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Students attending Fox Valley Technical College may appeal a variety of decisions made by the institution that directly impact their academic standing or progress including, but not limited to:

- Final course grades
- Transfer credit awards
- Graduation requirements being satisfied
- Academic probation and suspension

**Grading and Evaluation**

The evaluation and grading of academic performance are subject to the professional judgment of each instructor. Considerable professional discretion is required in these judgments. A justifiable margin of difference can exist between the evaluation of the same academic performance made by two or more professional persons.

A faculty member must review an examination or other written assignments with a student, regardless of the grade received, provided the student has complied with reasonable preconditions, such as attending a review session or making an appointment within a specified time. A faculty member is not, however, expected to debate the grading.

**Appeal Process**

Before any academic appeal is filed, it is required that the student contact the instructor or other staff member directly involved with the decision to clarify the issue(s). In the event that the academic issue(s) cannot be resolved with the faculty member, the following procedure will be followed.

1. **Within twenty-one (21) calendar days of the posting of the student’s final course grade and after a formal meeting with the faculty member to discuss concerns, a student may appeal a grade by submitting a written petition to the Division Dean or Executive Dean alleging that the grade received was the result of arbitrary or capricious grading. This means that (1) assignment of a grade on the basis of factors substantially different from those previously announced in the course syllabus, oral instructions, or written instructions, or (2) assignment of a grade to the student by more exacting or demanding criteria than were applied to other students in that course. The judgment of an instructor in assessing the quality of a student’s work is not appealable on other grounds.**

   A. The Division Dean or Executive Dean will review the appeal and consult with the necessary individuals (student, instructor, and other parties) to determine if the grade meets the standards above.

   B. If the appeal is found to have merit the Dean or Executive Dean will work with the instructor to resolve the appeal in a manner that results in the student’s work being fairly evaluated by the instructor. This does not mean that a student will
receive a higher grade. It only ensures that students are graded in accordance with the standards set out for the course and for other students in the course.

C. If the appeal is found to have no merit, the student will be notified in writing within 14 days of the appeal.

II. If a student is not satisfied with the decision of the Dean or Executive Dean, they may appeal that decision by doing the following:

A. Submit to the Chief Academic Officer (CAO) a written petition outlining the reasons they believe that the decision regarding the initial appeal was in error. This petition should cite new or compelling evidence not considered by the Dean or Executive Dean in the appeal process. Simple disagreement with the appeal decision will not result in favorable treatment of the appeal.

B. The Chief Academic Officer (CAO) will convene a three-member panel of disinterested parties (not from the student’s program or division) to review the written petition. This committee will consist of one dean or executive dean, one faculty member, and one student.

C. The Academic Review Committee will review the written documentation submitted by the student and make a determination based solely on the written petition. The committee will not meet with either the student or the academic dean/executive dean during this process.

D. If the Academic Review Committee determines that no new or compelling information has been presented in the written document, then the committee will instruct the Chief Academic Officer (CAO) to prepare a final written determination. No further appeals will be considered.

E. If the Academic Review Committee determines that the appeal should be heard by a full Academic Appeals Committee, they will recommend to the Chief Academic Officer (CAO) that a committee be convened for purposes of hearing the final appeal. The CAO will convene the committee at the earliest convenience of the members and the student.

i. The Academic Appeals Committee is a standing committee appointed annually by the Chief Academic Officer (CAO). The committee membership includes one dean or associate dean, two faculty (nominated by the Faculty Association), two students (nominated by the SGA executive board), and the academic vice president (or administrative designee) who chairs the committee. Alternates will be identified in each of these groups to ensure the committee members acting on a grievance have no direct relationship to the issue, course or program of study.

1. The Academic Appeals Committee reviews the grievance and conducts a hearing with the student and instructor or other
appropriate staff (if necessary). The committee makes the final decision on the matter, preferably by group consensus. If consensus cannot be reached, a vote will be taken. The Chief Academic Officer (CAO) (or designee) will not be a voting member. All discussions will be kept confidential by committee members.

a. If the appeal is found to have merit the Academic Appeals Committee will instruct the Dean or Executive Dean will work with the instructor to resolve the appeal in a manner that results in the student’s work being fairly evaluated by the instructor. This does not mean that a student will receive a higher grade. It only ensures that students are graded in accordance with the standards set out for the course and for other students in the course.

b. If the appeal is found to have no merit, the process will end. The decision of the committee is final and no further appeals will be heard.

Within five (5) business days of the committee’s action, the student will be mailed a letter from the office of the Chief Academic Officer (CAO) outlining the committee’s decision.

Adopted: 04/22/02
Reviewed: 02/08/17
Revised: 09/27/10
Fox Valley Technical College recognizes and celebrates the academic achievement of students through the following academic honors initiatives:

**Dean’s List**
The Dean’s List is compiled and made public at the end of each academic semester. The Dean’s List is made up of students enrolled in associate degree and technical diploma programs who have completed 12 or more credits during the semester and earned a grade point average (GPA) of 3.5 or higher for the semester (non-cumulative). Program-declared part-time students are eligible for the Dean’s List once a minimum of 12 credits has been completed and 6 or more credits are completed during the semester with a GPA of 3.5 or higher for the semester (non-cumulative).

**Phi Theta Kappa**
Phi Theta Kappa is an international honor society for two-year institutions which recognizes and encourages scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa provides opportunities for developing leadership and service skills, exchanging ideas and ideals in an intellectual climate, developing lively friendships between scholars, and stimulating interest in continuing academic excellence. To be eligible for induction into this honor society, a student must have an overall 3.5 cumulative GPA having completed 12 or more credits in an associate degree program.

**Graduation with Honors**
A graduate who completes all the required courses in his/her associate degree or technical diploma program and achieves a program cumulative GPA of 3.5 or above (based on a 4.0 system) will graduate with honors. Students who have attained this program GPA at the end of the semester preceding graduation will be recognized as honors students and will receive gold cords to be worn during the commencement program.

*Adopted: 11/17/97*
*Reviewed: 10/21/14*
*Revised: 10/21/14*
It is expected that students will make satisfactory progress each term they are enrolled. Satisfactory progress at Fox Valley Technical College means achieving a minimum term grade point average (GPA) of 2.0. The following academic progress policy applies to all program-declared students.

**Academic Probation**
A student will be placed on academic probation if his/her term grade point average (GPA) falls below 2.0. While on academic probation, FVTC staff will assist a student in developing an individualized academic success plan. A hold will be placed on the student’s account preventing them from registering for future term classes until the individualized success plan activities have been completed. Students may be limited to the number of credits taken per term. If a student’s GPA falls below 2.0 for two consecutive terms, they will be placed on academic suspension.

**Academic Suspension**
A student may be suspended from a program after two consecutive terms of earning a GPA of less than 2.0. While on suspension, FVTC staff will assist a student in developing an individualized academic success plan. The length of a program suspension is a minimum of one term or until individualized academic success activities have been completed. A hold will be placed on the student’s account preventing them from taking classes until the individualized success plan activities have been completed. Students will remain on academic probationary status until satisfactory progress standards have been met and all individualized academic success activities have been completed.

**Program Dismissal**
A student re-admitted to a program after academic suspension may be dismissed from that program if a semester grade point average of 2.0 is not achieved during any subsequent semester of enrollment. The division dean or designee is required to review recommendations for a student’s continuance in their program. Final decisions regarding program dismissal will be communicated to the student by the division dean or designee.

*Adopted: 12/15/1997
Reviewed: 06/04/2015
Revised: 07/07/2015*
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Adding Courses After the Start of a Term

Students may register and add courses through the first week of a semester-long course on a space available basis. Adding a course after the first week of a semester-long course or after the start date of courses of shorter duration requires instructor approval before a student may be registered into the course.

Adopted: 09/03/99
Reviewed: 12/17/14
Revised: xx/xx/xx
Advanced standing is the granting of credit in an associate degree or technical diploma program for knowledge and skills which directly relate to the program curriculum. Such credit may be granted for proficiency gained through previous work experience, previous military training or experience, business and industry training, course work done at the high school level, or other prior learning experiences. This policy enables students to accelerate the completion of their educational goals.

Advanced standing for courses may be obtained through the following methods:

- **Credit by Examination** – Consideration will be given to any student who requests advanced standing credit by exam prior to enrollment in the related class. At the discretion of the division dean or designee, the evaluation of such credit is conducted through oral, written, or performance exam, portfolio development and review, or by a combination of these methods. If the student successfully completes the exam, credit will be granted for the course. Students may attempt to earn credit by examination for a specific course only once.

  Students may be awarded credit for a course(s) by achieving an acceptable score on an exam with nationally recognized standards including Advanced Placement (AP) exams with a score of 3 or above and the CLEP exams with a score of 50 or above.

- **Credit for Experiential Learning** – Credit may be granted for previous work experience, previous military education or experience, business and industry training, advanced high school courses comparable in content and level, or other prior learning experiences. At the discretion of the division dean or designee responsible for the course(s) under consideration, this assessment is conducted through methods such as, but not limited to, portfolio development and review, transcript and resume review, and personal interview. Skills and knowledge gained through experiential learning must relate directly to the program course(s) and be comparable in content and level of rigor; elective credit may serve as another option.

- **Credit through Articulation Agreements** – The college has established a number of articulation agreements with the area high schools to grant advanced standing credit to recent high school graduates who have successfully completed course work and have met the requirements of these specific agreements. This is a formal process to coordinate instructional programs, enabling students to move from one instructional level to another without unnecessary duplication. In order to be eligible for advanced standing credit, students must present appropriate documentation of high school course(s) completion that meets conditions stated in the articulation agreement.
For students transferring from another technical college district, credit awarded for high school coursework covered by an articulation agreement at the originating technical college shall be accepted as credit toward completion of a comparable course or courses.

- **Associate Degree Advanced Standing for Apprenticeship Training** – Apprentices who have completed a minimum of 400 hours of registered apprenticeship related instruction and obtained journey-level status are eligible for 32 credits of advanced standing to meet the occupational-specific course requirements of an associate degree in Technical Studies-Journey Worker. Students must present appropriate documentation, including a Wisconsin Journey-level Certificate. Students may be awarded a maximum of eight additional credits toward the associate degree for registered apprenticeship related instruction beyond the 400 hour minimum at the rate of one credit per 36 hours of instruction.

