



FEDERAL COMPLIANCE FILING BY INSTITUTIONS

Assignment of Credits, Program Length, and Tuition

Complete the Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours. *See Appendix A*

Provide information about the length of the institution's degree programs and identify and justify and difference in tuition for specific programs.

Credits, Program Length, and Tuition

Madison Area Technical College is one of the sixteen colleges in the Wisconsin Technical College System (WTCS). The WTCS Board is the coordinating agency and is responsible for setting statewide policy, program standards and curricula, and distributing aid in alignment with the Department of Education and accrediting policies. The WTCS Office staff carries out the operational functions of the WTCS Board. Madison Area Technical College is operated under the direction of the Madison College District Board. The board consists of nine members: two employers, two employees, three members-at-large, an elected official and a school district administrator. The role of the Madison College District Board is to function as a collective body that is the official link between the College and the community it serves, and to represent the community to the college by determining and assuring appropriate organizational performance, enacting policies on governance issues and executive limitations, monitoring college effectiveness, and assessing the President's performance.

[The Educational Services Manual](#) (ESM) is the official document for standards and procedures in developing and maintaining courses, programs and program curricula for use by the technical colleges. Authority for changing the content of the ESM lies with the Wisconsin Technical College System (WTCS) Office staff. The manual contains the standards and procedures as well as the necessary forms for submission of print material to the System Office.

General Program Criteria

Each district shall develop, implement, modify, suspend, or discontinue programs in accordance with program standards.

Each district shall grant the appropriate degree or diploma to graduates of WTCS board approved occupational programs. A certificate may be granted by a district at its own discretion or with State Board approval where required. System Office staff approval is necessary for Advanced Technical Certificates.

The emphasis shall be focused on occupational specific programs related to a given field of employment. Exceptions are currently in place for WTCS liberal arts collegiate transfer programs offered at Madison, Milwaukee, and Nicolet Area Technical Colleges. Authority to develop and conduct the Associate Degree in Arts and Science courses and programs must be sought from the WTCS Board.

Programs requiring accreditation and/or approval by an outside agency or organization, or programs whose graduates must be eligible to write licensure or certification examinations may be adjusted to meet such standards as well as prescribed criteria within the jurisdiction of Wisconsin Technical College System Board (WTCSB).

Technical Diploma courses shall not be included in an associate degree program curriculum. However, associate degree courses may be included in a technical diploma program curriculum. Section 9, "Course Standards," states the standards for each type of credit approved for use within the WTCS. Program and course designers of any given curriculum will take into consideration the recommendations of the appropriate advisory committee.

Program Length

MATC offers the following program types, each of which adheres to the WTCS policies.

Associate Degree in Applied Sciences - Occupational Programs (Code 10)

Associate degree programs are developed to assist persons preparing for, or advancing in, an occupation. Curricula of associate degree programs are designed to reflect statewide competency requirements for a target job(s) which define the occupational program.

- A. Associate degree programs require a minimum of 60 semester credits. Programs with more than 70 credits in the curriculum require written approval by the WTCS President when needed to meet licensure, certification, and other requirements. Curricula with more than the maximum credits shall reflect the additional credits in the technical studies.
- B. The Technical Studies category includes courses that are specific to, or support the development of, technical skills and knowledge. The credit requirement range for Technical Studies is 36 to 49 credits.
- C. The General Studies category includes general education program courses which relate to the effective functioning of the individual in both occupational and community settings. The credit requirement range for General Studies is 21 to 30 credits. It is further defined by the course categories shown below.
 - a. Communications- 6 credits
 - b. Social Science- 3 credits
 - c. Behavioral Science- 3 credits
 - d. Math and/or Science- 3 credits

- e. Additional General Education- 6 to 15 credits
- f. Credits for electives range from 0 to 6. Electives are used to broaden and enrich the specific program of study.

Technical Diploma Programs (Codes 30, 31, and 32)

Technical 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. Technical diploma programs have a minimum of two (2) technical credits and a maximum of 70 technical credits.

- A. Technical diploma - Less than One Year (Code 30) - a minimum of two (2) technical credits and a maximum of 25 technical credits.
- B. Technical diploma - One Year (Code 31) - a minimum of 26 technical credits and a maximum of 54 technical credits.
- C. Technical diploma - Two Year (Code 32) - a minimum of 55 technical credits and a maximum of 70 technical credits.
- D. Deviation beyond 70 technical credits requires approval by the WTCS state director.
- E. Occupational specific course requirements - minimum 70%
- F. Seventy (70) percent to hundred (100) percent of the total program credits shall be in courses which are occupational specific. Occupational specific refers to those program courses which contain content directly related to a specific technical area.
- G. Occupational supportive/general education course requirements - maximum 30% Credits in occupational supportive and/or general education may not exceed thirty (30) percent of total program credits. Occupational supportive/general education courses are program courses that relate to effective functioning in an individual's occupational and community settings. These courses shall be drawn from natural science, mathematics, social and behavioral sciences, communicative skills, and other disciplines, both general and occupational.

Apprenticeship Programs (Code 50)

Apprenticeship programs – Apprenticeship 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 (3) or more years of on-the-job training shall have a minimum of 400 hours of paid related instruction. The related instruction will be offered at a minimum of four (4) hours a week or equivalent. Apprenticeship programs shall maintain minimum common core competencies as identified by industry, BAS, and, where appropriate, by state trade advisory committees.

Certificates

Local Certificates

Local Certificates may be awarded at the option of the local district for participation and/or attendance at any WTCS program level and/or adult continuing education course(s), groups of courses or attainment of specific competencies.

WTCS Pathway Certificates:

WTCS Pathway Certificates are a set of courses taken from the initial sequence of courses within the curriculum of an already approved degree, which provides the learner a set of industry recognized skills and abilities that prepares them for entry-level employment in an occupation. WTCS Pathway Certificate courses are offered in the aid code of the associated already approved degree program (i.e., if a

pathway is in a technical diploma, then the certificate courses would be at aid code 30, 31 or 32 unless the technical diploma is also embedded in an AAS, in which case the aid code of the course could be aid code 10). While an already approved degree program may have more than one pathway certificate, each certificate may be associated with only one degree program.

Advanced Technical Certificates:

Advanced Technical Certificates are certificates specifically designed and approved by the System Office. Courses within an Advanced Technical Certificate are at the aid code 10 level, and courses that are unique to the

Credits

At Madison Area Technical College, assignment of credits is based upon 50 minute instructional periods within a 16-week semester term. One associate degree or technical diploma credit is granted for 54 – 50 minute periods of student effort in any given term whether in classroom, clinical, laboratory, assigned outside study, independent instruction/study, or any combination of the aforementioned. For example, one associate degree credit requires a minimum of 16 – 50 minute periods of instructor-student contact, with another two hours of student effort outside of the classroom. However, other instructional methods or experiences may require additional time to be considered equivalent to one degree credit. The following table provides examples of the types of instruction possible and the hours of instruction required to equal one degree credit for the Associate Degree and Technical Diploma programs.

Table - Equivalent Hours of Instruction per Credit

Instruction Type	Hours of Instruction Equal to 1 Credit	
	Associate Degree	Technical Diploma
Type A: Classroom Presentation	16	32
Type B: On-Campus Laboratory	32	32
Type C: Individualized/Independent Instruction & Selected Clinical, Extended Laboratory, and/or Shop Experience	54	54
Type D: Simulated or Actual Occupational Experience	72	72
Type E: On-the-Job Experiences	216	216

Due to the unique way that Apprenticeships combine both on-the-job experience and classroom instruction, the credit calculation is different than for other programs. Apprenticeships are also unique in that they are the only degree credit programs that allow for incremental credits rather than whole credits. The following table shows the equivalent hours of instruction needed for each quarter apprenticeship credit.

Table - Apprenticeship Credit Calculation

Hours of Instruction	Equivalent Credit
1 - 9	0.25
10 - 18	0.50
19 - 27	0.75
28 - 36	1.00

Madison Area Technical College also allows for the provision of non-degree continuing education credits, which may be required as professional development for certain occupations. The following table shows the equivalent hours of instruction needed for continuing education credit.

