Health, Safety, & Environmental Assurance	

Career Cluster	Career Pathways	Gateway Programs
Science, Technology, Engineering, & Mathematics	Engineering & Technology	Electrical Engineering Technology (10-662-1A) <i>Electrical Engineering Technology – Biomedical Engineering Technology (10-662-1B)</i> <i>Electrical Engineering Technology – Sustainable Energy Systems (10-662-1C)</i> Electronics (10-605-1) Mechanical Design Technology (10-606-1) <i>Mechanical Design Technology – Mechanical Engineering Tech (10-606-1A)</i> <i>Mechanical Design Technology – Mechatronics (10-606-1B)</i>
	Science & Math	
Transportation, Distribution, & Logistics	Transportation Operations	Aeronautics – Pilot Training (10-402-1)
	Logistics Planning & Management Services	
	Warehousing & Distribution Center Operations	
	Facility & Mobile Equipment Maintenance	Automotive Technology (10-602-3) Automotive Maintenance Technician (31-404-3) Diesel Equipment Technology (10-412-1) Diesel Equipment Mechanic (31-412-1)
	Transportation Systems/Infrastructure Planning, Management, & Regulation	
	Health, Safety, & Environmental Management	
	Sales & Service	
Government & Public Administration	Governance	NO PROGRAMS
	National Security	
	Foreign Service	
	Planning	
	Revenue and Taxation	
	Regulation	
	Public Management and Administration	

Curriculum Process

All Gateway curriculum is created and maintained by faculty within the policies set by the administration. Changes to curriculum are approved by the program curriculum committee, which consists of program faculty, other related faculty, program counselors, and the dean. Some changes require the review and approval of the District Curriculum Committee, which is made up of faculty and staff from all academic divisions and support areas. Some changes also require approval by the Wisconsin Technical College System office.

Discussion and action (recommendation) by the program advisory committee is a factor in approving curriculum changes.

WTCS parameters for curriculum:

- Associate degrees
 - must contain at least 60 and no more than 70 credits
 - must contain 21 credits of state-designated general studies courses
 - must lead to entry level employment upon completion
 - can only be started after a formal investigation through a defined state process
- Technical diplomas
 - must contain at least 2 and no more than 70 credits
 - must have at least 70 percent of credits in occupational specific study
 - can only be started after a formal investigation through a defined state process
- Advanced Technical Certificates
 - must contain at least 9 and no more than 12 credits
 - must contain at least 6 credits of occupational content beyond what is offered in any approved program.
 - can only be started after a formal investigation through a defined state process

Additional Gateway parameters for curriculum:

- All college-developed program curricula will be based on industry-validated global or national skill standards while allowing the addition of content to address locally identified needs.
- Associate degrees
 - must contain 6 credits of electives
 - must contain at least one general studies course focused on multicultural issues
 - must contain competencies that develop computer literacy
- Technical diplomas of 45 or more credits must contain 12 credits of general studies courses.
- Shorter technical diplomas are encouraged to include general studies coursework.



Student Learning Process

Each academic program, including general studies subject areas, must assess its students' learning outcomes annually. The program curriculum committee establishes learning outcomes for the program, measures for assessing that learning, and standards of expected performance. Once the student learning is assessed, the program reports results and establishes an action plan if improvement is needed.

Discussion of the assessment process with the program advisory committee is a required element to complete the annual process and helps to maintain a meaningful assessment plan.

Gateway parameters for student learning

Each program must

- have an overall purpose statement and five to eight major learning outcomes that result from completion of the entire program curriculum.
- assess learning for all of its learning outcomes each year.

- Assess two assigned core abilities each year.
- develop and implement action plans to maintain or improve student learning based on its assessment data.

Quality Review Process

Each academic program participates in the state-mandated Quality Review process, which provides an opportunity for continuous improvement. Every program receives a program data profile in September with descriptive and comparative local data about program performance. Every program must identify actions steps to improve performance as part of an annual work plan. Programs also receive a state scorecard in December with state- and college-designated data measures as well as expected thresholds and targets for performance.

