

WECM PROTOCOL MANUAL

INTRODUCTION

Revised: ~~05/08~~
~~08/10~~
01/11

After a development period of three years, the Workforce Education Course Manual (WECM) became fully operational in 1998. It provides community and technical colleges with an inventory of pre-approved courses developed in close partnership with Instructional Specialists representing a wide variety of technical fields. It is supported by a mechanism for continually designing and updating courses, and it is complemented by a process for the implementation of courses developed to meet unique local need.

Purposes of the WECM

The purposes of the WECM are to:

- Contribute to the quality and consistency of workforce courses.
- Provide Texas colleges increased assistance and flexibility in responding to employer needs.
- Enhance the portability of credits and credentials for students.
- Provide increased access for students to workforce education degrees and career advancement for students.
- Facilitate articulation with other providers of education at both the secondary and post-secondary levels.
- Incorporate industry-established skill standards into Texas workforce education.

Maintenance Process

Based on CIP codes and technological advances, courses are reviewed based on various triggers. The WECM maintenance process consists of an annual review and evaluation of selected courses by teams of Instructional Specialists. These specialists determine if courses need to be updated, archived, or if new courses are necessary address the with the needs of business and industry. By creating a curriculum based on skill standards and maintaining continued relevance through a review process, colleges have a clear understanding of employer expectations resulting in workforce education courses that are relevant to employers and the workplace.

Guidelines for Instructional Programs in Workforce Education (GIPWE)

While the GIPWE and this manual are different in purpose and scope, they must be consistent. When revising WECM protocol, the WECM Leadership Committee (WLC) should consider the effect on the GIPWE and collaborate as appropriate with professional associations and follow Texas Higher Education Coordinating Board (THECB) procedures for GIPWE revisions.

Purpose and Organization of Protocol Manual

The intent of this manual is to convey the definitions, concepts, working policies and procedures that guide WECM maintenance. It reflects decisions upon which the WECM was structured as well as guidelines for maintenance operations. The WLC continuously reviews the contents herein and assumes responsibility for currency.

For ease of reference and revision, the contents of this manual are arranged in discreet numbered units. Numeric designations reflect organizational structure. The first two digits designate the chapter; the second two, the section within a chapter. The last two digits are assigned to the specific protocol.

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Subject: Special Topics Courses

Revised: 01/04/2005

Available within each six-digit CIP Code, a Special Topics course should be used only when course content does not exist in a current WECM course. The Special Topics course is provided for temporary use or transitional content. The college specifies discipline-specific learning outcomes for the Special Topics course. Topics may address recently identified current events, skills, and knowledge pertinent to the technical area and relevant to the occupational development of the student. Special Topics courses are identified by a “9” in the third digit of the course number. THECB approval is not required for the content of a Special Topics course. A College must submit Special Topics Courses to THECB prior to the end of the semester or quarter in which the course is offered.

A SCH Special Topics Course cannot have fewer than 16 contact hours or more than 112 contact hours. The course must follow the established ratios for contact hour and credit hour assignments. Allowable combinations are outlined in the following Table. A range of contact hours and lecture/lab lab components is specified for each SCH value.

Special Topics courses are an important source of information regarding occupational trends and workforce education needs. These courses were designed to be repeated multiple times with different course content to improve student proficiency. During WECM course review, Instructional Specialists evaluate Special Topics courses to determine if new courses should be added to or existing courses revised in the WECM.

**Credit/Contact Hour Combinations for
SCH Special Topics Courses**

COURSE RUBRIC	SCH	CONTACT HOUR RANGE PER SEMESTER	ALLOWABLE COMBINATIONS		
			Lecture /wk	Lab /wk	Contact /sem
XXXX 119X	1	16-64	0	2	32
			0	3	48
			0	4	64
			1	0	16

COURSE RUBRIC	SCH	CONTACT HOUR RANGE PER SEMESTER	ALLOWABLE COMBINATIONS		
			Lecture /wk	Lab /wk	Contact /sem
XXXX 129X	2	32-96	0	4	64
			0	6	96
			1	2	48
			1	3	64
			1	4	80
			2	0	32
			2	1	48
XXXX 139X	3	48-96	1	4	80
			2	2	64
			2	3	80
			2	4	96
			3	0	48
			3	1	64
XXXX 149X	4	64-112	2	4	96
			3	2	80
			3	3	96
			3	4	112
			4	0	64
			4	1	80

A CEU Special Topics Course cannot have fewer than 7 contact hours or more than 112 contact hours.

Subject: Local Need Courses

**Revised: 01/21/2010
03/29/2010**

Definition

A Local Need course may be used to respond to unique local or regional conditions or to regulatory changes. Content that will be offered repeatedly over several years is most appropriate for Local Need status. Evidence of need for this course must be substantiated by support from business and industry in a specified geographical area. **A Local Need course must be submitted to the THECB and approved prior to instruction to qualify for state funding.** Local Need courses are identified by a “7” in the third digit of the course number.

- SCH Local Need courses cannot have fewer than 16 or more than 176 contact hours. The courses must follow the established ratios for contact hour and credit hour assignments. Preferred and allowable combinations have been outlined in the following Table. A range of contact hours with lecture/lab lab components is specified for each number of SCH.
- Unless it specifically addresses local, state, or national licensure, certification, regulatory, or accreditation requirements, a CEU Local Need course cannot have fewer than 7 contact hours. An institution that submits a CEU Local Need course for fewer than 7 contact hours must include specific information describing the requirement(s) addressed by the course.
- CEU lecture/lab Local Need Courses cannot have more than 176 contact hours. CEU external learning courses must follow the same contact hour limits as the SCH external learning courses. CEU Local Need courses may be submitted with a range of 24 hours. For example, if a course is to be offered for 24, 36, and 48 hours, the approved range of hours will be from 24 to 48 hours. The lower number of the range cannot fall below 7 hours unless approved by the THECB as meeting local, state, or national licensing, certifying, regulatory, or accrediting agency requirement.
- Emerging Technology Rubric Designation –Institutions submitting Local Need Course(s) that do not align with an existing WECM rubric should develop an appropriate rubric and submit the rubric as a component of the Local Need Course(s) or Program Application to THECB. (refer to Protocol 01-02-02 – Course Rubric and Number)

Local Need courses are an important source of information regarding occupational trends and workforce education needs. During WECM course review, Instructional Specialists evaluate Local Need courses to determine if new courses should be added to or existing courses revised in the WECM.