- **Associate Degree Advanced Standing for Technical Diploma Course Work** – Advanced standing credit can be awarded for technical diploma level course work toward an associate degree. Any request for advanced standing of technical diploma credits toward an associate degree must be reviewed and authorized by the respective division dean. For the division dean to review and authorize this advanced standing, at no time should more than one credit of coursework at the associate degree level be granted for three technical diploma credits. Some form of competency assessment is strongly recommended to inform this advanced standing decision to help ensure student success.

- **Advanced Standing for Youth Apprenticeship Course Work** – Youth Apprenticeship instruction is granted advanced standing in associate degree or technical diploma programs. Students must present appropriate documentation of successful completion of the Youth Apprenticeship program. Where formal articulation agreements exist, credit will be awarded based on those agreements. In situations where no formal articulation exists the Credit for Experiential Learning portion of this policy should be used to evaluate the Youth Apprenticeship experience.

For all of the above options, a grade of AS (Advanced Standing) is designated on the student transcript. Advanced standing credit is not calculated in a student’s grade point average.

Students may not be granted advanced standing credit and/or transfer credit for more than 75% of the total required program credits. Students must complete at least one-fourth (25%) of the total program credits required in the degree or diploma through coursework undertaken at FVTC. The 25 percent of total program credits must be comprised of a minimum of 25% of the core course credits in technical studies.

Students may appeal institutional decisions related to advanced standing and credit for prior learning through the formal academic appeals process.
Related Policies:
WTCS Board Policy #323 – Credit for Prior Learning
Administrative Policy – Instruction: Graduation Requirements for Degree and Diploma Programs

Adopted: 11/15/90
Reviewed: 12/17/14
Revised: 01/08/15
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Advisory Committees

Fox Valley Technical College is required, per the WTCS Educational Services Manual, to establish and maintain active occupational program advisory committees for all approved programs and has elected to extend this requirement to the regions of the district, establishing regional advisory committees to guide the regional campus/center operations. Such committees provide external input to internal processes. Occupational program advisory committees help to ensure that programs are technologically current and responsive to the needs of the workforce.

Advisory committees provide guidance, advice, and recommendations to the college in areas such as program development, curriculum content and structure, program and service evaluation, instructional delivery, student recruitment and retention, and marketing. Advisory committees do not make ultimate programmatic or service decisions, establish college or departmental policy, or supersede the legal responsibility vested in the college’s Board of Trustees. Advisory committee recommendations are reviewed by the administration and/or Board of Trustees for consideration, feasibility, and decision-making.

The following shall serve as administrative policy direction for all required advisory committees:

- A current list of members for each advisory committee must be maintained, including the member’s name, designation as employer or employee, place of employment, mailing address and email address, if available. The college’s educational representatives who serve as the primary liaison to each committee are responsible for maintenance of their respective membership lists.
- Equal representation of employers and employees should be considered in the appointment process, as well as racial and gender diversity and geographic location. Participation on advisory committees by students and representatives of secondary and postsecondary schools is also highly recommended.
- Advisory committees are required to meet a minimum of twice each year.
- Members should be appointed to a three-year term; the committee should stagger its terms of appointment. This serves to ensure continuity and to provide for new members who can bring fresh perspectives to the committee. A consecutive three-year term appointment can be made.
- Advisory committees can oversee either a single or multiple program structure with a related occupational focus with similar program outcomes or technical content. Multiple program advisory committees must be approved by the Wisconsin Technical College System.
- Per Wisconsin statute, all meeting agendas must be made public informing the press of the date, time, and place of the meeting at least 24 hours prior to the meeting. This information is to be provided to the President’s Office. Advisory committees operate under the open meetings law (Wisc. Stats. 66.77).
- The agendas and minutes of each advisory committee meeting must be submitted to the office of the chief academic officer to be maintained within a district file and made available for review upon request.
The purpose of program evaluation at Fox Valley Technical College is to maintain a systematic model of continuous improvement for occupational programs. The process aligns with the Wisconsin Technical College System Quality Review Process which provides for benchmarking of program performance in similar program areas across the state. Additionally, this process fulfills the Higher Learning Commission’s federal compliance requirements as reported under “Review of Student Outcome Data” to maintain the college’s accreditation.

Program evaluation occurs continuously and is aligned with the College Strategic Plan cycle. The metrics and measurements in the process mirror the Strategic Directions and Measures related to key elements of instructional performance. This Strategic Improvement Process (SIP) involves instructional leaders working with faculty teams on the following elements:

**Team Conversations:** Instructional leaders and faculty engage in ongoing dialogue regarding the improvement process and the connection of program performance on the SIP program scorecard.

**Program Scorecard Review:** Each occupational program scorecard is updated annually and provides trend data for program, course, and student measures. Teams review their performance data relative to the College’s target score and identify strengths and areas for improvement.

**Strategic Improvement Plan:** Based upon the team conversation and score review, teams develop an action plan or program goals and objectives. Priority is given to areas of the scorecard for which the program is below target College measures. Plans are submitted to the Dean or Associate Dean and activities are monitored and documented throughout the year.

**Program Vitality Check-Up:** The Program Vitality Check-Up is the primary process tool developed for program evaluation cycle of in-depth program reviews. The process encompasses a review of three year trends for SIP scorecard indicators as well as curriculum updating and TSA progress. Color-coded profiles are reviewed with the division leadership teams (Deans, Associate Deans, Department Chairs) to monitor areas of strengths and areas that need improvement. Fifteen to twenty programs are reviewed each year, with every program on a rotational five-year cycle. A standard agenda for the meetings includes the following topics:

- Student and Program Overview
- Program Measures
- Course Measures
- Student Measures
- Program Accreditations
- Program Development
Minutes from the meetings are published on the College’s SIP intranet site. About six months after the initial review meetings, follow-up meetings are conducted with programs to discuss improvements made over the last academic year and to discuss best practices that could be shared with other programs.

*Adopted: 10/30/12*
*Reviewed: 02/22/17*
*Revised: 04/04/17*
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Auditing of Courses

A student may audit a course to gain a general understanding of a subject matter, but only with the approval from the respective instructor, or, if the instructor is not available, from the faculty department chair, division dean, or regional manager based on the student meeting necessary prerequisites or other course requirements.

A student must decide whether to audit a course at the time of registration and must also complete the Course Audit Request Form. Any course prerequisites must be met before registering and enrolling in an audited course. A student wanting to audit a course must pay the same tuition and fees as a student enrolled for credit. Per the 1999 Wisconsin Act 154, individuals who are 60 years of age or older are exempt from paying tuition when auditing courses, excluding community service courses (aid code 60) and apprenticeship courses (aid code 50) on a space available basis. Any age 60+ auditor must be a resident of Wisconsin and will be required to pay course material fees and all other applicable student fees.

A student does not earn course credit for auditing a course, nor is an achievement grade awarded at course end. Audited courses may not be used to satisfy the prerequisites or requirements for other courses. Courses taken on an audit basis are not part of the student’s credit load for financial aid, veterans’ benefits, or for any other purpose for which the college is asked to certify a student’s full- or part-time enrollment status.

A student auditing a course is expected to meet attendance requirements, participate in classroom and lab work, and complete all assignments, but is not required to take examinations. At course end, an audited course will reflect an “AU” notation on the student’s official record and transcript for that course. A student may not change his or her course enrollment status at a later date to receive credit for an audited course.

The college administration reserves the right to restrict the auditing of any course. Audit options are provided in courses on a space-available basis. Additional course sections do not need to be created to accommodate groups of student auditors.

Adopted: 04/29/98
Reviewed: 01/21/15
Revised: 01/21/15
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Children in Class

It is the policy of Fox Valley Technical College that children should not accompany registered students, training participants, or college staff to classes, seminars, or other educational activities. If a child is brought to a session, the instructor is authorized to ask the student/participant and child to leave for that session. An instructor can permit a child’s attendance under special circumstances and when such accommodation poses no disruption to the teaching and learning process.

Under no circumstances are children permitted to be left unattended on the college premises. If a child is left unattended, staff should immediately notify the appropriate division or building manager or the campus security office.

This policy is in no way intended to discourage or prohibit special events, activities, and programs aimed at involving children with the College.

Related Policy:
Administrative Policy: Programming for High School Students

Adopted: 06/24/97
Reviewed: 08/12/14
Revised:08/12/14
For each course in the College’s master course approval file, minimum and maximum class sizes are established and documented as general standards by the division dean and the instructional area faculty.

The class sizes for specific class sections are further determined and can vary based on factors such as instructional delivery methods, available student stations, student needs for program progression, course location, and cost effectiveness.

Ideally, class section sizes in the district will not fall below a minimum of 15 enrollments. Exceptions to the minimum enrollment may be made, as appropriate, by the division deans or their designees, the director of the Oshkosh Campus, and the regional center managers.

*Adopted: 06/19/79*
*Reviewed: 08/12/14*
*Revised: 02/17/06*
ADMINISTRATIVE POLICY TYPE:  INSTRUCTION

POLICY TITLE:  College Admissions

Timelines
Fox Valley Technical College will begin accepting applications for admission on a set date approximately twelve months prior to the start of each academic term.

Enrollment Services will accept program applications until the application target for a program is met, at which time applications will no longer be accepted for that term. Students will then be informed of the next available application date for each program.

Additionally, applicants have three terms from their original admit term to convert their application into an admission; otherwise the application will be withdrawn and the applicant will be required to re-apply.

Active Programs
Students may have no more than two active Associate Degree and Technical Diploma Programs. Exceptions to this program limit may be granted on a case-by-case basis. Certificate admission is unlimited.

Related Policies:
None
ADMINISTRATIVE POLICY: INSTRUCTION
POLICY TITLE: Community Use or Lease of District Facilities

It is the policy of Fox Valley Technical College to make available its land, buildings, or facilities to community groups, public agencies, other educational institutions, or the private sector under the following terms and conditions:

- All proposed uses must be of such a nature and at such times as to not interfere with or disrupt planned and scheduled district use of its land, buildings, or facilities; and
- All proposed uses must be consistent, at the discretion of the college president, with the mission and purposes of the district as set forth in Section 38.001, Wisconsin Statutes; and
- Organizations using FVTC facilities will be required to certify that they do not discriminate against employees, enrollees, applicants, or members on the basis of race, color, creed, national origin, ancestry, religion, sex, handicap, age, marital status, sexual orientation, or political affiliation.