Table - Continuing Education Credit Calculation

Hours	Credit	Hours	Credit
0 - 2	0.05	21 - 22	0.55
3 - 4	0.10	23 - 24	0.60
5 - 6	0.15	25 - 26	0.65
7 - 8	0.20	27 - 28	0.70
9 - 10	0.25	29 - 30	0.75
11 - 12	0.30	31 - 32	0.80
13 - 14	0.35	33 - 34	0.85
15 - 16	0.40	35 - 36	0.90
17 - 18	0.45	37 - 38	0.95
19 - 20	0.50	39 - 40	1.00

Tuition and Fees

Madison Area Technical College is mandated by the State of Wisconsin to charge program and material fees in accordance with the WTCS guidelines. For the 2015-16 fiscal year, the program fees and tuition are shown below:

Degree Credit Charges Per Credit

Program Fee & Tuition Type	Collegiate Transfer	Postsecondary & Vocational Adult
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Resident Program Fees & Tuition	\$173.75	\$128.40
Additional Out of State Tuition	\$ 86.88	\$ 64.20
Total Out of State Program Fees & Tuition	\$260.63	\$192.60

For a more detailed explanation of tuition and fees, please refer to the [Administrative Bulletin for Fiscal Year 2015-16 Program Fee Rates and Out-of-State Tuition Rates](#).

Additional supporting materials for this section will be made available (HLC Federal Compliance Report --- Assignment of Credit, Program Length, and Tuition --- Supporting Materials).

Institutional Records of Student Complaints

Explain the Process for handling student complaints.

As students, staff and faculty interact, conflicts arise. Madison College is committed to providing a mechanism for students to voice concerns and complaints, and to proactively address challenging situations. The College maintains a [student complaints](#) web page that clearly outlines the policies and procedures for complaints related to academic misconduct, final grade dispute, harassment or discrimination, student code of conduct violations, concerns regarding a faculty or staff member, dispute of charges, or other process or systems concerns. The Dean of Students Office coordinates a centralized process for collection, dissemination, and logging of student concerns or complaints at the College.

The Student Concerns and Complaints Procedure DOES NOT REPLACE other college policies or procedures such as:

- Discrimination, Harassment and Sexual Misconduct
- Final Grade Disrupts
- Dispute of Charges
- Extenuating Circumstances
- Appeals

When a student encounters a problem on campus or feels they have been treated unfairly, the student is encouraged to first try to resolve the issue informally with the faculty/staff member or department directly involved. Many issues can be resolved by making an appointment with a faculty or staff member and calmly and honestly communicating the concern(s).

If a student is not satisfied after working informally to resolve the concern, and their concern does not fit into one of the above listed processes, the student may use the form provided below to file a formal student complaint with the Dean of Students Office.

Madison College seeks to resolve all student concerns in a timely and effective manner. To that end, this complaint process serves as an ongoing means for students to discuss concerns or register formal complaints. The following procedure outlines the steps a student should take to approach a concern.

Student Concerns and Complaints Procedure

Step 1. Informal Resolution. Students are encouraged to seek a resolution of the matter directly with the individual(s) involved. Madison College's counselors provide Conflict Management Services (CMS) to help counsel students on how to best resolve a conflict informally and/or to navigate specific processes regarding concerns and complaints.

Step 2. Contact Dean of Students (DOS) Office by submitting an on-line in-take form. Madison College uses an on-line form to collect student concerns or complaints. The in-take form is the preferred method of contact. However, individuals may also contact the DOS by e-mail, telephone, or in person at the Truax Campus.

Step 3. Review of Concern by Dean of Students Office or other identified administrator. Concerns are initially reviewed by the Dean of Students Office.

- a. Upon receipt of a completed form, the DOS will review the nature of the concern and follow up as appropriate. The concern may be forwarded to the appropriate academic area or administrative unit for review or addressed by the DOS. Concerns about the Dean of Students Office or other college administrator will be referred directly to the appropriate Vice President's or other supervisor's office for review.
- b. When necessary, the DOS will notify appropriate persons and request any information or documentation needed to resolve the concern. It is in the best interest of all parties to submit the requested documentation within seven (7) calendar days of the request.
- c. The DOS may attempt to informally resolve the concern or complaint by encouraging discussion between the parties or by taking the appropriate action to resolve the complaint. When appropriate, parties may be referred to CMS for mediation and/or other informal resolutions.

Step 4. Outcome. The outcome will be communicated to the involved parties within fourteen (14) calendar days of the date the concern is filed. Circumstances requiring additional time will be communicated to all involved parties.

Step 5. Documentation. A record of all concerns and their outcomes are documented, and maintained in the Dean of Students Office.

APPEAL. In the event that any party is not satisfied by the decision he/she has the right to an appeal.

Summarize the number and type of complaints and track their resolutions since the last comprehensive evaluation by the Commission.

One hundred and twenty (121) student complaints were reported to the Dean of Students since the last evaluation. Complaints related to the manner in which a faculty member teaches, communicates, or grades are referred to the appropriate Academic Dean, and details of conversations between Academic Deans and Faculty are not shared with the Dean of Students. However, the Dean of Students is informed of the general outcome for tracking. Similarly, complaints related to non-instructional staff and general college systems and processes, are referred to the appropriate administrator for resolution.

In the spring of 2015, the college added an Associate Dean of Students to assist in the "continues improvement" of the College's student concerns & complaints systems, processes and procedures. The following table provides data on the number of complaints, type of complaints and outcome since the implementation of new processes implemented in July 2014.

Table - Online Student Complaint Form Summary July 2014-November 2015

Number of Complaints	Type of Complaint	Outcome
83	Incomplete Submissions	Follow-up contact made with complainant in instances where contact was available to offer assistance with form submission.
8	Student / Conduct / Behavior	Referred to College’s Conflict Management Services or Behavioral Intervention Team for resolution.
13	Class / Academic Program	Follow-up contact made with complainant. Referred to appropriate process for resolution when applicable.
8	Financial	Referred to Enrollment Services Area and/or Dispute of Charges Process for resolution.
52	Instructor	Follow-up contact made with complainant. Investigation by Dean of Students office or appropriate area. Outcome communicated to complainant.
12	Non-instructional staff member	Follow-up contact made with complainant. Investigation by Dean of Students office or appropriate area. Outcome communicated to complainant.
27	Service / System	Referred to appropriate service area for investigation. Follow-up contact made with complainant. Outcome communicated to complainant.

Explain how the institution integrates what it has learned from the complaint process into improvements in services or in teaching and learning.

Based on previous self-assessments, the college has made efforts to educate the college community about the student complaint process. On the [Dean of Students website pages](#), the college has inserted a “Students Complaints” button that will direct students to its online student complaints form.

In reviewing complaints, Madison College improved many processes for students such as:

- Created a Students Concerns and Complaints website for student to more easily have their concerns submitted and addressed.
- Improved the case management of complaints with the assisting of a web-form that is connected to the College’s CRM solution.
- Added an Associate Dean of Students to assist with the development, implementation, continuous improvement and case management of student complaints.
- Reviewed, modified and expanded the deadline for submitting extenuating circumstances.
- Enhanced Faculty related training in collaboration with the Center of Teaching and Learning.

Additional supporting materials for this section will be made available(HLC Federal Compliance Report --- Institutional Records of Student Complaints--- Supporting Materials).

Publication of Transfer Policies

Demonstrate that transfer policies are disclosed in the institution’s catalog, on the web site, or in other appropriate publications.

Demonstrate that articulation agreements, at both the institutional level and the program level, are disclosed to students. Ensure that the disclosures clearly identify whether the institution under review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreement that it accepts; or 3) both offers and accepts credits with the institution(s) in the articulation agreement.

Demonstrate that the disclosed transfer policies align with the criteria and procedures actually used by the institution in making transfer decisions.

The Wisconsin Technical College System (WTCS) is comprised of sixteen two-year technical colleges, all of which offer applied associate degree programs in occupational fields. Many of these programs have articulation agreements with four-year institutions for transfer to bachelor’s degrees. Additionally, three of the sixteen colleges are authorized to offer collegiate transfer programs (AA and AS degrees in the Liberal Arts) which prepare students for transfer to bachelor’s degrees. Two of the other technical colleges in the state are authorized to offer collegiate transfer courses. Madison College is one of these five AA and AS degree-granting colleges.