Preferred and Allowable Contact Hour Ranges For Local Need courses

SEMESTER CREDIT HOURS (SCH)	PREFERRED* Contact Hour Range per Semester	PREFERRED COMBINATIONS			OTHER ALLOWABLE* Contact Hour Range per Semester	OTHER ALLOWABLE COMBINATIONS		
		Lecture /wk	Lab /wk	Contact / sem		Lecture /wk	Lab /wk	Contact / sem
1	16-48	0	2	32	16-64	1	1	32
		0	3	48		0	4	64
		1	0	16				
2	32-80	0	4	64	32-128	0	5	80
		1	2	48		0	6	96
		1	3	64		0	7	112
		1	4	80		0	8	128
		2	0	32		2	1	48
3	48-96	2	2	64	48-144	1	4	80
		2	3	80		1	5	96
		2	4	96		1	6	112
		3	0	48		1	7	128
						1	8	144
					3	1	96	
4	80-128	2	4	96	64-160	1	9	160
		2	5	112		2	7	144
		2	6	128		2	8	160
		3	2	80		4	0	64
		3	3	96		4	1	80
		3	4	112				
5	96-144	3	6	144	80-176	2	9	176
		4	2	96		3	4	112
		4	3	112		3	5	128
		4	4	128		3	7	160
		5	0			3	8	176
						5	0	80
					5	1	96	

* “Preferred” contact hours and combinations are those that typically represent best practices or the most common course patterns. “Other allowable” patterns are not recommended but are available for special circumstances.

Subject: External Learning Experience Courses

Revised: 02/02/05
01/22/09
08/04/10

An external learning experience is a competency-based learning experience that enhances lecture and laboratory instruction and is provided at work sites appropriate to the discipline. Time used to present or apply knowledge in a workplace setting is classified as *external learning experience*. The integration of knowledge gained through the external experience with previously learned concepts or practices, regardless of setting, time, or evaluation, is included in the instructional design of the external learning experience and is classified as *external hours*. Advanced practice in a lab setting prior to performing an advanced or high-risk procedure may be included in this category. External hours may also include discussion of cases.

External learning experience courses—cooperative education, practicum (field experience), internship, and clinical experience—are included in the WECM in each six-digit CIP code area as appropriate.

Guides and parameters for external experience courses are summarized in the tables below. Instructional Specialists at WECM Course Review Workshops will determine the type(s) of external learning experiences that are appropriate for a particular discipline based on the following guides and industry standards.

If an institution has a Continuing Education (CE) program and offers an external learning course, the external learning experience course(s) should be submitted as a Local Need Course(s). THECB staff will review the actual contact hours being taught for existing external learning courses and prepare a list for WECM Leadership Committee analysis.

CLINICAL EXPERIENCE

1. Students learn and apply program theory and management of the work flow.
2. Introductory, Intermediate, or advanced level
3. Students are closely supervised.
4. Lecture/lab theory instruction is provided concurrently.
5. Takes place in an actual or simulated health-care setting and is usually associated with health disciplines in CIP 51.
6. Involves actual direct or simulated patient care.
7. Students are not paid for the learning experiences.

Ratio of credit hours to external experience contact hours = 1:3, 1:4, 1:5, or 1:6

Course Number	SCH	Contact Hour Range per Semester
1160, 1161, 1162, or 1163 2160, 2161, 2162, or 2163	1	48-96
1260, 1261, 1262, or 1263 2260, 2261, 2262, or 2263	2	96-192
1360, 1361, 1362, or 1363 2360, 2361, 2362, or 2363	3	144-288
1460, 1461, 1462, or 1463 2460, 2461, 2462, of 2463	4	192-384
1560, 1561, 1562, or 1563 2560, 2561, 2562, or 2563	5	240-480
1660, 1661, 1662, or 1663 2660, 2661, 2662, or 2663	6	288-576

INTERNSHIP

1. Students learn and apply program theory and management of the work flow.
2. Intermediate or advanced level
3. Students are closely supervised.
4. Lecture/lab theory instruction is provided concurrently.
5. Takes place in any setting.
6. May involve patient care and can be used in health disciplines in CIP 51, if Internship is the industry norm.
7. Students may or may not be paid.

Ratio of credit hours to external experience contact hours = 1:3, 1:4, 1:5, or 1:6

Course Number	SCH	Contact Hour Range per Semester
2186, 2187, 2188, or 2189	1	48-96
2286, 2287, 2288, or 2289	2	96-129
2386, 2387, 2388, or 2389	3	144-288
2486, 2487, 2488, or 2489	4	192-384
2586, 2587, 2588, or 2589	5	240-480
2686, 2687, 2688, or 2689	6	288-576

PRACTICUM

1. Students gain practical experience in a discipline, enhance skills, and integrate knowledge.
2. Introductory, intermediate, or advanced level
3. Students work independently.
4. Application of previously learned theory.
5. Take place in any setting.
6. Health disciplines may or may not involve direct patient care.
7. Appropriate for students who are almost ready for career entry.
8. Students may or may not be paid.

Ratio of credit hours to external experience contact hours = 1:7, 1:8, 1:9, or 1:10

Course Number	SCH	Contact Hour Range per Semester
1164, 1165, 1166, 1167, 1168, or 1169 2164, 2165, 2166, 2167, 2168, or 2169	1	112-160
1264, 1265, 1266, 1267, 1268, or 1269 2264, 2265, 2266, 2267, 2268, or 2269	2	224-320
1364, 1365, 1366, 1367, 1368, or 1369	3	336-480
1464, 1465, 1466, 1467, 1468, or 1469	4	448-640
1564, 1565, 1566, 1567, 1568, or 1569 2564, 2565, 2566, 2567, 2568, or 2569	5	560-640

COOPERATIVE WORK EXPERIENCE

1. Students gain practical experience in a discipline, enhance skills, and integrate knowledge.
2. Intermediate or advanced level.
3. Students work independently.
4. Application of previously or simultaneously learned theory.
5. Take place in any setting excluding health care.
6. Includes one-hour lecture per week (required).
7. Students may or may not be paid.