No land, building, or facility of FVTC will be made available for use, rental, or lease if, at the sole discretion of the College administration, it would result in detracting from or competing with the mission and purposes of the district.

Facility Use as a Contracted Service
All short-term use or longer-term lease agreements between FVTC and external organizations are developed as technical assistance contracts for facilities. Short-term use facility contracts are subject to the District board-approved facility usage rates. Any contract rate exceptions must have the prior authorization of the academic vice president. If the district administration determines that additional staff may be needed to provide security, custodial, or other support service functions, these costs using standard contract pricing will be added to the contract for services. Longer-term lease agreements/contracts must be reviewed and authorized by the academic vice president prior to commitment.

Facility Use at No Cost
FVTC may, subject to the terms and conditions outlined above, make available its facilities, at no cost, during normal operating hours, and as available, to the following:

- Public, tax supported units of state or local government.
- Public, tax supported educational institutions located within the District.
- Organizations that qualify as non-profit for tax purposes per the Internal Revenue Code Section 501(c)(3).
- Organizations whose proposed use of the facility, at the discretion of the College president, is consistent with the mission and purposes of the district providing that the proposed use of the facility is available to the general public without charge or admission fee and that the sponsoring organization is not selling, promoting, or giving away products or services on the premises.
- Organizations may incur costs associated with food, equipment, or other requested services.
All users of FVTC land, buildings or facilities, under any terms, are subject to the District’s rules of conduct for employees and students.

Adopted: 03/19/86
Reviewed: 11/19/14
Revised: 11/19/14
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Contracts to Provide Educational Services

Section 38.14(3), Wis. Stats., authorizes technical college districts to contract to provide educational services to public and private entities.

Wisconsin Technical College System (WTCS) Board Policy 321 encourages technical college districts to advance the economic development mission of the System by offering customized training and technical assistance. This is frequently accomplished through a variety of contracts for service.

Per the WTCS Contracts for Services and Contract Reporting System Manual, contracts are limited to the types of activities outlined below:

- **Customized Instruction** – Any contract intended to provide instruction resulting in the submission of course records to the system office under the Client Reporting System. All instruction must be done under system office approved course numbers.
- **Technical Assistance** – Non-instructional activities (non-credit generating) which help a service recipient accomplish an organizational purpose, goal or mission. Examples of this are the design of a production line or employee testing.
- **Fiscal and Management Services** – Contract activities of a fiscal or management nature which are not intended to result in the service recipient acquiring the skills necessary to conduct these activities in the future. Examples are bookkeeping, accounting and data processing. Such services cannot be provided to business/industry or provided out-of-state.

**Contract Authorization**
The Fox Valley Technical College District Boards must approve all contracts for services. This is done via a summary report at regular Board of Trustees meetings. Several provisions exist to guide the development and approval of contracts.

- Contracts must comply with Chapter TCS 8, Wis. Admin. Code, which establishes specific contracting requirements for technical colleges, and the WTCS Contracts for Services and Contract Reporting System Manual, which requires technical college districts to establish a plan and policies for contracting.
- District personnel authorized to develop and sign contracts for educational services are approved by the vice presidents for instruction and finance. Designated contract writers are authorized to sign contract agreements with face values up to $5,000. Contract agreements in the amount of $5,000 or more, out-of-state contracts and foreign contracts are reviewed, authorized and signed by the Vice President for Instructional Services.
- Contracts for educational services must be reviewed and signed by authorized District personnel prior to their execution ensuring consistent application of District policies and approved pricing.

**Contract Pricing and Cost Recovery**
Contract pricing for training, technical assistance and facility usage will be reviewed and established annually by the District Board of Trustees in February or March for the following fiscal year. This price list is made available via appropriate communication methods.
The methodology specified in the *WTCS Contracts for Services and Contract Reporting System Manual* will be used to determine the full cost of a contract. The District Board of Trustees will be provided quarterly reports on contracts not meeting full cost recovery including the full cost of each contract, the amount charged and the rationale for charging less than full cost.

- As required by s. 38.14(3)(c)(2), Wis. Stats., all out-of-state and foreign contracts must be delivered at full cost recovery to ensure that no direct or indirect costs associated with the contract are funded by the District.
- Any pricing exceptions must be reviewed and authorized by the Vice President for Instructional Services before a contract is finalized.

**Services Outside District**

When contracting with a service recipient located outside the District, but within the state, follow the current *WTCS Protocol for Delivery of Contracted Services Over College District Boundaries*. The College shall notify the district where the service recipient is located of the existence of the contract within 30 days of execution of the contract. This protocol communication is developed and monitored by the Business and Industry Services Office and handled through a communication between contract protocol contacts.

**Related Policies:**

WTCS Board Policy #409
Wisc. Stats. 38.001 (2) (b)
Wisc. Stats. 38.001 (3) (a)
Wisc. Stats. 38.04 (14) (a) 4
Wisc. Stats. 38.14 (3)

WTCS Administrative Code TCS 8

*Adopted: 06/24/97  
Reviewed: 11/19/15  
Revised: 12/22/15*
Copyright is an area of law that provides creators and distributors of creative works with an incentive to share their works by granting them the right to be compensated when others use those works in certain ways. Specific rights are granted to the creators of creative works in the U.S. Copyright Act (title 17, U.S. Code). If you are not a copyright holder for a particular work, as determined by the law, you must ordinarily obtain copyright permission prior to reusing or reproducing that work. However, there are some specific exceptions in the Copyright Act for certain academic uses, and permission is never required for certain other actions, such as reading or borrowing original literary works or photographs from a library collection.

The use of instructional materials, handouts, course packs, library reserves, photocopies, and all other instructional materials at Fox Valley Technical College must comply with current copyright law and practice. The following points of policy are intended to clarify the College’s commitment to following the law and accepted guidelines in acquisition, copying and distribution of print, computer, and audiovisual materials.

- The College and its employees shall, under all circumstances, comply with the law of the United States as it relates to the use of copyrighted materials.
- Under no circumstances shall any employee abridge the laws in duplication, transcription, or copying from copyrighted work.
- It is assumed that all materials are copyrighted and shall be treated as such until proven otherwise.
- Under no circumstances shall any employee use District materials, equipment, or facilities to infringe the copyright law.

**Fair Use**

A provision for fair use is found in the Copyright Act at Section 107. Under the fair use provision, a reproduction of someone else's copyright-protected work is likely to be considered fair if it is for **limited** use for one of the following purposes: criticism, comment, news reporting, teaching, scholarship and research. If the reproduction is for one of these purposes, a determination as to whether the reproduction is fair use must be made based upon four factors:

1. The purpose and character of use (principally, whether for commercial or nonprofit educational use);
2. The nature of the copyright-protected work (is the work published, unpublished or not released to the public domain, unpublished and non-public works have very limited Fair Use);
3. The amount and substantiality of the portion used (limited/short passages and material not “central” to the work are typically Fair Use); and
4. The effect of the use being evaluated upon the potential market for or value of the copyright-protected work. (i.e. If the work can be purchased or obtained commercially, it is typically NOT considered Fair Use.)

Additionally, repeated use over several terms or courses weighs against fair use, particularly if any of the other criteria are not met. If your use does not meet the above criteria and the work is
protected by copyright, you probably need to obtain permission to use the work from the copyright holder or its agent. When in doubt, obtain permission.

**How to Obtain Copyright Permission**

Permission to use copyright-protected materials, when required, should be obtained prior to using those materials. It is best to obtain permission in writing (including e-mail) and maintain a record of that permission. The time to obtain permission may vary and, where possible, it is recommended to start the permissions procedure at least six months prior to the time that you wish to use the materials. If you need a quicker permission, let the copyright owner know this and he/she may be able to get back to you more quickly.

Once you have identified the materials you want to use and determined that copyright permission is required, you must locate the copyright holder. If the copyright holder is not listed on the work, locating the appropriate person or entity to grant permission may take some investigative work.

There are two primary options for obtaining permission to use the work. You may contact the copyright holder directly or you may contact Copyright Clearance Center.

**Information in your Permission Request**

The copyright holder or its agent will require the following information in order to provide you with permission:

- Title of the material
- Creator/author of the material
- Publisher of the material
- Description of material
- ISBN or ISSN, if applicable
- Date of publication, if applicable
- Purpose for which you wish to reproduce the item (research, commercial, educational, etc.)
- How the material is to be reproduced (e.g., photocopied, digitized)
- Where the reproduced material will be used or will appear and for how long

The Center for Instructional Excellence or library staff can assist with copyright clearance questions.

*Adopted: 08/11/86*
*Reviewed: 11/19/15*
*Revised: 12/22/15*
ADMINISTRATIVE POLICY TYPE: INSTRUCTION

POLICY TITLE: Course and Certificate Requirements

The purpose of this academic policy is to clearly define and identify the requirements established by either the Wisconsin Technical College System or Fox Valley Technical College for course and certificate offerings. All FVTC courses must meet standards established by the WTCS Board. These standards ensure that courses are assigned the proper aid code, instructional area, credits, and material fee. Only WTCS-approved courses will receive state aid. It is the policy of the college to ensure integrity in its curricular offerings by developing courses and certificates within the definitions and requirements outlined below.

Advanced Technical Certificates (Aid Code 10)
Advanced technical certificates are designed to provide instruction for employed individuals. The content offered in the certificate shall extend beyond that provided in any WTCS-approved associate degree occupational program. These certificates consist of between 9 to 12 credits equivalent to associate degree courses in rigor. At least six of these course credits must be occupational content beyond what is offered in any approved program. Fifty percent of the certificate credits must be earned at FVTC; division-approved advanced standing up to 50 percent of a certificate can be awarded as transfer credit or division-approved advanced standing. After initial approval, a three-year evaluation report is required by the state office if the district intends to request a continuation of the certificate. Advanced technical certificates require WTCS office approval.