Because there are no system-to-system articulation agreements in Wisconsin between the two public two-year systems and the four-year system that take the associate degrees in total, articulation agreements are made one-on-one between 2- and 4-year schools. These articulation agreements, then, are decentralized, the requirements inconsistent, and the agreements sometimes changed, requiring each college to organize and update many agreements, creating challenges and some confusion. The UW System has established, presumably because of this decentralized system, a [Transfer Information System](#) that includes [Transfer Wizards](#) that provide information on courses from the WTCS, UW Colleges, and UW 4-year schools indicating how courses transfer from one institution to another.

However, one advantage of this decentralized system is that the Madison College advisors urge students to, and provide students with tools to, communicate with the 4-year school to make sure they are on track to transfer successfully. That is, this system assures that our “disclosed transfer policies align with the criteria and procedures actually used” by the receiving institution. This need to contact the targeted 4-year school is made clear to students in many ways and places, including on the [transfer checklist](#).

Madison College’s transfer policies (for all of the various articulation agreements) are available on the College website. These include both [Transfer In](#) and [Transfer Out](#) policies, so students have information

for how their credits from another institution transfer into Madison College and how their credits from Madison College transfer out to other institutions. Additionally, Academic Advisors and Faculty Advisors provide information to students regarding transfer policies and practices in one-on-one and group appointments and in publications (e.g. curriculum “pathway” documents such as this one for [Engineering](#)). A complete list of Madison College programs that have articulation agreements with 4-year schools can be found [here](#). We also have agreements with select 4-year schools that include a guaranteed transfer contract that students can pursue; information on these can be found [here](#).

The latest Madison College Academic Plan calls for more transfer opportunities for applied associate degree programs. To coordinate this work, the College has created a University Partnership Center ([UPC](#)), which has already centralized the many articulation agreements for each program, and which has begun working with Madison College programs and 4-year partner schools to expand these transfer opportunities for students by collaborating on more articulation agreements. The UPC has also generated a template for these articulation agreements that provides consistency and helps guide future agreements, and the UPC has developed an articulation agreement review process to ensure that agreements meet the needs of our programs and students.

A recently initiated 30-credit Universal Credit Transfer Agreement ([UCTA](#)) between the WTCS and the UW System has been developed (with legislative “encouragement”) to allow applied associate degree students to transfer credits from occupational applied associate degree programs to 4-year schools. Madison College has not publicized this to any degree because we generally have more robust articulations for these programs already.

Madison College takes very seriously our students’ desire to avoid “dead ends” in their education. We are growing transfer opportunities as discussed, and we have many resources available to help students toward successful transfer. We created a [transfer checklist](#) for students, have [transfer advising](#) and transfer advising tools available through our [Transfer Center](#) to guide students, and have created many transfer “pathway” documents (similar to the one for Engineering mentioned above) to help.

The college also provides resources for students via the college’s website at [Transfer Center](#). The transfer webpages are designed to guide students through the steps of the transfer process and reinforces that transfer is a possibility for all Madison College students and is not limited to students enrolled in the LAT program. The webpages also promote the University of Wisconsin [transfer contract](#) and [articulation agreements](#) where students can link to the receiving institution and identify how their credits will transfer and steps that are necessary for admission.

Additional supporting materials for this section will be made available(HLC Federal Compliance Report --- Publication of Transfer Policies--- Supporting Materials).

Practices for Verification of Student Identity

Identify whether students are enrolled in distance or correspondence courses.

Distance or Correspondence Courses

Madison Area Technical Colleges provides several options for online learning including full programs and certificates as well as individual course offerings.

Programs

1. Business Management
2. Business Software Application Specialist
3. Marketing
4. Medical Administrative Specialist
5. Meeting and Event Management
6. Optometric Technician Technical Diploma
7. Small Business Entrepreneurship Technical Diploma

Certificates

1. Project Management
2. Microsoft Office – Core
3. Microsoft Office – Expert
4. Sales Academy
5. Human Resources

Courses

Madison Area Technical College offers a variety of options for distance and flexible learning. Online courses are defined by the WTCS Board as instruction offered exclusively via the Internet and accessed by the student using a Web browser.

Classes that are offered in a fully online mode are designated with an Instructional Mode of “Online”. In April 2003, the WTCS Board established an additional course fee of a \$10.00 per credit fee to be charged for all online courses. This fee is in addition to program and material fees and, where applicable, out-of-state tuition. A minimum online course fee of \$10.00 is applicable to courses offered for less than 1.00 credit. Fractional credit offerings greater than 1.00 credit, compute the fee by multiplying the credit value of the offering times \$10.00 – e.g., 1.5 credit = \$15.00, 2.75 credit = \$27.50, 3.05 credit = \$30.50.

[Tuition and fee policies](#), including the tuition for online courses, are published on the Madison Area Technical College website.

Demonstrate that the institution verifies the identity of students enrolled in these courses, that any additional costs to the student because of this method are disclosed to students prior to enrollment, and that the method of verification makes reasonable efforts to protect student privacy.

Verification of Identity

In an effort to protect student identification, individuals must have a student account at Madison Area Technical College to enroll in a class. Once students complete an automated account activation process, they are presented with the following credentials:

- 1) Student ID Number: a series of seven digits that uniquely identifies them in our Student Administration System.
- 2) Username: a combination of letters based off of their name.
- 3) Password: specified by the student at the time of account creation.

Students use the combination of their username and password to log into various systems at the College including computers, student email, the Student Administration system, and Blackboard (our Learning Management System).

Online courses may require supervised or proctored exams, labs, and activities, depending on the subject matter and instructor's design. Off-line supervised tests/exams at specified sites may be conducted in conjunction with these courses to provide additional verification and certification of the students identify.

Residency Determination

Wisconsin Residency

Applicant declares for the semester or session of application, their intent to establish and maintain a permanent residence in Wisconsin. Applicant's current address is within the state and can be verified by factors including, but not limited to, the following factors:

1. Filing of Wisconsin income tax returns
2. Eligibility to vote in Wisconsin
3. Motor vehicle registration in Wisconsin
4. Wisconsin driver's license
5. Current pay stub from a Wisconsin business
6. Ability to self-support

District Residency

District residents are eligible for admission priorities and are defined as permanent residents of the Madison Area Technical College District. District residency is determined by the same factors that determine Wisconsin residency only the applicant declares a current address within the district. Wisconsin residency and district residency can be established at the same time. Information related to [district residency](#) is made available on the College website.

A person who enters the district and remains in the district principally to obtain an education is not considered a district resident. For more details individuals can refer to the [residency requirements](#) or contact the Enrollment Center at (608) 246-6210 or 1 (800) 322-6282 extension 6210.

Minnesota Reciprocity Agreement

Madison Area Technical College is included in a [reciprocity agreement](#) with Minnesota, which means Minnesota residents are eligible to pay in-state fees and tuition for credit classes at Madison College.

Residency is entered either at the time of application or with the non-program intake process. The prospective student declares their residency status. Madison College does not require documentation to support this claim. If someone is unsure of their status the guideline above may be referred to

assist the student. The main areas they should consider are the filing of Wisconsin income taxes and for those under the age of 25 if they are self-supporting (not being claimed on parents' taxes).