Ratio of credit hours to external experience contact hours = 1:7, 1:8, 1:9, or 1:10

1280, 1281, 1282, 1283, 1284, or 1285 2280, 2281, 2282, 2283, 2284, or 2285	2	128-176
1380, 1381, 1382, 1383, 1384, or 1385 2380, 2381, 2382, 2383, 2384, or 2385	3	240-336
1480, 1481, 1482, 1483, 1484, or 1485 2480, 2481, 2482, 2483, 2484, or 2485	4	352-496
1580, 1581, 1582, 1583, 1584, or 1585 2580, 2581, 2582, 2583, 2584, or 2585	5	464-656
1680, 1681, 1682, 1683, 1684, or 1685 2680, 2681, 2682, 2683, 2684, or 2685	6	576- 656

Subject: Mirror Courses

**Revised: ~~02/02/05~~
01/22/09**

When a course may be delivered in either a SCH or a CEU format, the course is defined as a “mirror” course.

If a mirror course is reviewed, both the SCH and CEU format are affected; that is, if one is revised, the other is revised in the same way. The SCH and CEU courses are referenced below the rubric and number in the courses description.

When a CEU mirror option to an already-approved SCH course is requested, the option will be added to the WECM by the WECM Project Director unless otherwise prohibited.

Archiving one option of a mirror course and not the other is NOT advisable. For example, if mirror options exist (both CEU and SCH), then either both should be kept active or both should be archived simultaneously.

Protocol No. 1-01-05

Subject: Lower-Division Academic Course Guide Manual (ACGM) Parallel Courses

Revised: 01/22/09

A few WECM courses are similar in content to *Lower Division Academic Course Guide Manual (ACGM)* courses. However, WECM courses are updated more frequently than ACGM courses; therefore, there may be some difference in course descriptions. While no reference is made in the WECM to parallel ACGM courses, linking ACGM and WECM courses is a local institutional decision.

Subject: Developmental Education Courses

Developmental education courses include compensatory material that is below college level. They cover topics such as reading, writing, mathematics, study skills, and English as a Second Language. Developmental education courses are available only in the *Lower-Division Academic Course Guide Manual*. WECM courses are not intended to provide developmental instruction.

Subject: Vendor-Authorized and Generic Non-Vendor Courses

The WECM contains vendor-authorized courses written specifically to accommodate instructional requirements of commercial vendors. These courses were developed for use only by colleges that are authorized by a vendor. In most cases, vendor-authorized courses have generic non-vendor course alternatives. These non-vendor course alternatives contain similar outcomes as those in vendor-authorized courses; however, they are designed for colleges that are not vendor-authorized. Both vendor-authorized courses and the non-vendor course alternatives are flagged in the WECM.

If approved by the Instructional Specialist and confirmed by the Director, WECM Project, the vendor name is inserted at the end of the vendor specific course description. For example:

Licensure/Certification: Microsoft Corporation.

Both vendor specific and parallel generic courses are flagged in the WECM with the following displayed above the course information, respectively:

Vendor Specific Course. Should be used only by vendor authorized institutions. A generic course is available as follows: (Generic course rubric/number) or (Not available)

Not a Vendor Specific Course.

A Vendor Specific Course is available as follows: (Vendor specific course rubric/number)

Subject: Courses Required by Licensure, Certification, or Accreditation Agencies

Revised: 02/02/04

The WECM incorporates licensure, certification or accreditation requirements through a variety of approaches. These include standard SCH and CEU courses, CEU courses with less than 7 contact hours, and CEU Professional Development Courses.

- WECM courses designed to address the specific requirements associated with licensing, certification, or accreditation are developed by Instructional Specialists on an “as needed” basis. These courses include the name of a licensing, certifying, or accrediting agency, beneath the SCH and/or CEU learning outcomes.
- Workforce continuing education courses with fewer than 7 contact hours of instruction are included in the WECM when specific type and length of instruction are required by local, state, or national licensing, certifying, regulatory, or accrediting agencies.
- A CEU professional development course with a generic description and a range of 7-24 contact hours is available in appropriate CIP codes and rubrics to assist colleges in meeting mandatory licensure and certification continuing education requirements. These courses were designed to be repeated multiple times to improve student proficiency and to enable practicing professionals to receive mandatory continuing education. Title for professional development courses will begin with “Professional Development: . . .” The course number for Professional Development courses will be 20xx.

To revise or create a course required by a licensure, certification, or accreditation agency, a college submits a Local Need application or a Special Topics course form with justification that includes a description and length of the specific course. The course must be required by a local, state, or national licensing, certifying, regulatory, or accrediting agency.

Upon verification of the external requirement, the Coordinating Board forwards the course to the Director, WECM Project. The Director assures that the course meets all WECM course protocol requirements, consulting with Instructional Specialists, if needed, and enters the appropriate course in the WECM.

Subject: Course CIP

The *WECM* is organized by six-digit CIP codes. Courses are assigned to CIP codes based on the alignment between course outcomes and title and CIP code descriptions. While Instructional Specialists or other practitioners may make recommendations, course CIP codes are assigned by THECB.

Subject: Course Rubric and Number

Rubric

Rubrics (prefixes) provide a common set of unique course designations for each occupational discipline. Each four-letter rubric (e.g. DFTG) identifies a cluster of skills and knowledge to be used in determining both course equivalency and degree applicability for transfer on a statewide basis. The rubric does not identify the only discipline eligible to use a course. Courses should be chosen based on course descriptions and learning outcomes, not on rubrics.

Determination of a rubric is based on the premise that a non-common common rubric is identifiable. In other words, the intent is to not use a rubric that has ever been used, but rather to use something different, hopefully with some meaning.

Rubrics are created in accordance with the following considerations:

1. Prior use.
2. Description associated the CIP Code.
3. Association between rubric and description.
4. Absence of vendor or product identification.
5. Absence of unintended meaning. (i.e., slang, profanity)

New rubrics must be approved by the WECM Leadership Committee in consultation with TACRAO.

Number

The four-digit number after the rubric indicates the course level, the SCH and/or CEU value, the course type, and the suggested sequence.