Certificates (May be a combination of aid codes: 10, 32, 31, 30, 42, 47)
Certificates may be awarded at the option of the local district for participation and/or attendance in any program level and/or adult continuing education courses, groups of courses, or attainment of specific competencies. Certificates generally consist of a focused set of courses targeting specific occupational skills. FVTC certificates will consist of 6-20 credits and generally involve 3-10 courses. These certificates are approved at the district level, requiring the authorization of the respective division dean and the academic vice president prior to implementation. At least 50 percent of the certificate credits must be earned at FVTC; division-approved advanced standing up to 50 percent of a certificate can be awarded as transfer credit or division-approved advanced standing.

Non-Postsecondary Courses – Basic Education/HIP/VIP (Aid Codes 73, 74, 75, 76, 77, and 78)
Non-Postsecondary is the umbrella term which encompasses all instructional content below the post-secondary level and all courses where instructional level is not applicable. This includes Basic Education, the Hearing Impaired Program (HIP), and the Visually Impaired Program (VIP).

Adult Basic Education(ABE) instruction is available in the areas of reading, mathematics, communication skills, social studies, physical sciences, health, and career education. ABE -

Adopted: 04/30/98
Reorganized: n/a
Reviewed: 03/31/06
Revised: 12/20/06
Beginning instruction is below the equivalent of the sixth grade level (0-5.9) and ABE - Intermediate instruction is equivalent to sixth through eighth grade levels (6.0-8.9).

Adult Secondary Education (ASE) comprises instruction which delivers competencies, academic or occupational, comparable to that offered in secondary schools (grades 9.0-12.9). This category includes instruction to earn a high school diploma, a High School Equivalency Diploma (HSED), or a General Educational Development (GED) certificate issued by the State of Wisconsin. ASE course numbers may not be included in the curriculum of a post-secondary program. Secondary education level developmental and remedial courses are included in ASE. Developmental and remedial courses are designed for individuals who, prior to or upon seeking admission to a post-secondary program, have been determined to have substantial deficiency in foundational competencies. These courses address those deficiencies before admission to a post-secondary program.

(English Language Learning (ELL) — is designed to assist individuals whose native or dominant language is other than English and who need to learn to read, write, and communicate in English. ELL is designed to prepare students to advance toward ABE, ASE, Bilingual Vocational Training, occupational programs, or employment. There are a series of defined levels of instruction; however, they do not equate to grade levels as indicated for Adult Basic Education.

Hearing Impaired Program (HIP) and Visually Impaired Program (VIP) courses are established to serve hearing impaired or visually impaired individuals exclusively. These courses shall be identified when it is not possible to serve hearing or visually impaired students in existing occupational or academic courses, or when it is necessary to supplement instruction provided by existing occupational or academic courses.

Further information on basic education definitions and requirements can be found in the WTCS Administrative Bulletin AB97-04, Non-Postsecondary Aid Category.

Credit Based Continuing Education
Courses can be developed at the associate degree or technical diploma level to meet the continuing education needs of business, industry, and labor. These courses must meet and maintain the same rigor, level of content, and evaluation requirements of corresponding associate degree or technical diploma level courses but are not to be included in the core curriculum of such programs. Associate degree/technical diploma credit standards apply to these courses for approval and state reporting purposes. Credit based continuing education courses must be established in full credit increments and can be used as AAS program electives by students. Each district is limited to 150 credits of associate degree/technical diploma continuing education courses. For additional information, refer to Administrative Bulletin AB 97-01, Associate Degree/Technical Diploma Continuing Education.

Transitional Courses
To assist in bridging from a technical diploma program to an associate degree program, courses can be created to include the content (competencies) which are part of the comparable degree
course but not part of the diploma course. This enables the student to acquire the knowledge needed to transition from one program to another without taking the entire degree course.

**Borrowed Courses**
Courses may be borrowed from another district to address a short-term need when a district does not have a currently approved course, which meets the specific need. Prior approval of the WTCS office is required. The *WTCS Educational Services Manual* contains the procedures involved in borrowing a course from another district.

**Continuing Education Level Courses**
Continuing education courses are noncredit and designed to meet specific continuing education needs identified within the district. The following aid codes and descriptions have been established for use within the system:

- **Aid Code 42: General Adult**
  Applies to educational offerings, which contribute to basic education, citizenship, and community safety for the public.

- **Aid Code 44: Driver Education Theory**
  Applies only to adult driver education theory courses, excluding defensive and other driving courses.

- **Aid Code 45: Behind-the-Wheel Driver Education**
  Applies only to behind-the-wheel adult driver education courses.

- **Aid Code 47: Occupational Adult**
  Applies to educational offerings with a definite technical objective designed to either provide future employment or upgrade individuals in their present occupations.

- **Aid Code 60: Adult Avocational**
  Applies to educational offerings that are leisure-time self-enrichment activities including arts, crafts, games, hobbies, sport, recreation, and foreign language conversation.

Additional information on the above types of courses can be found in the *WTCS Educational Services Manual*, available online from the FVTC Intranet site, Academic Program Plans.

**Suffix Courses**
Suffix courses are created “under” an existing WTCS-approved course and only recognized internally at FVTC; however class activity for suffix courses is reported to the state office through the approved main course and are FTE generating. The total credits of a suffix course may not exceed the total credits of the main course.

To maintain integrity in the college’s curriculum, extra caution needs to be taken to ensure that suffix courses are **integral parts of the main state-approved course content**. This can be accomplished by keeping the basic intent of each suffix course consistent with the intent of the
state-approved course. Specific requirements must be met when creating suffix courses with aid codes 10, 32, 31, and 30:

- Degree program credit courses have requirements for curriculum development and documentation; they represent a prescribed learning plan as part of a degree program.

- A suffix course of the same length as the main course may have different, but related, curriculum and must be equivalent to the main course in all instances where either course is required in a curriculum.

- Alternative delivery method courses representing the full content of the main course use the suffix “DE”; suffix courses which represent a subset (in full credit increments) of the main course and are intended for use as alternative delivery are assigned, D1 (alt. delivery 1 credit), D2 (alt. delivery 2 credits), etc.

- Suffix courses that are shorter than the main course offer a portion of the main course’s content and must be in full credit increments unless authorized for less for the purpose of customized contract training. Full credit increments are strongly recommended to avoid complicating graduation requirements as suffix courses may be used to meet the AAS elective requirement.

- Content that is unrelated or substantially different from the main course curriculum must be designed as a separate new course consistent with the appropriate to the state aid code definitions.

- Suffix courses must reflect the same combination of A, B, C, D, and/or E hours in the course structure contained in the main course.

- Suffix courses are not allowable as required courses in program plans.

The requirements outlined above for program aid code suffix courses do not apply to aid codes 42, 44, 45, 47, or 60.
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Course Cancellation

Fox Valley Technical College must make every effort to notify both registered students and related faculty and staff in advance when it becomes necessary to cancel classes due to insufficient enrollment or other extenuating circumstances. The following guidelines shall apply to course cancellation:

- The decision to cancel associate degree, technical diploma, and apprenticeship courses (aid codes 10, 30, 31, 32, and 50) should be made at least one week in advance of the course start date.
- The decision to cancel continuing education courses (aid codes 42, 47, and 60) should be made at least two days in advance of the course start date.

The instructional department or regional location directly responsible for the class section has the responsibility for timely notification of registered students, instructors, and other appropriate staff, as well as updating all related course records involving the cancellation.

Adopted: 11/01/96
Reviewed: 04/22/15
Revised: 02/17/06
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Course Materials

Curriculum changes and updates should be occurring on a regular basis; therefore, it is important to annually review all associate degree and technical diploma course materials. Instructional materials selected must a) be written at the appropriate level, b) be cost effective, c) help students achieve a mastery of the course competencies, and d) reflect current industry practices.

Only course materials that are used extensively in a course should be listed as required. Instructional materials classified as optional will be available for purchase if the student wishes to use them, but the student will not be required to purchase optional materials. The College supports the use of online resources for students as a way to reduce costs provided that they comply with the College’s copyright policies. Materials (curriculum manuals, coursepacks, etc.) may not be reproduced for student use through departmental accounts and copying. Rather, they should either be made available in electronic formats or sold through the campus bookstore. Copyrighted materials may not be posted without the author’s express written consent.

The College bookstore is the official agent for the procurement of all course materials. In limited situations and upon the approval of the Vice President for Student and Community Development, materials may be purchased through alternate vendors. However, the College maintains a contractual responsibility to source all materials for student use through our approved vendor.

There is only one set of textbooks/workbooks/materials identified for each state-approved associate degree or technical diploma course. The responsibility and authority for identifying the textbooks/workbooks/materials resides with the instructional department that has responsibility for the course.

Course material requirements must be identified as part of the course’s curriculum documentation and are a required element in the course syllabus. Course material requirements for all credit and noncredit courses must also be identified on each course in the registration system/course database.

Adopted: 07/18/91
Reviewed: 12/22/16
Revised: 01/16/17
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Course Syllabus Requirements

A syllabus is a written contract between instructors and learners that establishes competencies, class expectations, evaluation/assessment components, the grading policy, required textbooks/resources, and documents other class information. A course syllabus is required for all associate degree and technical diploma level courses, and is highly recommended for all courses at Fox Valley Technical College.

The following curriculum elements are required in each course syllabus:
- Course information (course title, state course number, section number, credits, number of weeks/sessions, beginning and ending dates, day/time, and location)
- Course description (college catalog description)
- Prerequisites
- Textbook/resource requirements
- Competencies
- Grading policy
- Instructor information (i.e., instructor’s name, e-mail address, phone, office location, and office hours)
- Expectations/attendance policy (if instructor has any specific requirements)

Optional components to be included at the instructor’s discretion:
- Content outline
- Performance standards
- Performance assessment tasks
- Employability Essentials/program outcomes checklist

A current syllabus should be available for students at the start of the course. Any changes to the syllabus, grading criteria, or course policies should be appropriately communicated to students.

Adopted: 11/01/97
Reviewed: 05/20/15
Revised: 05/08/06
ADMINISTRATIVE POLICY TYPE: INSTRUCTION

POLICY TITLE: Curriculum Documentation

An essential component in creating and maintaining high quality educational programs at Fox Valley Technical College is a comprehensive curriculum. The instructional foundation of the teaching and learning process is achieved through faculty participation in the oversight of the curriculum – its development and implementation, academic substance, currency, and relevance for internal and external constituencies.