Guidelines

- Completed Residency Redetermination form and submit supporting documents
- International students on a visa are denied (regardless of employment, state taxes)
- Under age 25: need parent's state and federal tax forms (regardless if filed WI state taxes)
 - *If student indicates they have submitted parent's taxes for Financial Aid (FA), we can use the documents for Residency Determination. Verify whether the student already has tax documents on file for FA prior to requesting them from the student. Dependency can be viewed in the Financial Aid Status page (FA staff can confirm) whether the student has been designated independent, in which case the student would not have to submit parent's taxes.*
 - *If parents are claiming, residency is based on parent's federal taxes Exception: Parents are claiming and are not residents but extenuating circumstances forced the student to move (forced out by parent(s) OR FA declared the student was independent). Student is initially denied, but further documentation supporting an exception may be submitted for review.*
 - *If student indicates they are married/have children, we only need a copy of their state taxes*
- Over 25: State taxes
 - *If student makes <\$10,000/yr, need evidence of how student is supporting themselves (i.e.-lease, foodshare, military documents)*
- Over 25, no state taxes: Evidence of reason for relocation is required
 - *Employment: Letter from employer on letterhead, including start date*
 - *Military transfer: Copy of transfer**
 - *To be with family: Letter of statement from family member*
 - *Educational: If this is the sole purpose of move, the request is denied*
- Other:
 - *Military service persons may claim residency in any state, but must do so w/in 45 days of release. Request previous year state taxes; if did not file, use data on federal taxes to determine residency.*
 - *Madison lease (signed) may be used to support relocation (moved here to be w/ family, employment)*
 - *PT resident state tax forms: Use the last month in the calendar year – Dec – as the residency.*

Process

- Notify the student of the status within 10 days of request
- Verify whether the student has a current admissions application on file – if so, do not update PeopleSoft. Admissions Analyst may contact student to explain acceptance into a program is based on residency as it exists at the time of application. The applicant may be admitted with the new information provided the program is still available.

Additional supporting materials for this section will be made available (HLC Federal Compliance Report --- Practices for Verification of Student Identity--- Supporting Materials).

Title IV Program Responsibilities

General Program Responsibilities

A copy of the letter related to the results of the 2013-2014 Single Audit Report and is in the supplemental material folder at *HLC Federal Compliance Report --- Title IV Program Responsibilities --- General Program Responsibilities --- Supporting Materials*. The report indicates that Madison College's response satisfactorily addressed the auditor's findings. There are no limitations, suspensions, or terminations actions that the U.S. Department of Education has undertaken for any audit findings. There are no fines, letters of credit, or heightened monitoring.

Financial Responsibility Requirements

A review of the College [2014-15 CAFR](#) indicates in the single audit on page 100 and the schedule of Findings and Questioned Costs begins on page 109, of the document. The findings of the audit indicted no material weaknesses.

Default Rates

Madison College default rates have increased during the past three years leading up to the visit as provided by the Department of Education as indicated in the table below. The Department leaders can be found in the supplemental material folder at *HLC Federal Compliance Report --- Title IV Program Responsibilities --- Default Rates --- Supporting Materials*.

Madison College 3 Year Cohort Default Rate

3 Year Co-hort Year	Default Rate
FY2010	12.7
FY2011	16.1
FY2012	15

Although the college has had an increase over the past three report years, the institution is not in the zone where sanctions have been issued at this time. However, having a default rate over 15% the college is continuing to monitor data related to student loan repayment and has begun developing strategies to address the increase over the past three years. These strategies have included the development of loan specialist position in our Student Financial Support Services Office (Financial Aid) with responsibility for the processing of Direct Loans, Private Loans, as well as monitoring default rates and creating interventions to address the issue.

Private or Alternative Loans

Students are provided information regarding that private or alternative loans are offered through a variety of lending institutions and are not considered federal loans. In addition, they must meet all of the eligibility requirements for the loan, including having a credit score high enough to qualify for the loan or a cosigner with an eligible credit score.

Students are provided the [borrowing essentials](#) website to find out what loans they may be eligible for and the eligibility requirements. They are informed that they may apply for a private or alternative loan at any lending institution of their choice. We also note that they should pay attention to interest rates, repayment obligations, and repayment plan options before applying for a private or alternative loan. If they have questions regarding the loan, they are referred to the loan provider. We also disclose information regarding the Truth in Lending Act.

Madison College does not have any other loan services provided directly to students at this time.

Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures

Campus Crime Information

Pursuant to 20 United States Code, section 1092(f), the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act," and the Code of Federal Regulations (CFR), every institution of higher education in the United States which participates in Title IV funding (federal student aid programs) must produce and distribute a Daily Crime Log which lists every crime reported to Public Safety Services within the past 60 days, and an Annual Security Report (ASR) which contains crime statistics and statements of security policy. A link has been provided to the appropriate report to view Madison College's Daily Crime Log and Annual Security information. The college does not have on campus residential housing therefore is not required to complete the Fire Safety portion or the missing student section of the ASR.

The Public Safety Department distributes the report on an annual basis and the crime log is available on a daily basis upon request for review in the dispatch command center. The availability of the Annual Security Report is communicated with the college community prior to distribution. The [Annual Security Report](#) and [Daily Crime Log](#) both are available from the Public Safety Department home page.

Other crime prevention tips and security related information is available to the college community from the department's home page as well.

Athletic Participation

Madison College Athletics provides is a member of the North Central Community College Conference (N4C) and is a member of NJCAA Division III for all sports except Baseball (Division II). The college provides athletic competition in 4 men sports (baseball, basketball, golf and soccer); 4 women's sports (basketball, golf, softball and soccer). During the 2014-15 academic year, the college had 124 intercollegiate athletes participating (65 male and 59 female) and increased to 133 in 2015-16 with 71 male and 62 female competitors.

On October 15, 2012 the College was notified of a complaint that was filed with the Office of Civil Rights (OCR) alleging to discrimination against female students on the basis of sex by denying equal opportunity to participate in intercollegiate athletics, and by not awarding athletic scholars or grants – in-aid in proportion to the number of students of each sex participating in intercollegiate athletics. On March 1, 2013 the OCR and Madison College entered into a resolution agreement. On February 14, 2014 the College received a letter of compliance from OCR.

In March of 2014, the athletic department published the results of a [gender equity self-assessment](#) . The study provides historical information regarding the program, a ten-year snap shot detailing information related to participation rates, budget analysis by sport as well as expenses by gender for both regular season and post season spending in accordance with the resolution agreement with OCR.

Student Right to Know

Madison Area Technical College provides to students certain information regarding the College, its programs, services and practices as required by the Student Right-to-Know and Campus Security Act, enacted in 1990 (34 CFR Part 668). The [Student Right-to-Know](#) information includes a variety of academic information, information regarding financial assistance, institutional information, information on completion or graduation rates.

Graduation/Completion

Graduation/completion data can be found in the supplemental material folder at ***HLC Federal Compliance Report --- Student Right to Know --- Supporting Materials*** for full-time, first-time degree- or certificate-seeking students in 2014. Additional information regarding the college graduation/completion successes can be found in the Integrated Post-Secondary Information Systems (IPEDS) reports which includes: Institutional Characteristics, Completions, and Employees by Assigned Position, Salaries, Fall Staff, Enrollment, Student Financial Aid, and Finance. The Integrated Post-Secondary Information Systems website (IPEDS) provides users with the opportunity to look up IPEDS reports from many colleges. [Madison College IPEDS](#) is also on our website.

The following tables provide data for the 2014 graduating class at Madison College. Table 1 provides information on the 1822 graduates by ethnicity and gender. Table 2 provides graduation data for those who received Pell grants, the 292 represents 16% of the graduating class. Table 2 also segregates the Pell grant recipients by ethnicity and gender. A pivot table can be found in the supplemental material folder at ***HLC Federal Compliance Report --- Student Right to Know --- Supporting Materials***. The pivot tables will allow you to view graduation data for the College from 2005 through 2014 and can be filtered by gender, ethnicity and Pell grant recipients.

Table 1 - 2014 Graduating Class (Ethnicity and Gender)

Row Labels	Female	Male	Grand Total
American Indian	3	8	11
Asian	42	30	72
Black	47	66	113
Hawaiian/Pacific Islander		2	2
Hispanic	46	48	94
Multi Racial	26	23	49
Unknown	22	19	41
White	859	581	1440
Grand Total	1045	777	1822

Table 2 - 2014 Graduating Class (Pell Recipients – by Ethnicity and Gender)

Row Labels	Female	Male	Grand Total
American Indian	2		2
Asian	9	8	17

Black	17	17	34
Hispanic	10	11	21
Multi Racial	7	7	14
Unknown	1	3	4
White	116	84	200
Grand Total	162	130	292

Process for Withdrawing as a Student

Madison College has defined policies and procedures related to [student withdrawal](#) from both courses and/or programs. For course withdrawals, students have the sole responsibility to withdraw or drop a class they are currently enrolled in; however, dropping a class may affect students' status in their program of study and on financial aid packages. A class withdrawal will result in a grade of "W" on a transcript. Students can withdraw from a class up until 90% of the class completion, but classes must be dropped at least one full day prior to the class start date to qualify for a full refund as per [Wisconsin Technical College System \(WTCS\) Refund Policy](#) as per Wisconsin Administrative Code TCS 10.