The **first digit** identifies course level. For SCH and CEU courses, an introductory course is denoted by a “1,” and an advanced course is denoted by a “2.” An intermediate course may be denoted with either a “1” or a “2.”

The **second** digit defines the SCH or CEU value. For example, a “3” indicates a three SCH course and a “0” denotes a non-credit course (that is, a CEU course.) Courses must follow the established ratios discussed in Chapter Three. Approved contact hour and credit hour combinations can be found in Table 4-1 of this chapter. The number of Continuing Education Units (CEU) awarded is calculated by setting ten instructional contact hours equal to one CEU.

The **third and fourth** digits establish the type of course and course sequence.

- 00-59 Lecture-Lab
- 60-63 Clinical
- 64-69 Practicum
- 70-79 Local Need
- 80-85 Cooperative Education
- 86-89 Internship
- 90-99 Special Topics

For both SCH and CEU courses, the published *WECM* rubric and number must be used in official college publications.

Subject: Course Title

Course titles are brief topical statements that are, with the exception of external learning experiences and professional certification courses, unique to each course. Instructional Specialists are encouraged to write succinct titles to accommodate various student information systems. The published *WECM* title for SCH courses must appear in college publications and on transcripts. For CEU courses, workforce marketing titles may be used to better describe the nature of the courses being offered. For CEU courses, workforce marketing titles may be listed in transcripts. However, all CEU mirror courses must use the published *WECM* title for the course. Course titles cannot contain product-, vendor-, or version-specific names unless the course is a vendor specific course.

Subject: Course Level

The course level indicates whether the course is introductory, intermediate, or advanced, as recommended by instructional specialists. The first digit in the course number specifies the course level, as described in the section titled “Course Rubric and Number.”

Subject: Suggested Prerequisite

If instructional specialists at a WECM Course Review Workshop agree on a course prerequisite, a specific list of prerequisite WECM or ACGM course(s), skill(s), or knowledge is included in the description.

Subject: Course Description

Course descriptions provide an overview of course content or subject matter. Colleges must use the complete WECM course descriptions for all SCH courses and CEU “mirror” courses, but they may enhance or add to the course descriptions as long as the enhancements are consistent with WECM-approved learning outcomes. The enhancements must not be so extensive that they result in a substantially different course. Colleges may revise the description of a course offered only for CEU provided that the integrity and intent of the course remains intact and the description is consistent with WECM-approved learning outcomes.

Generally, course descriptions contain no more than 100 words but not less than 25 words. If an abbreviation is used, the full written word or phrase must precede the shorter form. Each course description should begin with one of the following phrases:

Operation of	Mastery of	A study of	Topics Address
A course in	Projects in	Identification of	Examination of
Exploration of	Skill Development in	Practice of	Preparation of
Presentation of	Discussion of	Survey of	Operation of
An overview of	An introduction to	Fundamentals of	Advanced concepts of
Topics on	In-depth coverage of	Instruction in	
Repair of	General principles of	A continuation of	

Subject: End-of-Course Outcomes

**Revised: ~~10/15/08~~
08/04/10**

End-of-course outcomes are the distinguishing feature of each WECM course. Minimum outcomes are intended for student attainment of specific competencies and are meant to be taught and measured for the award of either SCH or CEU.

End-Of Course Outcomes include the following characteristics:

“Heart” of a WECM Course

“Over-arching” outcomes that encompass enabling objectives

Distinguish one course from another

May be augmented

Describe what students are able to demonstrate in terms of knowledge, skills, and attitudes upon completion of a course.

Focus on student behavior and use simple, specific action verbs to describe what students are expected to demonstrate upon completion of a course.

Measurable and/or observable

Subject: Contact Hour Ranges and SCH Options

Revised: 08/04/10

Each course in the WECM has a suitable range of semester credit hours and/or contact hours necessary to master minimum learning outcomes. Ranges reflect an essential premise of WECM course construction, that is, minimum required outcomes are linked with maximum SCH and/or contact hour ranges to afford each college a choice of instructional strategies via lecture/lab components. SCH courses are assigned contact hour ranges based on the ratios outlined in the following Table. Colleges must follow the established ratios for credit and contact hour assignments

A CEU course with fewer than 7 contact hours of instruction will not receive state funding unless the specific type and length of instruction are required by local, state, or national licensing, certifying, regulatory, or accrediting agencies. No lecture/lab CEU course can have more than 176 contact hours. CEU external learning courses follow the same contact hour limits as the SCH external learning courses. (Refer to Protocol 01-01-03).

**Credit/Contact Hour Combinations for
SCH Special Topics Courses**

COURSE RUBRIC	SCH	CONTACT HOUR RANGE PER SEMESTER	ALLOWABLE COMBINATIONS		
			Lecture /wk	Lab /wk	Contact /sem
XXXX 119X	1	16-64	0	2	32
			0	3	48
			0	4	64
			1	0	16
XXXX 129X	2	32-96	0	4	64
			0	6	96
			1	2	48
			1	3	64
			1	4	80
			2	0	32
			2	1	48
XXXX 139X	3	48-96	1	4	80
			2	2	64
			2	3	80
			2	4	96
			3	0	48
			3	1	64

COURSE RUBRIC	SCH	CONTACT HOUR RANGE PER SEMESTER	ALLOWABLE COMBINATIONS		
			Lecture /wk	Lab /wk	Contact /sem
XXXX 149X	4	64-112	2	4	96
			3	2	80
			3	3	96
			3	4	112
			4	0	64
			4	1	80

Subject: Course Repeatability Clauses

~~Added: 3/31/09~~

Revised: 08/04/10

Special Topics and CEU Professional Development courses may be repeated multiple times. These courses contain the following sentence at the end of the course description.

This course was designed to be repeated multiple times.

Other WECM courses that are designed to improve student proficiency through repeat enrollment may be designated as eligible to be “repeatable” upon recommendation by Instructional Specialists and approval by the WECM Leadership Committee. Individual institutions have the responsibility to appropriately document the multiple use of such courses. These courses contain the following sentence at the end of the course description.

This course was designed to be repeated multiple times to improve student proficiency.