Credit Bearing Curriculum Documentation

The curriculum for each Degree, Diploma, Certificate, and Apprenticeship (aid codes 10, 30, 50 and 70) course must be initially developed and continually upgraded and improved for currency and relevancy.

Curriculum at FVTC is classified into eight components which are required elements in the program and course curriculum. Each instructional department team is responsible for ensuring that all program courses are documented to address the requirements of this policy. As a core job function, faculty within each instructional department team are responsible to review, update, and maintain the documented course curriculum as needed, or at a minimum of once every three years.

A complete curriculum for a course is to be documented in the Worldwide Instructional Design System (WIDS) and includes the following components:

<table>
<thead>
<tr>
<th>Curriculum Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Employability Essentials</td>
</tr>
<tr>
<td>2 Program Outcomes</td>
</tr>
<tr>
<td>3 Competencies</td>
</tr>
<tr>
<td>4 Learning Objectives</td>
</tr>
<tr>
<td>5 Performance Standards</td>
</tr>
<tr>
<td>6 Learning Plans</td>
</tr>
<tr>
<td>7 Performance Assessment Tasks</td>
</tr>
<tr>
<td>8 Syllabus</td>
</tr>
</tbody>
</table>

Non-credit Bearing Curriculum Documentation:

Non-credit offerings may follow the above format for course documentation as appropriate to its content. At a minimum, course learning objectives and a syllabus (or agenda as appropriate) are expected to be provided to students.

Any exception to this policy must be approved by the Vice President of Instructional Services.

Adopted: 09/15/81
Reorganized: 06/24/97
Reviewed: 01/22/14
Revised: 03/05/14
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Curriculum Sharing and Sales

For the purposes of this policy, curriculum refers to full documentation of courses developed at Fox Valley Technical College for student and/or instructor use.

All external requests for curriculum or student manuals should be directed Vice President for Instructional Services who will then consult with the related division dean regarding the decision to share and/or sell the requested curriculum.

Guidelines for Curriculum Sharing and Sales
The following general guidelines will apply to all curriculum sales:

- Any curriculum developed with state funding will be made available to other Wisconsin Technical College System institutions. Curriculum developed with federal funding will be made available according to the federal grant requirements.
- Worldwide Instructional Design System (WIDS) Course Outcome Summaries will be shared with other institutions upon request and with approval of the Vice President for Instructional Services.
- Curriculum or student manuals that contain material that is copyrighted will not be sold to another party.
- Curriculum that has not been updated with documented revisions stored in WIDS within the last five years will not be sold to another party.
- Special agreements between institutions for the reciprocal sharing of curriculum can be arranged by the division dean and authorized by the Vice President for Instructional Services.
- Curriculum will not be sold to college or business entities which may be deemed competitive to the district’s programming (unless required by the above guidelines).
- General guidelines for curriculum sales will be administered through the Vice President for Instructional Service’s Office and, in each instance, pricing will be developed in consultation with the respective division dean.

Adopted: 04/29/98
Reviewed: 02/01/16
Revised: 10/18/06
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Degree, Diploma, and Apprenticeship Program Requirements

The purpose of this academic policy is to clearly define and identify the requirements established by Higher Learning Commission, the Wisconsin Technical College System or Fox Valley Technical College for the curricular structure of degree, diploma, and apprenticeship programs. Associate degree (Associate in Applied Science), technical diploma, and apprenticeship programs are defined as postsecondary instruction which prepare persons to enter or maintain employment in an occupation. These programs require formal approval of the district and WTCS boards.

It is the policy of the college to ensure integrity in its curricular offerings by developing programs within the definitions and requirements outlined below. In addition, courses that serve as prerequisites to required courses must also be included in credit parameters and required in program plans.

Associate in Applied Science Degree Programs (Aid Code 10)
Associate in applied science degree programs are developed to assist persons preparing for, or advancing in, an occupation. The curricula of associate degree programs are designed to reflect competency requirements for a target job or jobs, which define the occupational program. These programs consist of 60-70 credits in the following categories:

Technical Studies courses 36 credits minimum
                   (36-49 credit range)

General Studies requirement 15 credits minimum
     (15-30 credit range)
     Specifically:
         Communications 6 credits
         Social Science 3 credits
         Behavioral Science 3 credits
         Math and/or Science 3 credits
         Additional General Studies 0 to 15 credits

Electives 0-6 credits

The Technical Studies category includes courses that are specific to, or support the development of, technical skills and knowledge. General Studies courses are those program courses which relate to the effective functioning of the individual in both occupational and community settings (communications, social and behavioral sciences, math, and/or science). Courses required for the purpose of the function in program category General Studies must be chosen from the approved “WTCS General Education System Course List.” Additional general studies courses, or those not on the WTCS approved list, may be included in the Technical Studies category. Elective courses are those courses at the associate degree level which are selected by the student.
Technical Diploma Programs (Aid Codes 30, 31, and 32)

Technical diploma programs are based on local needs of business and industry and are designed to assist persons preparing for entry into, remaining in, or advancing in an occupation. These programs consist of 2-70 credits, with 70-100 percent of the total credits required to be occupational specific. Up to 30 percent of the credits may be made up of occupational support and/or general education courses. The specific aid codes for technical diploma programs are defined as follows:

- Aid Code 30: Less Than One Year (2-25 credits)
- Aid Code 31: One Year (26-53 credits)
- Aid Code 32: Two Years (54-70)

Technical diploma programs can include associate degree level (aid code 10) courses.

Apprenticeship Programs (Aid Code 50)

As directed by 106.01(10), Wisc. Stats., technical college districts shall provide apprentice related instruction at the request of the Bureau of Apprenticeship Standards (BAS), Wisconsin Department of Workforce Development (DWD). These programs are developed to assist registered apprentices to acquire the related technical knowledge and skills to augment the planned on-the-job-experiences. Apprenticeship programs of three or more years of on-the-job training shall have a minimum of 400 hours of related instruction.

Adopted: 04/30/98
Reviewed: 09/06/17
Revised: 09/06/17
Fox Valley Technical College welcomes the donation of money, land, equipment, materials, and other property, which assist the College in fulfilling its mission and purposes. This includes equipment that is consigned for FVTC’s use for a period of time, with ownership retained by the donor.

The Fox Valley Technical College Foundation, Inc. serves as the receiving arm of the institution for all donations and consignments. Prior to a gift of equipment, materials, or other property being accepted by the foundation, the gift proposal is to be reviewed by the respective division dean to determine its relevancy to programming and curriculum, and then approved by the Vice President for Instructional Services.

Any request for securing financial support from outside sources, or offers of donation or consignment from outside sources must be referred to the FVTC Foundation, Inc.

Adopted: 05/17/88
Reviewed: 02/04/15
Revised: 03/09/06
Fox Valley Technical College offers several levels of instruction that are not interchangeable and have related grading structures as follows:

### Associate Degree (aid code 10), Technical Diploma (aid code 30s), and Apprenticeship (aid code 50) Courses

The following grading structure is used for all coursework in this category with the exception of Program Preparatory Coursework. Program Preparatory Coursework courses will be assessed using the grading scale, but the earned grades are not factored into a student’s GPA calculation. The grades will be used to establish satisfactory academic progress for financial aid purposes.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Distinguished</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Above average</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Below average</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
</tr>
<tr>
<td>W</td>
<td>0.0</td>
<td>Student initiated withdrawal before 60% of class hours are completed. (Administratively Assigned by Enrollment Services.)</td>
</tr>
<tr>
<td>TC</td>
<td>0.0</td>
<td>Transfer credit</td>
</tr>
<tr>
<td>AS</td>
<td>0.0</td>
<td>Advanced standing credit</td>
</tr>
<tr>
<td>AU</td>
<td>0.0</td>
<td>Audit—automatically recorded for a student who has registered to audit a class. Students need to make this designation at the time of registration.</td>
</tr>
<tr>
<td>EX</td>
<td>0.0</td>
<td>Issued when an instructor awards up to 90 days for a student to complete course requirements; an EX grade will automatically be turned into an LF grade if the grade is not changed by the instructor by the end of the extension period.</td>
</tr>
<tr>
<td>S/U</td>
<td>4.0/0.0</td>
<td>A satisfactory/unsatisfactory competency-based grading structure may be used on an exception basis in these aid codes with prior approval by the academic vice president. These grades will be used in the GPA calculations as noted.</td>
</tr>
</tbody>
</table>
Vocational Adult (aid code 47), General Adult (aid code 42), and Avocational (aid code 60) Courses
Instructors have the option of using either an “S” (satisfactory) or “U” (unsatisfactory) grading method or the letter grade structure noted above. The “S”/”U” method should be the general practice for this non-credit coursework; however, an increasing number of employers are requesting that a letter grade be recorded for their employees for purposes of assessing skill levels attained in contract training or making tuition reimbursement decisions. An EX (extension) grade is also available for non-credit programming per the same description noted for credit courses. In no case do grades from non-credit coursework (aid codes 47, 42, 60) factor into a student’s GPA calculation.

Adult Basic Education (ABE) Courses
The following grading structure is used in the ABE Program. ABE grades are not factored into a student’s GPA calculation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0.0</td>
<td>Distinguished</td>
</tr>
<tr>
<td>B</td>
<td>0.0</td>
<td>Above average</td>
</tr>
<tr>
<td>C</td>
<td>0.0</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>0.0</td>
<td>Below average</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
</tr>
<tr>
<td>S</td>
<td>0.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>0.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td>0.0</td>
<td>Withdrawn</td>
</tr>
</tbody>
</table>
Academic Progress

Fox Valley Technical College believes that formative feedback is essential to the learning process. In order to provide students with feedback and guidance that will assist them in gaining the competencies necessary for the workplace, timely feedback on academic progress is important. In some learning situations, even more frequent feedback may be necessary than the intervals listed below.