A program student may withdraw completely (stop active status) from a program of study. Students are responsible to complete the withdrawal process by [cancellation of admissions application](#). Withdrawing from a program does not withdraw/drop students from classes they are currently enrolled in; students are responsible to take additional action to drop classes.

Withdrawal and Discontinuation

Class Withdrawal

College policy for [student withdrawal](#) is that students have the sole responsibility to withdraw or drop a class they are currently enrolled in; however, dropping a class may affect students' status in their program of study and on financial aid packages. Classes must be dropped at least one full day prior to the class start date to qualify for a refund.

Program Withdrawal

A program student may withdraw completely (stop active status) from a program of study. Students are responsible to complete the withdrawal process by [cancellation of admissions application](#). Withdrawing from a program does not withdraw/drop students from classes they are currently enrolled in; students are responsible to take additional action to drop classes.

Program/Certificate Discontinuation

Madison College may discontinue students from any program of study or certificate if the student does not remain enrolled in at least one degree credit per term. This requirement does not apply to the summer term or to students who are on a program waitlist.

If a student is close to discontinuation from a program, the College may notify the student via their Student Center email or mailing address. If notified, students should consult with an [academic advisor](#) as some programs have specific requirements about class enrollment.

Tuition and fees for the 2015-2016 school year are:

- \$128.40 per associate degree, technical diploma/degree, degree certificates, or non-degree enrichment credit;
- \$173.75 per college transfer (Liberal Arts Transfer) credit;
- \$210.00 per community service credit, plus materials fee;
- \$10.62 per credit Madison Campus' supplemental fee;
- \$3.25 per credit Regional Campus' supplemental fee;
- \$1.28 per associate degree or college transfer credit academic achievement fee, and a
- \$46.00 commuter services supplemental fee charged to all students taking at least one degree credit at a Madison location.

[Tuition](#) is defined as program fees, material fees, parking fees, supplemental fees and other class fees. Other class fees may include books, equipment, field trips, uniforms, graduation and sales tax. Total fees vary depending on the number of credits and classes for which you register.

Tuition for Non-Credit Courses

Some Madison College non-credit courses are developed for professional development to the professional and business audience and are offered at a higher cost. We are developing course descriptions to better identify the purpose of these courses.

How are course prices determined?

Courses are priced using a cost-recovery model and are based on the type of course, expenses for offering the course, and the hours that it meets. The WTCS Board of Directors establishes standard tuition fee rates for vocational courses other than Aid Code 60. Aid Code 60 (Adult Avocational) courses have a base tuition rate is established locally by the Board of Directors at each of the individual technical colleges.

Are discounts available?

Students aged 60 and over receive a discount of 20% off the tuition portion of the total fee for aid code 60 courses. Students aged 62 and over receive a tuition discount off the fee of aid code 47 courses which varies with each course. Please contact our office for the specific discount of any particular class. These discounts are automatically calculated after registration and reflected on billing statements.

Tuition for Non-Residents

2015-2016 school year - Non-resident out-of-state tuition is an additional \$64.20 per credit for associate degree or technical diplomas. College transfer (Liberal Arts Transfer) out-of-state tuition is an additional \$86.88 per credit. Non-resident tuition is not charged for online courses.

Non-resident tuition rates will be applied to individuals who hold a temporary, non-immigrant U.S. visa, including but not limited to B, F, J or H. The [Residency Re-determination](#) process may be used to apply for an adjustment of the tuition rate following a change of visa status to a permanent immigrant status.

Tuition for Online Courses

Tuition for all online (Internet-based) classes includes a \$10 per credit online course fee. (There is a minimum charge of \$10 per class for classes below one credit.)

Refund and Return of Title IV Policies

Refund Policies

The act of registering for classes creates an obligation to pay regardless of attendance. Madison College does not drop classes or refund tuition for non-attendance.

[Refunds](#) at Madison College are processed according to the [Wisconsin Technical College System \(WTCS\) Refund Policy](#) for program, material, activity and non-resident tuition fees.

- Students must drop a class at least one day prior to the class start date to receive a 100 percent refund. To determine if you may qualify for a refund, use the [Refund Estimation Calculator](#).
- Non-attendance does not constitute a cancellation of registration, and students will be responsible for tuition and fees not paid.
- Students are not eligible to receive financial aid for a class they do not attend.
- Stop payment of a check does not constitute a formal drop/withdrawal from classes.
- Prior to dropping classes, students are encouraged to work with their instructors to see if class work can be made up.
- If the district cancels a class, the refund is 100 percent of all (program, supplemental materials, and nonresident tuition) fees paid.

The [class refund schedule](#) provides additional information regarding requested drop dates and refund/reduction percentages.

Additional information on how to drop or swap Madison College classes is provided to students by going on to the website and searching for [Add/Drop Classes](#). It should be noted that the college policy does not accept drop requests from instructors. The college also publishes information to make sure that students understand that dropping classes may affect receipt and/or require repayment of Financial Aid and/or Veterans Benefits as well as that the admission application fee is non-refundable.

Return of Title IV Policies

Title IV funds are awarded to students for a given semester based on the assumption that they will attend all scheduled classes. If students do not complete all scheduled classes, the Financial Aid Office is required to calculate the amount of financial aid that they actually earned in a process called [Return of Title IV](#), which is separate from Madison College's state approved policy on [tuition refunds](#).

Funds:

The college also provides information to students notifying them that the following federal aid funds may be affected if they withdraw, drop, stop attending, or never attend all of their classes: Direct Unsubsidized & Subsidized Loans; Direct Parent PLUS Loans; Pell Grants and SEOG Grants.

Process of Calculating Return of Title IV:

The Financial Aid Office will perform a [Return of Title IV](#) calculation if a student's currently scheduled classes are all, or any combination of the following:

- Officially withdrawn
- Dropped within the [refund period](#)

- Unofficially withdrawn (stop attending). An instructor will report a F as your final grade with a date of last attendance
- Never attended. Note: If the student receives financial aid and never attend any of their scheduled classes, they will be required to repay all of the aid received, including any state funds.

A hold will be placed on the student account within a couple days if they receive a financial aid disbursement for the semester and withdraw, drop, stop attending, or never attend all of their classes. This hold will prevent them from accessing receiving certain services until the calculation is complete. A [Return of Title IV](#) calculation may take up to 30 days from when the hold is placed on the student account. Once the Return of Title IV process is complete the student will receive a letter from Madison College that explains the calculation and the outcome.

There are two possible outcomes from a calculation:

1. If it was determined that any aid disbursed was unearned, Madison College will return that amount to the applicable Federal Aid program. If there is a balance owed as a result of the returned funds, the hold will remain on the student account until this balance is paid in full.
2. If it was determined that all aid disbursed was earned, the hold will be removed from the student account and no further action is necessary.

If the student completely withdraws, drops, or stops attending before their financial aid is disbursed for the semester, they may be eligible to receive a Post-Withdrawal disbursement. A Post-Withdrawal disbursement is for students that were eligible to receive a disbursement, but the aid was unable to disburse before the student stopped attending. The Financial Aid Office will determine if any aid was earned by using the calculation below.

Calculation:

The amount of aid that a student earns is determined by comparing the number of calendar days elapsed from when the individual withdraws, drops, or stops attending against the number of calendar days within the class start/end dates. Calculations are based on each student's individual class schedule. If the amount of days completed is less than 60% some or all of your financial aid received may be required to be paid back.

Any time a student withdraws, drops, or stops attending one or more of your classes it may impact their [Satisfactory Academic Progress](#) standards. This may impact their ability to receive financial aid in the future. It is recommended that before a student withdraws, drops, or stops attending any classes that they first speak with an [academic advisor](#) to discuss what resources and options are available.

Current Academic Programs and Faculty

Madison College offers associate degrees, technical diplomas and certificates in nearly 150 [career and academic programs](#). Our wide range of offerings is organized by [career clusters](#) . All courses are taught by qualified 479 Full-time and 1642 Part-time faculty ([faculty and staff directory/contact information](#)) who meet the qualifications as prescribed by the Higher Learning Commission of the North Central Association.