Certain WECM courses that are designed to provide different course content through repeat enrollment may be designated as eligible to be “repeatable” upon recommendation by Instructional Specialists and approval by the WECM Leadership Committee. Individual institutions have the responsibility to appropriately document the multiple use of such courses. These courses contain the following sentence at the end of the course description.

This course was designed to be repeated multiple times if content varies.

Subject: Review of WECM Courses

Revised: 01/22/09

WECM Courses are reviewed as indicated by “triggers” outlined in Protocol No. 2-01-02. Three to five WECM Course Review Workshops are conducted annually.

Subject: Course Review Triggers

**Revised: 01/05/04
01/22/09**

The specific timing of course review within a particular CIP code is based on the following triggers:

1. Emerging technologies.
2. Changing technologies.
3. Utilization of technology.
4. Course frequency data.
5. Course protocol.
6. Local need or business/industry standards.
7. State and national credentialing requirements as identified by special topics courses, local need courses, field comments, WECM Leadership Committee, skill standards, state employers, the legislative body and the leadership of community and technical college administrators.
8. Employer-defined skill-requirements.
9. Comments on WECM website.
10. Identified needs for new courses or revisions to existing courses as indicated by statewide curriculum projects

Subject: Course Review Models

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WECM courses are added, reviewed, revised or archived through workshops conducted through the WECM maintenance process. Several workshop models are available to assure the proper treatment of the various courses.

The **Model I** process is defined by a vast number of inventoried discipline-related courses offered by many community and technical colleges. To assure consideration of all courses, a one- to two-day Course Review Workshop is held. At the Workshop teams of Instructional Specialists are led by workforce education administrators who serve as mentors and facilitators. This Model requires a broad representation of Instructional Specialists, as nominated by instructional administrators. Assigned to teams of five to twelve specialists, the team members must rank high on teaching skills and knowledge of subject areas; be involved in program development and course design; remain current in the discipline; and work cooperatively with colleagues.

Additionally, the WECM Project staff selects specialists striving to get equal representation from small, medium, and large colleges and from diverse regions of the state. Gender and ethnicity are important in the selection process. The WECM Project Director makes every effort to utilize expertise from all community and technical colleges throughout each year.

The **Model II** process involves one lead college among several, generally less than four colleges, that offer a limited number of discipline-related inventoried courses, usually fewer than 100 courses. The low number of colleges and courses can be handled effectively on a local or regional basis under the leadership of a workforce education administrator or can be accommodated at regularly scheduled workshops.

The **Model III** process is sponsored by a discipline-specific professional association in a workshop that is supported by the WECM Project staff and led by several workforce education administrators. The one- or two-day workshop may be conducted concurrently with an Association meeting.

The **Model IV** process offers an opportunity for neighboring or regional colleges that offer similar courses to convene instructional specialists at a host college for the purpose of cooperative collaboration, networking, and production of new WECM courses. Generally, a one-day workshop gives ample time for the development of WECM courses as many times faculty have previously collaborated on curriculum development by way of consortiums.

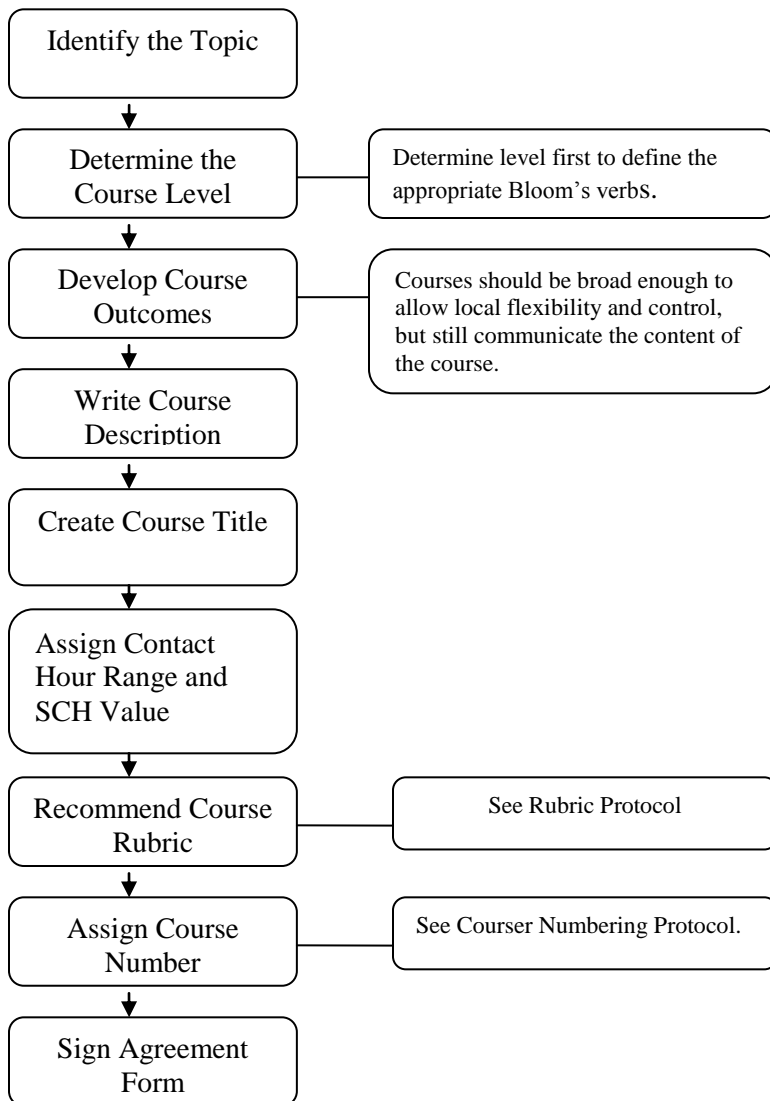
The Model V process best addresses new and/or emerging occupations and/or skill sets and involves the participation of industry professionals and faculty. Following WECM protocol, a course review workshop is held to consider recommended course revisions or additions. This review may be limited to only those courses affected by this process.