At least once every five years, each program does a full quality review, which involves study of an area of strength, an area of challenge, and the creation of a formal improvement plan. These full reviews are recorded with the state office.

Discussion of the quality review process with the program advisory committee is a required element in the annual process. Advisors may be invited to participate as team members in the full quality review.

Budgeting Process

Gateway develops its operating budget on an annual basis beginning in December for the following fiscal year, which begins July 1. Over 80 percent of the college's operating budget covers salaries and fringe benefits for its employees, and most of its full-time employee salaries are determined by collective bargaining agreements. The operating budget also covers current expenses such as travel, mileage, supply and small equipment purchases, subscriptions, printing, and so on.

Implementing recommendations from the advisory committee that require significant changes in the program's operating budget may not be possible unless they can be built into a future budget during the next planning cycle.

Equipment costing \$500 per item or set is purchased through the college's capital equipment process. The college borrows a fixed amount approved by the Board of Trustees for equipment each year. In addition to instructional equipment, these funds provide equipment for college staff to perform their job functions. Instructional funds are allocated by division to fill equipment needs identified by the staff each year.

Implementing recommendations from the advisory committee that require the purchase of equipment costing \$500 per item or set may not be possible unless they can be built into a future capital equipment plan during the next planning cycle.

Expansion or major remodeling of district facilities is funded through a separate borrowing process based on the college's Board- and state-approved three-year facilities plan, which is updated annually and submitted to the state office in July.

Implementing recommendations from the advisory committee that require the expansion or remodeling of a facility may not be possible unless they can be built into a future three-year facilities plan during the next planning cycle.

About the Wisconsin Technical College System

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What We Do

The Wisconsin Technical College System (WTCS) provides the state with the critical, essential technical occupations we all rely on. We respond to the needs of our communities by helping one person at a time and by bringing people and jobs together.

The systems' 16 colleges equip graduates with real world, hands-on experience they apply to specific occupations that provide us all with security and quality of life. The Technical Colleges stimulate local economic development by providing a well-educated workforce based solely on the occupational needs of local business and industry. From biotech to electronics to health care to public safety – great paying jobs await technical college grads who are in demand!

The colleges offer more than 300 programs:

- Two-year associate degrees.
- One- and two-year technical diplomas.
- Short term technical certificates (nine months or less).
- Customized training and technical assistance (direct to business and industry)

Who We Serve

The Wisconsin Technical College System (WTCS) serves one in nine Wisconsin adults, or roughly 460,000 each year with a variety of educational options, primarily degree and certificate programs for career-minded students, but also customized training to meet the needs of business and industry. Technical college training is primarily hands-on, with students applying knowledge for a specific occupation or process.

The average age of technical college students is 28, which indicates how adults turn to the technical colleges throughout life. While more than 20 percent of high school graduates in



Wisconsin attend technical college immediately after high school, many students are adult learners who turn to their communities' technical colleges for immediate and relevant retraining.

Each of the 16 technical colleges is committed to increasing minority enrollment and retention, especially in high-skill, high-wage occupations. Enrollments for minorities have increased dramatically over the past decade (Hispanic - 121%; African American - 22%; and Asian - 19%).

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.

Meanwhile, each technical college serves a geographical area referred to as a district. The 16 districts deliver technical education which meets the needs and interests of each local labor market. Districts have nine-member appointed boards and are empowered to levy property taxes to fund the cost of instruction, facilities, equipment and staff.

The WTCS operates under a model of shared governance in which responsibility for the operation of the WTCS is shared by the Wisconsin Technical College System Board and 16 district boards. The WTCSB, or state board, is statutorily responsible for the initiation, development, maintenance, and supervision of programs with specific occupational orientations below the baccalaureate level, including associate degrees, training of apprentices, and adult education below the professional level. In addition, the state board is charged with determining the organization, plans, scope, and development of technical colleges in Wisconsin.

WTCS Responsibilities

The Wisconsin Technical College System (WTCS) is the coordinating agency for the state's 16 technical colleges. The districts set academic and grading standards, appoint the district directors, hire instructional and other staff, and manage the district budget.