Madison College's programs of study are accredited by numerous [applicable accrediting agencies, various memberships, partnerships and approvals](#) as published on our website.

Description of Facilities for Disabled Students

[Disability Resource Services](#) (DRS) creates conditions that empower and support students with disabilities to reach their chosen goals for learning. DRS collaborates with faculty, staff and wider communities on behalf of students with disabilities. Our mission is to ensure equal access to all programs at Madison College. We also support students through a variety of other non-mandated services to encourage successful completion of their education.

Accommodations

Students with a documented disability will meet with a Disability Resource Specialist and the specialist will determine the most appropriate accommodations for their individual needs.

The first step to getting accommodations at Madison College is to provide proof, or documentation, of a disability as defined by the law.

Criteria for All Documentation

- Any documentation, for any disability, must:
- Be provided by a licensed professional, qualified in the appropriate specialty area; the report should be on letterhead, dated and signed.
- Include both diagnostic information, a description of how the disability affects the student, and an explanation of the current functional limitations of the condition.
- Be current. A suggested guideline is less than 3 years old. Documentation of conditions that are permanent or non-varying (e.g., a sensory disability) may not need to be as recent, but some chronic and/or changing conditions require information to be even more current than 3 years to provide an accurate picture of functioning.
- Address the impact of medication or other treatments on major life activities.

Alternative Media

Disability Resource Services (DRS) provides media conversion of required course materials and textbooks to qualified students with disabilities. Converted materials provide equal access to the educational experience.

Assistive Technology

Disability Resource Services (DRS) has a variety of adaptive equipment for use by qualified students for the purpose of academic success. If students do not have their own equipment, DRS will loan auxiliary aids to an eligible student per semester. DRS does not provide individually prescribed devices or items of a personal nature. DRS offers various types of assistive technology including, but not limited to:

- Text-to-Speech Software
- Voice Recognition Software
- Screen Magnification Software
- FM Systems
- Adaptive Furniture
- Adaptive Keyboards and Mice

Deaf/Hard of Hearing Services

Madison College provides services for Deaf/hard of hearing (D/hh) students in the classrooms, for extracurricular activities, and for certain Madison College events. A student must follow the steps below to get services and meet with a specialist in order to receive these services

Note-Taking Accommodations

Note-taking services are available for qualified students with disabilities to ensure equal access to in-class information.

DRS Annual Events

DRS offers the following events annually:

Disability Awareness Week

This week-long event helps raise awareness of students with disabilities and disability laws. Activities include Q&A panels, wheelchair basketball, assistive technology presentations as well as presentations and demonstrations from areas services. Disability Awareness Week takes place at the end of October each year.

Looking Forward

Looking Forward is an evening of questions & answers with agencies offering supportive service for individuals with disabilities. Even if you have not yet reached your last year of school, this evening is an opportunity to start planning for your future. This event is sponsored by area school districts and Madison College and is typically held at the beginning of November.

Parent Preview

Parent Preview is an evening event for parents/guardians only (no students) where they can become familiar with the college their son/daughter will be attending and the services they will be receiving. It is intended to help parents understand the differences between high school and college, and to help ease any concerns they may have about their son/daughter attending college.

Whole New Ballgame

This event is specifically for students who are new to the college and need assistance from DRS (no parents/guardians). Topics covered include learning skills necessary to be successful in college, how to request accommodations, becoming familiar with services on campus and making new friends. This day-long event includes lunch, and is held in August before fall classes start.

Policy on Enrollment in Study Abroad

Study Abroad Participation Eligibility:

Madison College education abroad programs are open to students who have:

- Completed at least 12 college credits
- Maintained a GPA of 2.75 or higher
- Semester students must have completed a basic writing course (Communication Skills 1 or equivalent)
- Completed at least one semester of college credit or one year of a high school course in the language of study (when applicable)
- Students currently on disciplinary probation with the college are not eligible for participation in study abroad programs.

In order to apply, students must submit:

- The program application
- Two faculty recommendations
- A short essay outlining motivation and learning goals for study abroad
- College transcripts
- Signed Agreement, Code of Conduct and Waiver of Liability form

Some programs may also require additional materials; please check the individual program pages for more specific information.

It is the policy of Madison College to not discriminate on the basis of disability in access to or participation in its programs or activities. Madison College therefore provides reasonable accommodations to assist persons with disabilities. Although it is the intention of Madison College to provide accessible education abroad opportunities to all students, legal mandates to provide reasonable accommodations in the United States are not consistent worldwide. Persons who wish to request reasonable accommodation for an education abroad activity should contact [Disability Resource Services](#) at least 12 weeks in advance of international travel.

Satisfactory Academic Progress and Attendance Policies.

Satisfactory Academic Progress (SAP)

The Department of Education requires students to meet academic standards to receive financial aid at Madison College. These academic standards are referred to as [Satisfactory Academic Progress](#) (SAP).

SAP is evaluated at the end of each semester and is calculated using all credits attempted, regardless of whether financial aid was received. Madison College's policy is that if you have a missing or Incomplete ("I") grade when SAP is evaluated, they are calculated in SAP Standards as a grade of "F". If you fail to meet SAP you are no longer eligible for financial aid.

The Financial Aid Office will automatically recalculate SAP for those who have final grades posted up through the second week of the following semester. Any status changes would be communicated to the student. If a final grade is posted after the second week of the new semester, it is your responsibility to contact the Financial Aid Office.

Standards

Grade Point Average (GPA) - You must achieve and maintain a cumulative GPA of 2.0 or higher.

Completion Percentage – You must complete at least 67% of the cumulative credits attempted.

Maximum Time Frame – You must complete your current program of study within a maximum time frame that cannot exceed 150% of the number of credits required to graduate.

For complete information on how these standards are calculated, visit the [Calculate SAP Standards](#) webpage.

Status

At the end of each semester, SAP is evaluated and you will have one of the following statuses:

Meets SAP – You meet all of the SAP standards and remain eligible for financial aid.

Warning – You did not meet one or more of the SAP standards and your prior status was “Meets SAP”, you remain eligible for financial aid for one additional semester of enrollment. You will be notified of one of the following statuses in your student email:

- *GPA and/or Completion Percentage Warning* – You are below the cumulative GPA and/or completion percentage standards. At the conclusion of the next semester of enrollment, if you remain below the standards, your status will be “Not Meet;” if you are above the standards, your status will be “Meets SAP”.
- *Maximum Time Frame Warning* – You are between 101–149% of your program’s maximum time frame.

Not Meet – You did not meet one or more of the SAP standards and your prior status was “Warning” or “Probation”. You are **not eligible** for financial aid until you complete the [Reinstatement Request Process](#). You will be notified of one of the following statuses in your student email:

- *GPA and/or Completion Percentage Suspension* – Your prior status was “Warning” or “Probation” and you are below the cumulative GPA and/or completion percentage standards.
- *Maximum Time Frame Suspension* - You have exceeded 150% of the credits needed to graduate from your current program of study.

Probation – You had a status of “Not Meet”, filed an appeal and completed the Reinstatement Request Process. Your financial aid was reinstated on a conditional basis. You will be notified of one of the following statuses in your student email:

- *Appeal Granted* – At the conclusion of the next semester of enrollment, if you do not meet one or more of the SAP standards, your status will be “Not Meet”.
- *Plan* – You have been placed on an Academic Fitness Program (AFP). At the conclusion of the next semester of enrollment, if you do not meet all of the requirements of the AFP, your status will be “Not Meet”. If you meet all of the requirements of the AFP, your status will continue as a “Plan” until you meet the cumulative GPA and completion percentage standards.

Class Attendance

The policy at Madison College is that [attendance](#) is the responsibility of the individual student and provided to students on the college website as well as in specific program student handbooks.

The policy and instructor practice for attendance and make-up work for absences are either outlined in the syllabus for each course or otherwise communicated by the instructor/program.

The current college practice for students registered in a course that will not be in attendance for the first class meeting, is that they must inform the instructor in writing prior to the class start date. If the instructor cannot be identified, the student must contact the academic school office that offers the course for either instructor information, if available, or to inform an academic school Dean or Associate Dean, in writing and prior to the class start date, of the circumstances for the absence. Failure to comply may jeopardize continued enrollment in the class.