Formative feedback can be accomplished through formal grading as well as through various other formal and informal means such as posting students’ current cumulative course grade(s) via BlackBoard, MyFVTC, verbal guidance or feedback, or any other means as deemed appropriate by the instructor, at the following intervals:

1. At or before completion of 1/3 of the course or fourth week of semester (whichever comes first)
2. At or before the completion of 2/3 of the course or eighth week of semester (whichever comes first)

Final Course Grades

Students enrolled in credit courses have access to their final course grades through the web site (www.fvtc.edu and MyFVTC). Grades are accessible as soon as they are submitted by the instructor. Final grades are recorded on permanent transcripts at the end of each course. Final course grades must be completed by the instructor and entered into the computer system by the deadlines noted in the following chart:

<table>
<thead>
<tr>
<th>Classes</th>
<th>Deadline for Grades to be Entered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester length classes</td>
<td>5:00 p.m. on the 2nd grading day at the end of the semester</td>
</tr>
<tr>
<td>Non-semester length classes</td>
<td>5:00 p.m. of the 5th College working day after the last class has been completed</td>
</tr>
<tr>
<td>Non-semester length classes that conclude at the end of the semester</td>
<td>5:00 p.m. on the 2nd grading day at the end of the semester</td>
</tr>
</tbody>
</table>

Adopted: 04/11/88
Reviewed: 03/18/15
Revised: 03/18/15
A student is eligible for graduation from Fox Valley Technical College’s associate degree and technical diploma programs when s/he has fulfilled the following requirements:

- Completion of course requirements of the program curriculum.
- Completion of at least one-fourth (25%) of the total program credits required in the degree or diploma through coursework undertaken at FVTC. The 25% of total program credits must be comprised of a minimum of 25% of the occupational course credits.
- A program cumulative grade point average of 2.0 or better (“C” average); additionally some programs have minimum grade requirements for occupational coursework as specified and published by the program.
- A minimum cumulative grade point average of 2.0 (“C” average) in the program’s occupational courses.
- All financial obligations to the College met.

Graduation requirements at the time the student registers for the first time in program courses will apply for the entire length of the program enrollment unless the student has a break in enrollment. Students who have a break in enrollment of three consecutive semesters must meet the College’s graduation requirements in effect at the time of re-entry. Students in programs which have experienced curriculum modifications, will be notified of those curriculum changes and will work with the appropriate College personnel to identify substitute courses, which will facilitate timely graduation. Any exceptions due to extenuating circumstances must be reviewed by the department chair and authorized by the division dean.

Any substitute course(s) acceptable for degree completion must be authorized by the department chair and division dean. For general education courses, these decisions will be made jointly by the program department chair/dean and the general education department chair/dean. If consensus cannot be achieved on acceptable substitute courses, the final decision will rest with the Vice President for Instructional Services.

These graduation requirements apply to all programs and all program students. Departments are not authorized to establish minimum grade attainment levels for program courses (e.g. minimum grade of “C”) without the written approval of both the division dean and the Vice President for Instructional Services. Such requirements, in effect, become “add-ons” to graduation requirements for students and conflict with the College’s overall graduation policy. Specific grade attainment levels may be necessary in some instances, however, where adequately justified. Authorized minimum grade attainment levels for courses must be explicitly stated in the appropriate College publications.

Students may appeal institutional decisions related to graduation requirements and eligibility through the formal academic appeals process.

Adopted: 01/20/98
Reviewed: 02/18/15
Revised: 03/31/06
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Guarantees for Educational Programming

Graduate Retraining Policy
Fox Valley Technical College affirms that the education and training offered by the College are designed to enable eligible graduates to acquire occupational skills training necessary for full participation in the workforce. The FVTC Board of Trustees, in compliance with s.38.24(4), Wis. Statutes, and with the support of the FVTC Foundation, Inc., offers graduate retraining which guarantees up to six free credits of additional instruction, plus other student services, to eligible FVTC graduates. In addition, employers who hire FVTC graduates may recommend those employees for graduate retraining if they lack the necessary entry-level job skills and abilities.

Any FVTC graduate is eligible for graduate retraining if s/he:
- Graduated from an associate degree or technical diploma program of at least one year in length.
- Applied for graduate retraining within one year of graduation.
- Actively pursued employment in that occupational field.
- Has not secured employment in the occupational field in which s/he received the degree or diploma.
- Has not refused employment in that occupational or related field.
- Actively sought assistance from FVTC’s Employment Connections

Any FVTC graduate is eligible for graduate retraining, when recommended by an employer, if s/he:
- Graduated from an associate degree or technical diploma program of at least one year in length.
- Lacks entry-level job skills and abilities as defined by program outcome statements (the graduate’s employer must specify in writing, to the FVTC Board of Trustees, the specific areas in which the graduate’s skills and abilities are deficient).
- Requested retraining within 90 days of initial employment and one year of graduation.

Graduates qualifying for graduate retraining will have credit and noncredit courses and support services made available to them. Any additional instruction will consist of regularly scheduled FVTC courses. The fees for related courses will be waived or paid by the FVTC Foundation, Inc., with textbooks and supply costs paid by the graduate.

The procedures for graduate student retraining are available in Employment Connections.

Guarantee for Contract Services
Fox Valley Technical College offers an assurance of quality in contract services provided, and offers contract clients a simple guarantee: if the training or technical assistance services do not meet the requirements agreed upon in a contract, the client is entitled to have the service redone at no additional charge.
College contract service consultants should bring any occurrence of client dissatisfaction with a contract deliverable and related use of this guarantee to the attention of the Vice President for Instructional Services. He/she will then work with the respective instructional division and the Director of Business Industry Services to resolve the matter to the client’s satisfaction.

Adopted: 03/20/90
Reviewed: 11/19/15
Revised: 03/06/06
Fox Valley Technical College will give special recognition to individuals by issuing honorary degrees based on the policy guidelines outlined below:

**Honorary Degree**
Upon the recommendation of the president, the Fox Valley Technical College board of trustees may authorize the issuance of an honorary associate degree or technical diploma as a special recognition of an individual external to the College. An honorary degree or diploma is intended to honor an individual for distinguished service to the community and/or exceptional accomplishment in life or career endeavors. The honorary degree/diploma does not infer any academic rights or privileges.

**Posthumous Honorary Degree**
At the recommendation of the respective program dean, an FVTC student may be considered for a posthumous honorary degree. Upon the recommendation of the president, the Fox Valley Technical College board of trustees may authorize the issuance of an honorary associate degree or technical diploma to the family of the deceased student. The honorary degree/diploma does not infer any academic rights or privileges; it is intended to honor the student's pursuit of the credential.

All honorary degrees/diplomas are listed and recognized in the College graduation ceremony program.

*Adopted: 10/19/05*
*Reviewed: 08/10/16*
*Revised: 05/29/09*
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Instructional Field Trips

An instructional field trip is any activity which:
- Involves Fox Valley Technical College students and one or more supervising instructors;
- Is an integral part of the curriculum of a specific course or program; and
- Takes place away from the normal meeting place for the class, either within the Fox Valley Technical College District or outside of the District or the state.

All instructional field trips must be authorized in writing prior to departure. Field trip requests are made through the completion of a Field Trip Request Form and submission of the request to the division dean for approval.

Students under the age of 18 must submit a permission slip and medication consent form which must be signed by a parent/guardian before a student is allowed to participate in a FVTC authorized field trip.

In compliance with the Americans with Disabilities Act (ADA), FVTC will make every effort to honor requests for reasonable accommodations made by individuals with disabilities. The primary responsibility for accessibility and assurance of reasonable accommodations for field trips is the staff and/or department that submits the request(s). Approval for each request will include assurances that FVTC's Civil Rights policy, Students with Disabilities policy, or other applicable laws which prohibit discrimination have been upheld. The Field Trip Request Form includes ADA guidelines.

Adopted: 07/18/91
Reviewed: 09/15/16
Revised: 02/17/06
It is the Fox Valley Technical College policy to abide by the Wisconsin Technical College System (WTCS) working agreement and protocol process to promote good communication and cooperation relative to contracting that may occur across the “boundaries” of the respective districts. [An example of a contract of this nature would be if FVTC was contacted by an employer in Green Bay to deliver training on-site at their plant location.]

Each college is expected to inform any prospective out-of-district client (within the state), who is requesting contracted services, that they are located within another technical college district where they may be able to attain the services locally. This communication is the responsibility of any FVTC staff member serving as a contract service consultant working with the prospective client.

Each college is also expected to notify the district in which a company/employer is located of any contract service request coming from outside of the college’s own district. To ensure that the appropriate inter-district communications occur relative to this protocol process, any staff member who is responding to an out-of-district client to potentially provide contracted services is required to notify the director of Business and Industry Services of such a request. The director then coordinates the initial communication with the corresponding district before a contract is actually developed; thus the importance of immediate notification of the director of these requests for service.

Once a contract is actually written, the Business and Industry Services Office issues a communication to the protocol contact informing the other district of the contract. Per WTCS Administrative Code TCS 8.03, districts must inform the district where the service recipient is located of the existence of a contract within 30 days of the execution of the contract; however, communication with the other district should occur immediately after the customer’s request.

Adopted: 07/18/91
Reviewed: 09/15/16
Revised: 03/06/06
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Products and Services Provided by the District

Any activity resulting in the provision of products and services by the District must be deemed important to fulfilling the institution’s education, training, and economic development functions; the activity is needed to provide products and services integral to the institution at a reasonable price, or reasonable terms, and at a convenient location and time; and the activity is carried out for the primary benefit of the College community but with sensitivity to the total community.

Criteria for District-Provided Products and Services
All activities paralleling the private sector must be integral to the fulfillment of the District’s mission or must meet at least one of the following criteria:

- There are compelling reasons of economic efficiency where District resources can be made available to the broader community at relatively little additional cost to the institution.
- The product or service is unavailable elsewhere in the community in either sufficient quantity or quality.
- Providing the product or service is a major convenience to the College community including students, staff, and members of the public participating in institutional activities.
- The district’s offering of the product or service is of major importance to maintaining the quality of the institution.

Pricing
The pricing of products and services offered by the district shall recover full cost or be comparable to private sector prices, unless a reduced price is demonstrated to be necessary to fulfill a function integral to the mission of the institution. The objective of the sale or resale of products that emerge as a result of an educational program is to recover or defray the cost of program operation.