Subject: Course Addition

Revised: 08/04/10

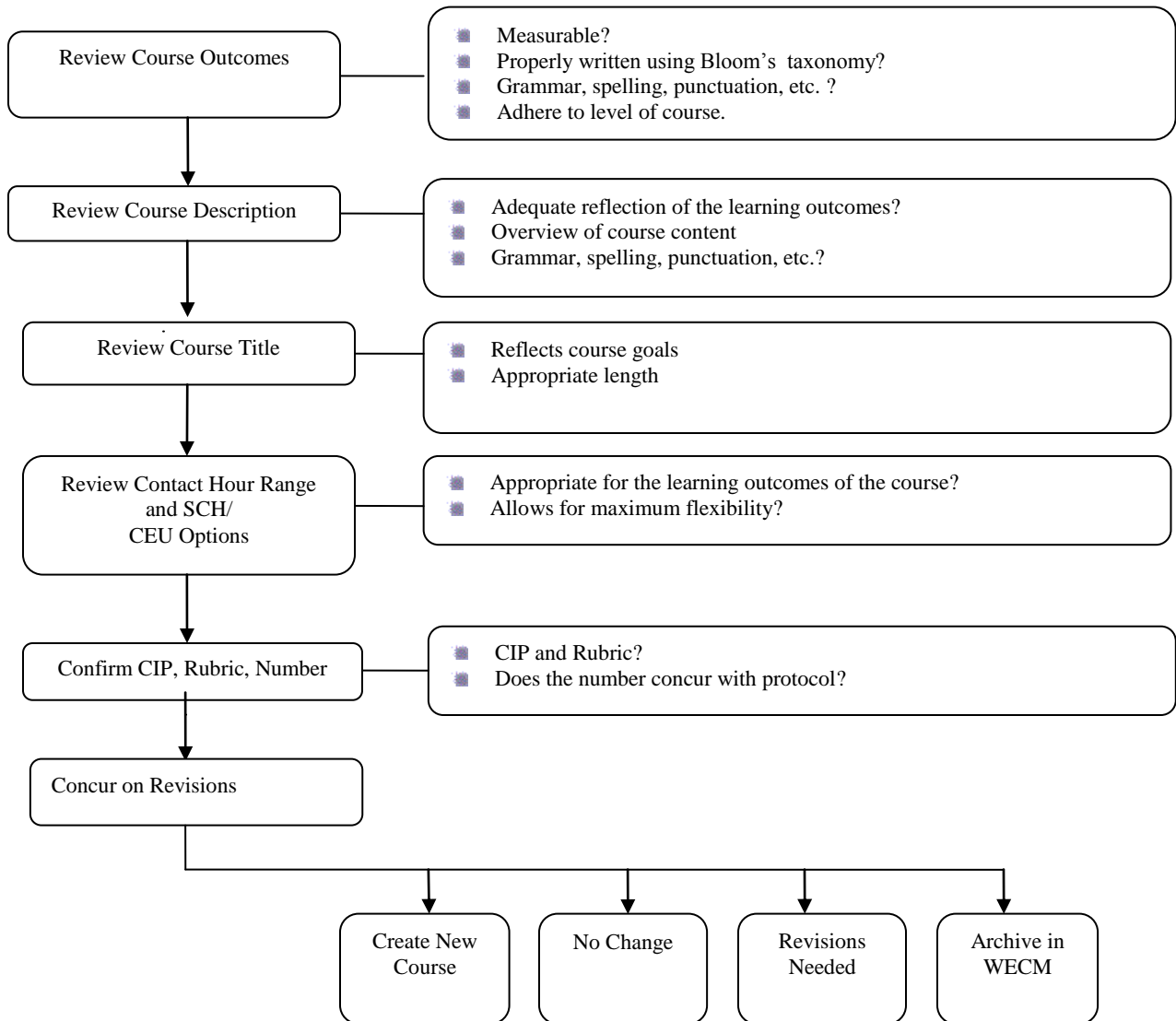
New SCH and CEU courses may be added to the WECM upon the recommendation of Instructional Specialists reaching consensus during a course review. Justifications for a new course include new technology; new licensure, certification, or accreditation requirements; and/or a large number of similar Local Need and Special Topics courses submitted. A newly written course must not replicate an existing WECM course. A new course may be used as soon as it is officially posted on the WECM website.

Course Writing Process



Subject: Course Revision

Instructional specialists review each SCH and CEU course at least every three years for currency, frequency of utilization, and needed modifications. Such elements as course outcomes, course descriptions, title, contact hour range, SCH and CEU options, CIP code, and rubric are reviewed. After the instructional specialists reach consensus, the revised course is recommended for inclusion in the WECM. The course is available for use when posted by the THECB at the WECM website.



Subject: Course Correction

Definition

Administrative corrections are made to WECM courses by the WECM Project Director upon approval by the WECM Leadership Committee. These corrections are generally minor, such as grammatical or spelling changes. In rare instances, the THECB removes a course for administrative reasons

Revised: 01/05/04

Subject: Archiving Courses

Archiving is the process of removing an unused, obsolete, or inadequate course from the WECM. A course may be archived through one of two processes: Interim archiving or Course Review Workshop. An archived course is no longer available for use and is no longer eligible for state reimbursement. If one component of a course is archived, all components must be archived.

Archived courses will not be reinstated in the WECM. A course that is the same or very similar to an archived course can be developed as a new WECM course and assigned a new number. For future reference, THECB maintains a web accessible database of archived courses that provides a history of WECM courses and a record of the archiving cycles.

Archived Pending Course: A list of courses that will be archived at the end of the next cycle will be posted on the WECM website before the courses are removed from the WECM course inventory. These are “archive-pending” courses. Generally, an archive-pending course will remain active for a minimum of one annual cycle beginning September 1 and ending August 31. In some circumstances, a different schedule will apply, but the expiration date for the course will be provided on the WECM inventory.

During the course review period, Instructional Specialists examine courses and recommend disposition of each course. Standard reasons for archiving courses are: Obsolescence, unused during the past three years as evidenced by the THECB Data Frequency Report, duplicated outcomes, developmental level, and non-conformance to WECM protocol. Courses to be archived are flagged and posted on the WECM web site when workshop results are posted. THECB procedures allow the WECM Leadership Committee to override the recommendations of the Instructional Specialists if a compelling reason with justification for doing so is presented. Based on field comments or other information, the WECM Leadership Committee may elect to leave courses in the WECM that would otherwise be archived. If a course is approved for removal from the WECM, that course is flagged in the WECM and archived on August 31 of the following annual cycle.