Nonattendance does *not* reduce fees owed and students will be responsible for tuition and fees not paid.

Contractual Relationships

N/A - All instruction for degree credit courses is provided by Madison College faculty

Consortial Relationships

N/A - All instruction for degree credit courses is provided by Madison College faculty

Additional supporting materials for this section will be made available (HLC Federal Compliance Report --- Title IV Program Responsibilities--- Satisfactory Academic Progress & Attendance).

Required Information for Students and the Public

Submit course catalogs and student handbooks to the team.

College catalog information is available on the website. Additionally the copy of student handbook and college catalogs can be found in the supplemental material folder at *HLC Federal Compliance Report --- Required Information for Students and the Public --- Supporting Materials*.

Identify sections of the web site that include required disclosure information.

The College provides the following required disclosure information on our website for students and the public:

[Gainful Employment](#)

[FERPA Annual Student Notification](#)

[Alternative Loans](#)

[Drug Free School](#)

[Title IX Non-Discrimination](#)

[Equity Compliance](#)

[Equal Opportunity Affirmative Action Statement](#)

[Clery Disclosure](#)

Advertising and Recruitment Materials and Other Public Information

Demonstrate that advertisements and recruiting materials provides accurate, timely, and appropriately detailed information to current and prospective students and that information about the institution's accreditation status with the Commission and other accrediting agencies is clear and accurate.

Demonstrate that the institution provides such information to current and prospective students about its programs, locations, and policies.

Provide the team with a link to the Mark of Affiliation on the institution's web site.

Madison College provides information to [prospective students](#) and [current students](#) on our website as well as in marketing materials in order to provide individuals with information on their path for success. For prospective students, marketing and recruitment collaborate in an effort to engage Madison College district residents in different activities such as [Experience Madison College](#), [Instant Application Nights](#), [New Student Information Sessions](#), and [Campus Tours](#) in order to provide individuals with information that is timely and accurate.

Recruiters also provide a detailed flow chart of next steps for prospective students and can be in associated folder (***HLC Federal Compliance Report --- Advertising and Recruitment Materials and Other Public Information--- Supporting Materials***). These handouts allow the student to focus on priority deadlines and important dates for students.

Additionally, the college references the HLC/AQIP on our website in several locations. Beneath the "[About Us](#)" on the home page is a bar that reads "[Accreditation, AQIP.](#)" A click on that reveals information about HLC in the first paragraph. The fourth paragraph includes a link to HLC's website.

College websites, Student Planner/Handbook and other resources provide students, both prospective and current, with timely and accurate information on our [programs](#), [locations](#) and policies such as the [Student Rights and Responsibilities](#), [Academic Integrity](#), [Code of Conduct Procedures](#), and [Harassment/Discrimination](#).

On the "[Accreditation, Approvals, Memberships & Partnerships](#)" page of the college website, the HLC logo – with today's date – is conspicuously placed. Click on the icon and you're taken to an HLC page that verifies our accredited status. Click on the link that says "[Affiliation Confirmed](#)" and you are taken to the page with complete details about the college – current formal name of the institution, previous names, accreditation status, date of first accreditation, our history with the commission, etc. The college is currently in the process of redeveloping our website, with completion slated for the beginning of June 2016. With the completion of the website renovation, the "Mark of Affiliation" will have placement on our website introductory page as well as presence on all Level One/Level Two pages as appropriate.

Additional supporting materials for this section will be made available (HLC Federal Compliance Report --- Advertising and Recruitment Materials and Other Public Information --- Supporting Materials).

Review of Student Outcome Data

Demonstrate that the institution collects information about student outcomes.

The College collects student outcome information from various sources, using both internal and external systems and processes. For example, the PeopleSoft student system tracks students' registration, retention and graduation. The Institutional Research and Effectiveness Department conducts an annual six month graduate follow-up survey. Data from these sources are consolidated and synthesized to produce various reports for use by upper, to mid-level, to operational staff.

For internal staff, an example of such a report object is the [Program Retention Cube](#)

For the public, the College makes the data available on the public facing website:

1. [Gainful Employment Disclosure](#) reporting for prospective students (our college, with our competitors for comparison): [Herzing, Globe University](#)
2. [Program Graduate Employment Reports](#)

Provide evidence that information collected about student outcomes informs planning, program review, assessment, etc.

For information regarding how the College uses data to inform educational practice, please see sections Sections 1P9 through 1P15 of the *2013 Systems Portfolio* which articulates many of the processes related to improving the quality of teaching; detecting and addressing the differences in student learning styles; defining, documenting and communicating expectations for effective teaching and learning; building a course delivery system that meets the needs of students; and, ensuring up-to-date and effective programs and courses. The *2013 Systems Portfolio* Section 2P6 outlines the College's unit planning process, although the discussion is regarding non-instructional units, the same approach applies to instructional units.

As discussed in the *2016 Systems Portfolio Addendum* in sections 1P17, 1R2, and 1R3 of Category 1 the College has undertaken work related to the development and assessment of college-wide learning objectives and specific program learning objectives. Finally, as discussed in the *2016 Highlights Report* there is a discussion of the new academic program review process and new Academic Strategy and Analysis (ASA) unit that supports the program review process and other data collection and analysis requested by the provost, deans, and program directors.

The *2016 Systems Portfolio Addendum* and *2016 Highlights Report* are filed concurrently with this report.

Standing with State and Other Accrediting Agencies

Disclose information about any relationship with a specialized, professional, or institutional accreditor and with all governing or coordinating bodies in states in which the institution has a presence.

The *2016 Systems Portfolio Addendum* and *2016 Highlights Report* are filed concurrently with this report and specific information and evidence and materials related to the most recent comprehensive evaluation reports and action letters from each of the institutions or specialized accrediting agencies.

Public Notification of Opportunity to Comment

Determine what constituencies should receive the notice of opportunity to comment.

Students and residents of the district were targeted for the notice of opportunity to comment.

The newspapers chosen are all daily newspapers and the primary news outlet of record for each of the communities in which Madison College has a campus. Notices for public comment appeared in the Wisconsin State Journal, Reedsburg Times Press, Portage Daily Register, Watertown Daily Times and the Jefferson County Daily Union. The college also placed a notice beneath the news tab on our home page.

The college also provided survey information for public comment directly to students via their college email account.

Appendix A: Assignment of Credit Hours

Part One: Institutional Calendar, Term Length, and Type of Credit

*Institutions that use multiple calendars across the institution may need to complete more than one section below. For more information about the terminology and calendaring units referenced in this form, see **2011-2012 Federal Student Aid Handbook**, Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements. Definitions in this section are taken from that **Handbook**.*

Name of Institution: Madison Area Technical College

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
Semester / Trimester Calendar	Standard Format: 14-17 week term	<u>18 Week Term</u>	
	Compressed Formats: 4, 8 or other week terms within the semester calendar ¹ (Reflect 2016-17 Academic Calendar)	<u>16 Week – Standard Session</u> <ul style="list-style-type: none"> • 2 – 8 week sessions • 3 – 6 week sessions • 4 – 4 week sessions • Short Term Classes offered throughout 18 Week Term 	<u>10</u>
	Summer Term (Reflects 2016-17 Academic Calendar)	<u>12 Week – Summer Term</u> <ul style="list-style-type: none"> • 1 -10 Week Session • 1 – 8 Week Sessions • 2 – 6 Week Sessions • 3 – 4 Week Sessions • 1 – 3 Week Session 	<u>9</u>

		• Short Term Classes offered throughout 18 Week Term	
Quarter Calendar	Standard Format: 10-12 week term		
	Compressed Formats: 2, 5, or other week terms within the quarter calendar ¹		
	Summer Term		

Non-Standard Terms (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

Term		Column 1 Term Length: Number of weeks	Column 2 Number of Starts	Column 3 Type of Credit
Non-Standard Term Calendar	Term One			
	Term Two			
	Term Three			
	Summer Term			

¹If an institution offers a summer term that is different in length than the typical fall semester, it should report summer term information in this section.