The WTCS supervises district operations through reporting and audit requirements and consultation, coordination and support services. It sets standards for building new schools and adding to current facilities. It also provides assistance to districts in meeting the needs of target groups, including services for the disadvantaged, the disabled, women, dislocated workers, the incarcerated and minorities.

The WTCS also administers state and federal aids. It works with the Department of Public Instruction to coordinate secondary and postsecondary vocational and technical programs. It

also cooperates with the University of Wisconsin System to establish coordinated programming and credit transfer programs. The WTCS also cooperates with the Department of Workforce Development to provide training for apprentices.



WTCS History

Laws passed in 1907 permitted cities to operate trade schools for persons age 16 or older as part of the public school system (Chapter

122) and allowed them to establish technical schools or colleges under the control of either the school board or a special board (Chapter 344). Wisconsin was the first state to establish a system of state support for vocational, technical and adult education (Chapter 616, Laws of 1911). The law appropriated state aid for continuation, trade and evening schools; required every community with a population of 5,000 or more to establish an industrial education board; authorized the local boards to levy a property tax; and created an assistant for industrial education in the office of the State Superintendent of Public Instruction. It also created the State Board of Industrial Education.

Wisconsin was also the first state to set up apprenticeship agreements (Chapter 347, Laws of 1911) and require employers to release 14- to 16-year-olds for part-time attendance in continuation schools if such schooling was available (Chapter 505, Laws of 1911). These schools became schools for apprentices. Hours in class were to count as part of the total paid work hours. The schools, established through the work of Charles McCarthy, first director of the present-day Legislative Reference Bureau, emphasized general cultural and vocational education, as well as trade skills.

Due in part to the efforts of McCarthy and modeled after Wisconsin's vocational training programs, the U.S. Congress passed the Smith-Hughes Act in 1917, the first federal legislation specifically designed to promote vocational education. The act offered financial aid to states to help pay teachers' and administrators' salaries and provided funds for teacher training.

In Chapter 494, Laws of 1917, the Wisconsin Legislature changed the name of the State Board of Industrial Education to the State Board of Vocational Education, authorized it to employ a state director and designated it as the sole agency to work with the newly created federal board.

During the Great Depression, Wisconsin tightened its compulsory school attendance laws, which resulted in more 14- to 18-year-olds attending school. The demand for adult education also increased, as recognized by Chapter 349, Laws of 1937, which renamed the board the State Board of Vocational and Adult Education. During that same period, the vocational school in Milwaukee began to offer college transfer courses.

Events of the 1960s transformed the Wisconsin vocational-technical system into the postsecondary system of today. Federal legislation for vocational schools affected business education and emphasized training for the unemployed. The federal Vocational Education Act, passed in 1963, helped the local boards build new facilities. Chapter 51, Laws of 1961, authorized the board to offer associate degrees for 2-year technical courses. The 1965 Legislature passed Chapter 292, which required a system of vocational, technical and adult education (VTAE) districts covering the entire state by 1970 and changed the board's name to the State Board of Vocational, Technical and Adult Education. (Chapter 327, Laws of 1967, dropped "State" from the name.) College transfer programs were authorized in Madison, Milwaukee and Rhinelander.

As a result of the federal and state legislative changes in the 1960s, VTAE enrollments more than doubled to 466,000 between 1967 and 1982. The 1970s also saw significant increases in the number of associate degree programs. Other major statutory changes included the

requirement that VTAE schools charge tuition and that they improve cooperation and coordination with the University of Wisconsin System. More recently, a greater emphasis has been placed on services to 16- or 18-year-old students.

In the past 2 decades, the system has increased its focus on lifelong learning; education for economic development; and services for groups that formerly had less access to education, including people in rural areas, women and minorities. Special emphasis has been given to assisting the unemployed, displaced homemakers and those with literacy problems.

1993 Wisconsin Act 399 renamed the VTAE system, changing it to the Technical College System, and designated the state board as the Technical College System Board. District VTAE schools became "technical colleges".

More information about the Wisconsin Technical College System can be found at <http://www.witechcolleges.com>.