Full cost for contracts to provide educational services is determined by using the methodology specified by the WTCS Financial Accounting Manual (direct instructional costs plus the district’s indirect cost which is calculated by multiplying the indirect cost factor times the total faculty salary and fringe charged to the contract). FVTC strives for all contracts to produce positive net revenue.

Pricing recommendations for training and technical assistance contract services and District facilities rental are presented by the administration for District Board approval annually. Pricing on other products and services (e.g. food service, child care services, automobile resale) of the College is developed by the respective operations managers and division dean or director and reviewed at least annually by the vice president responsible for the functional area.

Private Sector Review Committee
The District Board of Trustees, through the president of the College, shall appoint a committee to review specific issues of potential competition with the private sector. Membership of the
committee shall include representatives of the institution, the private sector, and the general public.

The private sector review committee reviews any formal complaints made by the private sector providers using the above guidelines and provides an advisory opinion to the District administration. A private sector provider will be notified in writing of the District’s decision in regard to a complaint within 30 days of receipt of a formal written complaint. As an appeal’s process, the District Board of Trustees reviews the complaint if formally requested subsequent to the complainant’s notification of the District’s decision.

**Related Policy:**
WTCS Board Policy Reference: #408 Effective 6/30/2010

*Adopted: 06/24/89  
Reviewed: 04/22/15  
Revised: 03/06/06*
ADMINISTRATIVE POLICY TYPE: INSTRUCTION

POLICY TITLE: Programming for High School Students

- Confidentiality of Student Records
- Reporting Suspected Abuse

Fox Valley Technical College is committed to developing strong partnerships with local K-12 school districts and business/industry. Such partnerships support students’ seamless transition between educational systems and serve high school students through programming to better prepare them for post-secondary education and the workforce.

The following instructional services represent the types of programming that the college provides to high school students. Specific requirements are noted for each option, which reflect state statute and/or Wisconsin Technical College System policy.

I. **Youth Options** – A public school student, upon the student’s request and with written approval of his or her parent or guardian, may apply to attend a technical college for the purpose of taking one or more associate degree or technical diploma courses if s/he:

A. Has completed the 10th grade;
B. Is in good academic standing-FVTC’s definition of “good academic standing” is a cumulative high school grade point average of 2.0 or above;
C. Does not meet the statutory definitions of a “child-at-risk” (a child who is behind his or her age group in the number of high school credits attained or in basic skill levels or who is a dropout, habitual truant, parent, or adjudicated delinquent);
D. Notifies the K-12 school board of his or her intent to attend a technical college no later than March 1 if the student intends to enroll in the fall semester or no later than October 1 if the student intends to enroll in the spring semester; and
E. Has no record of disciplinary issues-the FVTC District Board may reject an application from a student who has a record of disciplinary problems, as determined by the FVTC District Board. Verification from a high school principal is included on the Youth Options application.

It is the responsibility of the K-12 school board to develop an appropriate plan of services for a student with exceptional educational needs (EEN) and ensure the provision of services to the student. In meeting this responsibility, a K-12 school board may either provide the needed services itself or contract with another provider, including, but not limited to, a technical college. A K-12 school board has the authority to refuse to permit an EEN student to enroll at a technical college under the Youth Options program if the K-12 school board determines that the payment to the technical college for required services would impose an undue financial burden on the school district.
The technical college must admit the student if s/he meets the requirements and prerequisites of the course or courses for which s/he applied.

The student is eligible to receive both high school and technical college credit for courses successfully completed at the technical college.

Students attending FVTC under the Youth Options program are expected to comply with all academic and non-academic policies of the institution.

Specific procedures regarding student eligibility determination are available through the Youth Options coordinator.

II. **Youth Apprenticeship Program** – Youth apprenticeship is designed for high school juniors and seniors with interest in a specific career area. The college works in partnership with local school-to-work consortia, local business and industry, and K-12 school districts in the delivery of this programming. Students on track for high school graduation are eligible for this program and need to apply at their high school.

III. **Alternative High School** – This is a competency-based, self-paced program for students ages 16 and older for whom traditional high school has proven unsatisfactory. Students attend the alternative high school through a contract for service between the high school and Fox Valley Technical College but remain on their high school rolls, per Wisconsin Statute 118.15 (a)(b)(c).

IV. **High School Credit Programming** – Under Wisconsin Statute 38.14, high schools may contract for their students 16 years of age or older to take courses after the school day (or in the summer) to earn credit toward their high school graduation requirements. Course work must be pre-approved by the high school before registration to ensure the granting of credits.

V. **Home-Schooled Youth** – Under Wisconsin Statute 118.15(4) a parent, guardian, or designee has the right to “select a home-based private educational program” for his or her child or children “in order to comply with the compulsory school attendance law.” A home-school program must include, but is not limited to, reading, language arts, mathematics, social studies, science, and health. These courses are defined as “secondary required courses” for home-schooled children.

A home-schooled child age 15 or younger may attend night classes at FVTC for secondary non-required courses or post-secondary courses (for which he/she meets the course prerequisites) and as defined in paragraph, “Students under the Age of 16.” (page 4)

A home-schooled child age 16 to 17 may attend FVTC classes during the school day or in the evenings for secondary non-required courses or post-secondary courses (for which he/she meets the course requirements).
A home-schooled child age 18 or older may attend FVTC classes as an adult student.

A home-schooled child age 17 or younger may not attend FVTC Adult Basic Education classes.

Parents of home-schooled children are to work with a representative of Student Services for registration and are responsible for payment of tuition, fees, and books. Students earn FVTC credit for the courses.

VI. Advanced Standing Credit – Advanced standing through Tech Prep or Youth Apprenticeship can be attained by juniors and seniors for high school courses that meet the competencies of specific courses at Fox Valley Technical College. Instructors from both the high school and the technical college compare curriculum and the college determines the specific criteria that students must meet to earn advanced standing. Students who successfully meet the predetermined criteria are eligible to receive advanced standing upon program enrollment at Fox Valley Technical College.

VII. Transcripted Credit – This refers to occupational technical college courses that are taught to juniors and seniors in the high school by a high school teacher or technical college instructor. Students in these courses receive a “regular” technical college transcript indicating their grade in the course. High school teachers must meet certification requirements from the Wisconsin Technical College System to teach these courses.

VIII. Students Under the Age of 16 – On occasion, a student under the age of 16 seeking a challenging, enriching experience will request enrollment in an FVTC course outside of the normal school day. Underage student enrollment in any course requires a) the written permission of the student’s parent or legal guardian, b) the written permission of the student’s school district, c) approval by the course instructor, and d) authorization by the respective division dean or designee. The Admission of Student Under Age 16 Authorization form is to be used for this purpose and kept on file at the appropriate campus or regional center.

A parent or other adult must register and attend with children under age 16 when enrolling in enrichment courses. This requirement can be waived by the manager responsible for the class section based on student age, maturity level, and course topic. The parental attendance requirement can also be waived by the course manager for courses targeted specifically to students under age 16 (e.g., Tractor Safety, Sewing for Teens). A 100% refund will be issued to the student and parent/adult if the course arrangement does not work out, based upon their experience, within the first class session. The standard college refund policy applies beyond this.

Students under the age of 14 will not be allowed to register in lab or shop courses where safety is a factor as determined by the course manager.
Other safety, licensing, certification, or other age limitations may supersede this policy.

CONFIDENTIALITY OF STUDENT INFORMATION
Providing student information to any school-to-work partner (e.g., educational consortia, K-12 district, business/industry, chamber of commerce) regarding high school students under the age of 18 requires parental approval. High school students who are 18 years of age or older must sign a release of information form before any information can be shared with parents or school-to-work partners.

REPORTING OF SUSPECTED ABUSE OF UNDER AGE 18 STUDENTS
According to Wisconsin Statute 48.981, any FVTC instructor, administrator, or counselor must report any suspected child abuse or neglect which he/she encounters in the course of their professional duties in working with students under age 18 attending FVTC classes.
Fox Valley Technical College requires program applicants to complete an academic readiness assessment as part of the admissions process for most degree and diploma programs. ACCUPLACER is the assessment instrument used to measure student skills in reading, language, and mathematics. Scores from the ACT and other comparable assessment tools are accepted in lieu of ACCUPLACER. Additional assessment instruments may be used in specific occupational program areas to determine course placement and academic readiness.

Assessment results/scores are then used in the registration and advising process to determine appropriate course placement in mathematics, social science, natural science, and communication skills. Assessment scores may also be used as prerequisites to certain occupational program courses.

Assessment scores may only be used as a program admission requirement with the approval of the Vice President for Instructional Services.

Assessment score requirements are reviewed annually and published on the College's website and in academic program planning materials. Current information on assessment score requirements is available through the Student Services Assessment Center and will be updated as an amendment to this policy annually.

Students who do not achieve the necessary prerequisite score will be required to complete the appropriate prerequisite program preparatory coursework for enrollment in specific general education or occupational courses.

When program preparation coursework is necessary, concurrent enrollment in introductory level occupational courses should occur to the greatest extent possible.

Assessment score requirements can be found at http://www.fvtc.edu/assessment.
ADMINISTRATIVE POLICY TYPE: INSTRUCTION

POLICY TITLE: Rights to Professional Publications, Presentations, Products, and Inventions

I. Purpose
   A. The College seeks to encourage employee innovation in the area of instruction and District activities to include the authorship of publications, presentations, products, and inventions developed with the assistance of the College. It is the purpose of this policy to:
      1. Clarify and protect the rights of the developer and the College.
      2. List the responsibilities of the developer and the College.
      3. Facilitate agreement between the developer and the College in the determination of ownership, rights, copyrights, profits, royalties, and the use of materials.

   B. Any individual who develops publications, presentations, products, and inventions with the assistance of the College must reach a written agreement with the College prior to beginning the project according to the following procedure:
      1. Obtain written approval from the immediate supervisor.
      2. Agree to a compensation option and type of ownership.
      3. Establish timelines for the project.
      4. Develop a written agreement to be approved by the Vice President for Instructional Services.
      5. Adhere to all state and federal regulations regarding publications, presentations, inventions, copyright, products, and patents.
      6. Complete the project.
      7. Receive agreed upon compensation.