In addition to archiving conducted through the course review process, courses that have not been used for five years are flagged for archiving each January. These courses are archived effective the following August 31st.

Generally, if an archive-pending course is offered by a college and reported to the THECB prior to the official date of archive, the course will not be archived but will remain in the WECM.

Subject: Participant Qualifications and Roles and Responsibilities

Revised: 03/29/2010

Instructional Specialist

Qualifications:

- Community or technical college instructor who is considered to be an expert in the specific courses being reviewed and who has currently taught these courses.
- Nominated by the college administrator and then selected by WECM Project Director.
- Team player.
- Willing to represent the state in a particular area of expertise.

Role and Responsibilities:

- Review all courses in assigned CIP code(s) and related documentation prior to workshop.
- Collaborate with workshop team to make changes to existing course(s) if necessary.
- Collaborate with workshop team to determine if any course(s) need to be archived.
- Collaborate with workshop team to write new course(s) if necessary.
- Review Special Topics/Local Need course submissions and, if necessary, write new course(s).

Mentor/Consulting Lead Facilitator

Qualifications:

- Community or technical college workforce education administrator who oversees the course review process.
- Usually a member of the WECM Leadership Committee and knowledgeable regarding WECM protocol.
- Notable background with the WECM.

Role and Responsibilities:

- Review course review material prior to workshop
- Be familiar with courses assigned to Course Review Teams
- May serve as a Team Consulting Facilitator during the workshop and serve as a “back-up” for other Team Consulting Facilitators

Consulting Facilitator

Qualifications:

- Community or technical college workforce education administrator who leads Course Review Teams.
 - Knowledge of WECM Protocol, standards and practices.
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Role and Responsibilities:

- Complete Consulting Facilitator Training/Refresher prior to workshop.
- Prepare preliminary course review material and presentation strategy.
- Facilitate team decision making.
- Work cooperatively with Mentor/Consulting Lead Facilitator, Project Director and data specialists.
- Assure complete orientation and in-service practice for Facilitator in Training, if assigned.
- Deliver final course review material from the Team to the WECM Project Director.

CE Expert

Qualifications:

- Expertise in Texas Community and Technical College Workforce Education and continuing education guidelines and practices.

Role and Responsibilities:

- Participate with Instructional Specialists in reviewing WECM courses.
- Provide information regarding CE course needs.
- Serve as resource regarding CE structure and applications.

Facilitator-in-Training

Qualifications:

- Community college or technical college workforce education administrator who uses the WECM and is “learning” to be a facilitator at a future Workshop.

Role and Responsibilities:

- Review all course materials prior to workshop.
 - Attend Consulting Facilitator Training/Refresher training prior to workshop.
 - Assist the team Consulting Facilitator.
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Subject: CEU ST/LN Course Review Model

Added: 3/31/2010

As part of the current Model 1 workshop, review of Continuing Education Special Topics and Local Needs Course submissions for the associated CIP/Rubrics is completed prior to the summer workshops. This is conducted by the TACE WECM Committee, consisting of a Chair and team of six CE professionals. The chair is the past-president of TACE and the team members are nominated by the TACE Board to serve a term of two years. Each member represents one of the Texas regions.

The review of these courses is completed using the same processes of a regular workshop; however, virtual/online meetings may be used to facilitate the process.

1. THECB sends the WECM Project Staff the CEU Special Topics/Local Needs courses submitted.
2. WECM Project Staff previews these courses for validity and frequency.
3. WECM Project Staff prepares a spreadsheet of CEU Special Topics/Local Needs courses. The spreadsheet and THECB documentation (CEU Special Topic/Local Need submission) is forwarded to the Chair of the TACE WECM Committee.
4. The TACE WECM Committee will review the courses to determine:
 - a. if courses need to be written based on number of similar submissions – utilizing content experts from the field, courses are written and these recommendations are submitted to WECM Project Staff for review at the appropriate regular workshop.
 - b. if course should remain ST/LN
 - c. if course does not meet WECM guidelines (comments are submitted to WECM Project Staff)
5. At each quarterly WECM Leadership Committee meeting, the TACE WECM Committee Chair will report to the WECM Leadership Committee regarding activities of the committee and any emerging trends noted in the review.
6. Prior to the summer Workshops (deadline determined by WECM project staff), the TACE WECM Committee will submit the following deliverables:

- a. The ST/LN spreadsheet indicating whether a new course is written, leave as ST/LN or does not meet WECM guidelines.
 - b. Recommended new courses, utilizing authorized New Course Form. New courses written by this task group will be reviewed by the instructional specialists at the summer workshop.
 7. WECM Project Staff will include the submitted new course recommendations in the summer workshop review. If courses are submitted that are not within CIP/Rubric summer review schedule, the WECM Project Staff will determine if this is a ‘trigger’ for an additional workshop.
 8. All approved short-hour courses will be uploaded to the WECM database in August of each year.
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Subject: WECM Project: Responsibilities

**Revised: 01/05/04
01/22/09**

The WECM Project is responsible for the following:

- Enter and edit information in a fully searchable, interactive, web-based course database application available to all community and technical colleges via the Texas Higher Education Coordinating Board's website.
- Coordinate WECM Course Review Workshops.
- Preview Special Topics and Local Need courses submitted from community and technical colleges.
- Review and answer all Comments submitted from community and technical colleges via the WECM website and work with THECB staff to assure that all WECM-related information is transmitted via professional organization listservs and via the THECB Instructional Programs Listserv.
- Participate in an advisory capacity with other relevant Perkins-funded projects as deemed appropriate by the WECM Leadership Committee and/or the THECB.
- Respond to needs of the WECM Leadership Committee and provide appropriate resources for the WECM Leadership Committee.