Part Two. Format of Courses and Number of Credits Awarded

Guide to Completing this Section

Purpose of this section

This section asks the institution to provide a broad overview of the pattern of instructional hours required for the credit hours it awards. The chart provides a suggested approach for conveying that information to the evaluation team. The institution should feel free to make modifications in the chart or add brief notes as appropriate to explain credit hour awards, particularly in non-standard or compressed format classes.

If the institution offers multiple terms, such as a compressed format term and a regular semester term, it should separate that information, typically by providing a separate chart for each term, so that the team can understand how instructional time is related to credit hour awards in each term. It is important to emphasize that the information in this section need not be extensive as long as it explains credit hour awarding across various formats at the institution.

The institution should not use this section to demonstrate that it assigns credit hours appropriately relative to non-contact hour requirements such as out-of-class group meetings or homework assignments. That issue may be addressed in the institution's credit hour policy, and the team may consider it in the sample of institutional programs it will examine more carefully during the evaluation visit.

Period Reported

An institution may use any recent term that provides a reasonable picture of their credit hour allocations as the basis for reporting in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. The institution should identify on the form what term is being reported. **The institution should complete a separate form for each type of term identified in Part One.**

Key to Rows

- **# of Courses**—Count each course offered by the institution in the row corresponding to the number of credits awarded and the column or columns representing the format of delivery through which the course or a section of that course is offered. Do not count sections of the same course if the sections are offered in the same delivery format.
- **# of Meetings**—Enter the total number of class meetings (or equivalent) provided in each course with that credit award during that term; if the number of class meetings varies, enter a range. For distance, correspondence or other formats report on instructional time. Do not include study or other time where students work independently or with other students even though such time may be provided to replace time with a faculty member. Instructional time need not be limited to time spent with all students in the class in a single format.

Include lab or discussion in the number of meetings if they are a required element of the course, do not have a separate course number or credit hour allocation, and if the presence of a lab or discussion is considered significant when the institution assigns credit hours to the course. If lab or discussion does meet these considerations, it need not be reflected in this chart.

- **Meeting Length**—Enter the range (shortest to longest) of meeting times in each category. (*Note that one hour may be 50 minutes of actual instructional time.*)

Key to Columns

- **Column 1—FTF:** For courses where instructors interact with students in the same physical space for approximately 75% or more of the instructional time.
- **Column 2—Mixed FTF:** For courses where instructors interact with students in the same physical space for less than 75% of the instructional time with the remainder of the instructional time provided through distance or correspondence education.

Note that the above explanations arise from the Commission's distance education protocol. Institutions may use other thresholds for FTF and Mixed FTF provided that they define them clearly and include the definition on this worksheet.

- **Column 3—Distance:** For courses where instructors interact with students through one or more forms of distance delivery.
- **Column 4—Correspondence:** For courses where instructors interact with students through mail or electronic interface according to a typically self-paced schedule.

Federal Definitions of Distance/Correspondence Education:

Distance education/course means education that uses one or more of the {following} technologies (i) to deliver instruction to students who are separated from the instructor; and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).

Correspondence education/course means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education.

- **Column 5—Independent/Directed Study:** For courses where instructors interact with students through a flexible format.
- **Column 6—Weekend College:** Some institutions may have an evening or weekend college that, while on the same calendar, may structure its courses and credit assignments differently than the same courses offered during the regular day; institutions that offer courses in the evening or on the weekend as another scheduling option for students, but the courses provide similar class meetings

or instructional time as those courses offered by the institution during the regular day need not report evening or weekend courses in this category.

- **Column 7–Internships/Practica:** Some institutions may provide internship or practica experiences for which credits are awarded by the institution. Institutions that have professional schools in medicine, law, nursing, physical therapy, etc. that often require internships or practica with high credit allocations should provide brief summative information about the internships but not need include them in the report form.

Some Examples

- *If the institution offers Calculus 210, a three credit-hour course, in FTF and distance formats as well as through the Weekend College, the course should be reported in the row for 3 credits and once in each of those columns.*
- *If the institution offers that course in a full 14-17 week standard format as well as in a compressed format, the course should be reported on one form for the standard form and in a separate form for the compressed format.*
- *If in the FTF format instructors meet with students two times per week for 1.5 hours per meeting for the 14 weeks of the term, report the # of meetings as 28 meetings, and the length of each meeting as 1.5 hours.*

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2015, 18 Week Term, 16 Week – Standard Session

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independen t/ Directed Study Courses	6. Weekend College	7. Internship/ Clinical Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	176	35	46		7		5
	Hrs Per Week	1-2	1-2	1-2		1-3		3-12
	Total Contact Hrs	18-40	18-40	18-40		40-54		54-216
2 Credits	# of courses	274	22	28		12		8
	Hrs Per Week	2-4	2-4	2-4		2-6		6-24
	Total Contact Hrs	36-80	36-80	36-80		36-108		108-432
3 Credits	# of courses	407	90	131		4		15
	Hrs Per Week	3-6	3-6	3-6		3-9		9-36
	Total Contact Hrs	54-108	54-108	54-108		54-162		162-648
4 Credits	# of courses	75	17	11				2
	Hrs Per Week	4-8	4-8	4-8				12-48

	Total Contact Hrs	72-144	72-144	72-144				864
5 Credits	# of courses	50	3	4				1
	Hrs Per Week	5-10	5-10	5-10				15-60
	Total Contact Hrs	90-180	90-180	90-180				1080
< 1 Credits ¹	# of courses	253	1	6				
	Hrs Per Week	1-40	1-40	1-40				
	Total Contact Hrs	2-36	2-36	2-36				

Strategy for Completion Reflects Policies defined by the WTCS Board

- 1) Refer to Credits, Program Length, and Tuition documentation in Supporting Documentation: Policies on Credits, Program Length, and Tuition.
- 2) Hrs Per Week is calculated based on a standard 18 week session as defined by WTCS. Length of sessions may vary resulting in increased hours per week.
- 3) Total Contact Hrs is defined based on Instruction per credit guidelines for both Associate Degree, Technical Diploma and Continuing Education.
- 4) # of Courses reflects a combination of Associate Degree, Technical Diploma and Continuing Education.
- 5) Number of Hrs per Week for 12 Week summer session would be increased similar to the shorter length sessions offered within the standard Fall/Spring term.

¹Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Other Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel, summer term, or other courses that do not fit in the columns above because they have a different delivery format. However, if this activity is a small part of the institution's offerings, it should be reported on with brief information.)

Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit: (Defined by WTCS Board)

Yes* No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

Institution-wide Delivery format specific
 Department-specific Program specific

**Include the institution's credit hour policy in the attachments to this worksheet.*

Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

For Degree Credit Students:

Full-Time = 12-18 credits

$\frac{3}{4}$ Time = 9-11

$\frac{1}{2}$ Time = 6-8

Less Than Half = < 6 credits

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

Most Recent Fall Term Fall 2015 (identify the year)

Degree = 59

Non-Degree = 4

Most Recent Spring Term Spring 2015 (identify the year)

Degree = 75

Non-Degree = 17

Part Five: Clock Hours

IMPORTANT. THIS WORKSHEET DOES NOT APPLY TO ALL INSTITUTIONS. It is not intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes. Institutions that do not have such programs should not complete this worksheet.

Answer YES to the statement below **only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs.** For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

Yes No

If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.

Supporting Materials

The institution should include with this document the following supporting materials:

- Copies of all applicable policies related to the assignment of credit in .pdf format.
- A copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour assignments.
- The catalog or other document in which the institution has marked or highlighted any course that is provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog.
- The course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password.

Note that the team may ask for additional data to examine credit hour production by educational program and by course. These data may include separate breakdowns for general education as well as by delivery format and by course academic unit (semester, quarter, etc.), by level, by location or by delivery format.

Appendix B: Clock Hour Worksheet

Important. Please review the following instructions.

Only certain institutions must complete this worksheet.

Complete this worksheet **ONLY IF** the institution answered YES in Part 5 of Appendix A indicating that the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction

1 quarter hour must include at least 25 clock hours of instruction

Name of Institution: _____

Identify the academic programs that are reportable in clock hours based on the information above. (The institution may attach a separate list.)

Explain the institution's credit to clock hour conversion policy.

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.