II. Ownership
   Ownership, rights, and control of materials can fall into one of the following three categories:
   A. Total District Ownership
   B. Total Individual Ownership
   C. Joint Ownership between the District and the individual

   A. Total District Ownership
      Total District ownership will result in the case of materials, products, and inventions which are developed under the following arrangements; including those developed under grants or special projects:
      1. Work done as part of the faculty or staff member’s professional assignment.
      2. Work done under curriculum agreement.
      3. Work done outside of the professional assignment using College resources, equipment, or facilities.

   B. Total Individual Ownership
      Total individual ownership shall result when staff members develop materials or inventions over and above their professional assignment and at their own expense. This includes materials developed over and above an individual’s normal work week and
without the use of District facilities and/or equipment. In this instance all rights and profits shall be the individual’s.

During the development of a project, a staff member may, by advance agreement with the vice president for instructional services, purchase or rent certain services of the District and thereby retain full ownership.

C. Joint Ownership

Joint ownership of materials and inventions shall occur when both the District and the individual have made a contribution to the development of the materials. The District’s contribution may include (but is not limited to) support staff, facilities, equipment, travel, and/or supplies. The individual’s contribution may also include his/her time and expertise.

When materials are developed in part within the normal course of preparation for instruction and during the individual’s regular work week, they are developed at District expense and therefore jointly owned by the District.

Prior to beginning the development of materials, the developer, his/her immediate supervisor, others the supervisor might identify, and the vice president for instructional services should meet to determine the degree of both the individual’s and the District’s participation following the guidelines set forth in this policy.

A developer may retain copyright to a piece of original, independently produced material which is included in a work done for hire. A notice of copyright and permission to reproduce should appear on the material.

In order to encourage such creations, typically, fifty percent (50%) of the profits shall be distributed to the developer(s) of the material or device under a joint ownership agreement.

III. Control of Use

The District will not be charged for internal use of publications, presentations, or inventions. The District personnel involved in the direct production of these materials should have his/her contributions recognized and noted.

The District may distribute jointly owned materials on a temporary loan basis to other non-profit organizations, institutions, or consortia as part of any reciprocal exchange agreements. Materials developed totally with the District support may be distributed or used externally at the discretion of the District.

The developer maintains all rights and controls over the use and profits of individually owned materials.
IV. Profits
The individual and the District will share proportionately in the profits derived from jointly owned materials. Typically, fifty percent of the profits shall be distributed to the developer of the material or device. The developer will obtain the total profit derived from sale or rental of individually owned materials. The District will obtain the total profits derived from the sale or rental of District owned materials.

V. Establishing Rental or Resale Rates
In instances of joint ownership, rates for rental or resale will be mutually agreed upon by the individual developer and the Vice President for Instructional Services.

VI. Distribution of Materials to Students
Materials may either be distributed to students as classroom handouts on a no-cost basis, or may be sold through the campus bookstore.

Any published, unpublished, or patentable projects under individual ownership may be reproduced with the developer’s permission at College expense and sold through the campus bookstore for use in FVTC classes.

VII. Revision Of Jointly Owned Materials
Revision of materials may take place at any time and should include the following as part of the review process:
A. Review of the written agreements.
B. Review the intent to publish.
C. Review the type of ownership desired.
D. Reach new agreement following the procedure outlined in this policy.

VIII. Clearance of Copyright Infringement
Before any use is made of the materials, the developer will certify in writing that to the best of his/her knowledge the materials do not infringe on any existing copyright, legal or privacy rights of others.

IX. Releases
The developer shall be responsible for obtaining written permission to use any portion of copyrighted print, media, or software in the publication. Written releases from individual’s identifiable in the creation must also be obtained.

X. Copyright and Patent Application Procedures
In the instances where the ownership of inventions has been determined to reside with the District, appropriate application forms may be completed by District staff to register the material.

In the instances where the ownership of materials and inventions has been determined to reside with the developer, the developer will be solely responsible to file appropriate applications, and all costs will be borne by the individual.
XI. Transfer or Rights
The District or the developer may at its discretion assign, transfer, lease, or sell all or part of its legal rights to inventions, products, publications and presentations. The first option to transfer must be granted to the other party.

XII. District Use of Income
The District’s share of income derived from equity in any publications, presentations, and inventions will normally be applied to the General Fund.

Adopted: xx/xx/xx
Reviewed: 02/18/15
Revised: 02/17/06
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Student Attendance

Students in associate degree and technical diploma programs and credit courses at Fox Valley Technical College are expected to attend classes as scheduled and actively participate in classes to receive the maximum benefit from their educational experience. Attendance is the responsibility of the individual student, including notification of an absence as required by the instructor and arranging for the completion of missed course work.

Specific attendance standards for courses, labs, internships, and clinicals may be established by instructional departments and authorized by the division dean. If specific attendance requirements are established, they must be communicated to students in writing (via the course syllabus) by the instructor at the first class session and attendance must be documented by the instructor. Absences are not a legitimate reason to lower student grades unless specific attendance requirements are established as essential to success in the course and clearly communicated to students.

Departments and instructors are expected to make reasonable accommodations for student absences due to illness, family emergencies, extreme weather conditions, and other extenuating circumstances as agreed upon by the instructor and student.

Adopted: 02/24/12
Reviewed: 01/20/17
Revised: 02/24/12
ADMINISTRATIVE POLICY TYPE: INSTRUCTION
POLICY TITLE: Student Evaluation of Courses

Fox Valley Technical College places a high value on students as customers of the educational enterprise and their feedback regarding the courses they have enrolled in and related educational support services they have experienced. Customer feedback serves as one key component of the continuous improvement process for courses, programs, and related services.

Some form of student/participant evaluation should be conducted in every course and seminar offered by the College. A number of forms, tools, and strategies (both formal and informal) exist to collect this important feedback.

The College utilizes an electronic course evaluation tool as the official method for summative course evaluation. This evaluation instrument benefits the student by providing a consistent process and access point for collecting student feedback. It benefits the College by providing a consistent set of data that allows for tracking of trends.

Instructors are strongly encouraged to create multiple opportunities for students/participants to provide formative feedback throughout the course to ensure that expectations are being met and stated outcomes are being achieved from the student perspective. Student evaluations conducted prior to the final class session provide opportunities for making necessary adjustments and addressing any issues that are identified.

Adopted: 06/24/97
Reviewed: 12/22/16
Revised: 01/16/17
ADMINISTRATIVE POLICY TYPE: INSTRUCTION

POLICY TYPE: Transfer Credit

Transfer credit is the acceptance of credits from other regionally or nationally accredited institutions of higher education. Transfer credit may be granted to students transferring from other institutions provided that:

- The course is identified on an official college transcript;
- The course being transferred is generally equivalent in content and meets or exceeds the credit value of the Fox Valley Technical College course;
- The credits accepted as transfer do not exceed FVTC’s credit value assigned to the course;
- The course is directly applicable to the degree or diploma program being pursued; and
- A minimum 2.0 grade point on a 4.0 scale was attained in the course.

Per WTCS Board policy on credit for prior learning, Fox Valley Technical College will provide maximum recognition for work completed through other nationally or regionally accredited postsecondary institutions or other education, training, or work experience pertinent to the student’s new educational program and graduation requirements.

Instructional division deans have the responsibility to establish and maintain updated transfer credit review guidelines (including courses and time span acceptability) for the curriculum of associate degree and technical diploma programs. General education course guidelines are established by the dean of the General Studies Division. All transfer credit guidelines must be clearly communicated to Student Services staff for use in evaluating transcripts for transfer credit acceptance. Transcript review for the purpose of awarding transfer credit is conducted centrally in Student Services to ensure fair and equitable treatment of student across all program areas within the college.

Transfer credit is designated with a grade of TC (Transfer Credit) on the student transcript and is not calculated in a student’s GPA (grade point average).

A minimum of 25% of credit requirements must be directly earned through graded coursework (with a minimum of 12 credits in the technical discipline/occupational core) at Fox Valley Technical College for program graduation. Students cannot obtain advanced standing and/or transfer credit for more than 75% of the required program credits.

Any exception to this policy must be authorized by the respective division dean.

Students must appeal institutional decisions related to the acceptance of transfer credit through the formal academic appeals process.

(See attached “Operational Guidelines for Age/Time Span Acceptability of Transfer Credits,” revised February 25, 2011.)
Operational Guidelines for Age/Time Span Acceptability of Transfer Credits

Fox Valley Technical College
Revised February 25, 2011

As an operational guideline to further augment the FVTC administrative policy, Transfer Credit (V.LL), and assuming the credits under consideration are appropriate for transfer under the policy, the following shall be used as a standard for review of incoming transfer credit from other institutions to FVTC’s associate degree and technical diploma programs regarding age or time span acceptability:

- Equivalent course work completed within the last 5 years and earning a C (2.0 on a 4.0 scale) grade or better will be automatically accepted.

- Coursework which was completed prior to the last 5 years (6 or more years old) will be accepted for transfer at the discretion of Enrollment Services based on a number of criteria, including the grade earned, life/work experience of the student, the extent to which the transfer credit directly impacts the program, total courses taken in the subject area, ACCUPLACER assessment results, etc. Enrollment Services, in this review process, may also refer the student to the appropriate instructional department chair of the related course considered for transfer.

- Incoming students with an associate’s, bachelor’s, master’s or doctorate degree may be awarded up to 21 transfer credits toward the required general studies courses (communication skills, social science, behavioral science, math and science) of an associate degree program or the general education course requirements in the above areas of a technical diploma program, and up to 6 credits of electives according to the program plan requirements, with no time limits on the coursework from the earned degree. Using the guidelines above, additional credits from the degree program may also be applicable for transfer within the college’s maximum credits allowed by transfer. Students who qualify for general education credits based on degree completion may need to complete general education course requirements for which competencies vital to the program have not been previously demonstrated. For example, a student with a business degree seeking to enroll in a WTCS health occupations program may need to complete general education science courses if these competencies were not met through previous coursework.

In individual situations where there is disagreement between Enrollment Services–and the faculty department chair regarding the acceptability of transfer credit, the final decision on transfer acceptance will be made by the division dean with academic responsibility for the course(s) in question.