



ADMINISTRATIVE REGULATION AND PROCEDURE

Title: ACCOMMODATIONS AND STANDARDS FOR
PRE-COLLEGE PROGRAM ENTRY

Code: FF0207

Policy Reference: N/A

It is the mission of the Basic Education programs of the Wisconsin Technical College System (WTCS) to offer an adult school-to-work education continuum which is student centered and driven by high expectations and performance standards. This procedure will help us achieve this WTCS goal and mission.

The College Transition Division of Milwaukee Area Technical College has as its mission statement to provide quality pre-college programs and support services to prepare people for employment, occupational training, further education, and/or personal growth.

The following procedure is designed to address the basic skills, ESL, and GED programs. The Adult High School program will be addressed in a separate procedure.

Intake and Assessment

Students will participate in an orientation program which includes an explanation of basic education services, high school options, an academic assessment, and an introduction to career planning.

Referrals

When and if appropriate, individual staffing will be conducted with community service providers and/or case managers to determine whether the basic skills program meets the individuals' needs. If necessary, students may be referred elsewhere for services that would appropriately meet their needs.

Accommodations

Reasonable accommodations for identified learning differences and disabilities will be made. Implicit in this is that the College Transition Division will provide the reasonable special needs accommodations necessary to help the student make progress. Accommodations include, but are not limited to, adaptive equipment, additional time to complete examinations, and modification of the timeframe to meet educational goals.

Attendance

We acknowledge an important link between attendance and progress. In an effort to support this link, the attendance policy will be:

If a student misses five (5) consecutive days without informing the instructor, the instructor or educational assistant will attempt to notify the student that if



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he/she does not plan to return to school within the next the five (5) days, the student will be withdrawn from the class. Students will be informed of this policy at the orientation and in the classroom by the instructor. It will also be included on the instructor's syllabus. Reinstatement of the student during the semester is at the instructor's discretion.

Student Progress

It is expected that students will meet their educational goals in a timely manner. These goals, as identified in the Personal Education Plan, are expected to be met in three to four semesters. If after two semesters the student has not met the academic goals identified in the Personal Education Plan, the instructor and student will meet to review the academic plan. If at that time a staffing is warranted, the special needs instructor will be contacted and a staffing involving the student, instructor, special needs instructor, counselor, and any other advocates or community representatives will be held. An alternative plan to meet the academic goals or a referral to another program or agency will be mutually decided upon. If at the staffing it is decided that the student will continue in classes, the student will be given an additional two semesters to reach his/her Personal Education Plan goals. If the student is not successful in meeting the goals after these additional semesters, the student will be referred to a community resource.

Assessment of Student Progress

Student progress will be assessed in accordance with the Wisconsin Adult Education Indicators of Program Quality standards. **Indicator 1: Learner Progress in Educational Needs** includes the following measures of progress toward attainment of basic skills and competencies that support their educational needs:

- * The existence and use of a jointly developed student/instructor Personal Education Plan that is evaluated and updated periodically to guide progress toward goal achievement.
- * Standardized test score gains.
- * Competency-based test scores.
- * Alternative assessment methods.
 - *portfolio assessment
 - *student reports of attainment
 - *improvement of ability to function in home, community, and workplace
 - *instructor assessment of attainment



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- *progress toward meeting specific individual goals
- *attendance
- *assessment of completed assignments
- *nonstandardized test results

The existence of the Personal Education Plan is mandatory. The instructor and student will select assessment methods that are appropriate to evaluate student progress.

Office of Responsibility: College Transition