Subject: WECM Project: Performance Standards

Revised: 08/04/10

The WECM Project is expected to perform according to the following:

- WECM course revisions, new course additions, and course archiving are performed efficiently and accurately.
- Appropriate currency and consistency in the skills and knowledge available to employers is provided through WECM courses.
- State community and technical colleges are appropriately advised of WECM activities and protocol.
- Participation from state community and technical colleges in the maintenance of the WECM is actively solicited.
- Appropriate WECM Course Review Workshops are coordinated properly and efficiently.
- Effective and appropriate participation with other relevant Perkins-funded projects is accomplished.
- Needs of the WECM Leadership Committee are met, and appropriate resources for the WECM Leadership Committee are provided.

Subject: Communications with the Field

Employees of Texas community and technical colleges are encouraged to communicate with the WECM Project via the THECB WECM Comments page located on the THECB's website. Comments and questions concerning general WECM observations, numbering, certification, licensing, course description, learning outcomes, suggested pre-requisites, etc., are addressed on the Comments page.

Comments submitted via the website are sent electronically to all members of the WECM Leadership Committee and the Director, WECM Project. Committee members have three (3) days to send comment recommendations to the Director. The Director answers all comments within one week of submission. If needed, the Director consults with Committee members and/or the THECB staff prior to answering the Comments. The Committee members and the THECB staff receive a copy of the Director's response to the inquiry.

In addition to the comments process, the WECM Project provides information and announcements about the WECM via the THECB and professional association listservs.

Subject: Staff Responsibilities

**Revised: 04/01/05
01/22/09**

Project Director

- Oversee all phases of the WECM Project, including grant application and administration, budget expenditures, reporting, and staff supervision.
- Provide statewide training as needed in WECM Protocol.
- Supervise logistics for Workshop location, including site accommodations, hotel accommodations, and catering accommodations.
- Coordinate the procurement and assembly of Workshop materials.
- Supervise logistics for WECM Leadership Committee meetings.
- Attend all WECM Leadership Committee meetings and maintains minute and records.
- Coordinate with WECM Leadership Committee and the THECB staff to ensure that the WECM is up-to-date and accessible to all state community and technical colleges.
- Coordinate with the THECB staff to ensure efficient, reliable implementation of WECM maintenance process.
- Communicate all WECM-related information via professional organization listservs and via the THECB Instructional Programs Listserv.
- Participate in an advisory capacity with other relevant Perkins-funded projects as deemed appropriate by the WECM Leadership Committee and/or the THECB.

Assistant Project Director

- Direct Course Review Workshop nomination and selection process.
 - Coordinate Workshop Facilitators and Mentors.
 - Communicate with Mentors, Facilitators, Facilitators-in-Training, Data Specialists, and Instructional Specialists regarding questions about Course Review Workshops and Workshop logistics.
 - Conduct training for Workshop Data Specialists and assign Data Specialists to Workshop teams.
 - Assist Project Director in conducting statewide training as needed in WECM Protocol.
 - Attend all WECM Leadership Committee meetings.
 - Pre-review Special Topics and Local Need submissions and coordinate further review with appropriate review team/group.
 - Enter courses in the WECM database and edit course content for grammatical, spelling, and punctuation errors.
 - Track all editing changes resulting from Course Review Workshops and enter these changes in the WECM database.
 - Revise courses as necessary in the WECM course database
 - Respond to WECM Comments
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Revised 06/15/05

Subject: WLC: Responsibilities

The WECM Leadership Committee (WLC) serves to assure that the WECM remains field responsive and field driven. The WLC advises both the WECM Project and the THECB and makes recommendations regarding the contents, structure and presentation of the WECM . The WLC assists in evaluation of the WECM Project and its activities, oversees coordination with other state initiatives related to community and technical college workforce education, and serves as a resource for workforce education professionals.

Members of the WLC should serve as a Workshop Facilitator or Mentor at least once per year.

Revised 10/15/06

Subject: WLC: Meeting Dates and Times

The WLC meets a minimum of three times per year as follows:

Fall (September/October)

Spring (April/May)

Summer (July/August)

Other WLC meetings and Task Group meetings are called by the WLC Chair on an as-needed basis.

Revised 06/15/05

Subject: WLC: Qualifications of Members

Members of the WLC shall have the following qualifications:

- Hold a directly related administrative assignment in a Texas community or technical college.
- Be recognized for noteworthy accomplishments, leadership, and professional standing in the field of workforce education.
- Possess demonstrated competence in WECM implementation at the institutional level.

Subject: WLC: Considerations in Member Selection

To the extent possible, members of the Workforce Leadership Committee shall be representatives of the workforce education arena in terms of:

- Administrative assignment
- Accomplishments
- Geographical region
- Ethnicity
- Gender
- Urban/rural service area
- Size and type of institution
- Emerging leadership concerns
- CE/SCH responsibilities

Revised 08/04/10

Subject: WLC: Structure

The WECM Leadership Committee (WLC) consists of 17 members. The WLC has three (3) officer positions - Chairman, Chair-elect, and Immediate Past-Chair, which constitute the Executive Board. Before assuming a position on the Executive Board, a member must have served a minimum of two (2) years on the WLC.

Four (4) membership positions on the Committee are reserved for individuals recommended by and representing the boards of Texas Association of College Technical Educators (TACTE), Texas Administrators of Continuing Education (TACE) and Texas Association of Collegiate Registrars and Admissions Officers (TACRAO), and the fiscal agent representative of the WECM project.

The remaining ten (10) members serve as members-at-large. New members-at-large are nominated by the Executive Board, and nominations are approved and voted on by the WLC.

Members-at-large positions 1, 2, 3, 5, 6 and 7 are selected in even-numbered years. Members-at-large positions 4, 8, 9 and 10 are selected in odd-numbered years. Members-at-large may serve two (2) consecutive terms, and unless selected to an Executive Board position. Members-at-large have an option to serve a second two-year term. After serving four (4) consecutive years, a member must sit out for one (1) year. Likewise, the Immediate Past-Chair must sit out for a minimum of one (1) year before being selected to serve another two-year term as a member-at-large.

To support the WECM process and provide historical experience, all past chairs can serve a one-year (1) term at the request of the WLC.

Subject: WLC: Membership Requirements

Members of the WLC commit to the following:

- Participation in committee and sub-committee meetings and activities.
- Participation in at least one WECM course review workshop per year.
- Participating in three committee meetings annually.

These requirements are subject to review and exception by the Executive Board.