



## INSTRUCTIONS FOR PROPOSING NAMED OPTIONS and USE OF PROPOSAL FORM

A named option is a formally documented sub-major within an academic major program. Named options serve as a convenient way to distinguish a distinct curriculum or delivery format within a major. A named option is NOT a new degree or major. Authorization by the Board of Regents to deliver an academic program is at the degree/major level.

### PLANNING A NAMED OPTION

- Planning starts with idea development among the program faculty and staff.
- If you are part of a planning group that thinks a named option is a good idea, start to fill out the Named Option Proposal Form.
- When your ideas are starting to take shape, consult with your school/college dean's office. If you aren't sure who to talk to in your school/college dean's office or if you have questions and want to discuss your plans, contact Jocelyn Milner (Jocelyn.Milner@wisc.edu), Director of Academic Planning and Institutional Research.
- When you have a full draft of a completed Named Option Proposal Form, and ideally before school/college approval, send the proposal to Jocelyn Milner (Jocelyn.Milner@wisc.edu) for a check in and proposal review. This will help make sure that the named option meets all components of the UAPC guidelines and will identify any implementation questions.

### APPROVAL STEPS FOR A NAMED OPTION

1. The program faculty who are sponsoring the named option (most often a department) formally approve the named option proposal.
2. The school/college that houses the named option considers the named option for approval, usually at the Academic Planning Council.
3. After school/college approval, the dean forwards the proposal to the provost with a copy to the director of Academic Planning and Institutional Research.
4. The provost will seek a recommendation for approval from the University Academic Planning Council.



**FOR INFORMATION AND FORMS:** <http://apir.wisc.edu/degreesmajorsoptions.htm>

At this URL you will find links to the following information:

- These instructions and the Named Option Proposal Form, which includes detailed instructions
- Policy Guidelines for Named Options within Academic Majors, which is the policy framework for the proposal form (adopted April 2016)

### QUESTIONS:

Jocelyn Milner, Director, Academic Planning and Institutional Research ([jocelyn.milner@wisc.edu](mailto:jocelyn.milner@wisc.edu))  
Sarah Kuba, Academic Planner, APIR ([sarah.kuba@wisc.edu](mailto:sarah.kuba@wisc.edu))



PROPOSAL FORM  
**NAMED OPTION**

A named option is a formally documented sub-major within an academic major program. Named options serve as a convenient way to distinguish a distinct curriculum or delivery format within a major. A named option is NOT a new degree or major. Authorization by the Board of Regents to deliver an academic program is at the degree/major level.

This form is to be used in concert with the [Policy Guidelines for Named Options within Academic Majors](#). Complete the form and save as a Microsoft Word document.

**1. Overview**

- 1.1. Named Option: Wisconsin Idea Principal Preparation Program
- 1.2. Academic Major: Master's in Educational Leadership and Policy Analysis
- 1.3. Home Department: Educational Leadership and Policy Analysis
- 1.4. School/college: Education, School of
- 1.5. Partner department(s)/units/schools/colleges: NA
- 1.6. Chair of the Major (name, title, email): Julie Mead, Professor and Department Chair, [jmead@education.wisc.edu](mailto:jmead@education.wisc.edu)
- 1.7. Primary faculty or staff contact for the proposal (name, title, email): Colleen Capper, Professor, [capper@education.wisc.edu](mailto:capper@education.wisc.edu)
- 1.8. Primary school/college dean's office contact (name, title, email): Carolyn Kelley, Senior Associate Dean, [carolyn.kelley@wisc.edu](mailto:carolyn.kelley@wisc.edu)
- 1.9. Briefly describe the type and purpose of the named option.  
Describe named option type and purpose. (1000 word limit)

**Type:** Non-pooled tuition revenue program

**Purpose:** The Department of Educational Leadership and Policy Analysis proposes to develop the Fund 131 MS Educational Leadership and Policy Analysis, Named Option (Wisconsin Idea Principal Preparation Program), an off-campus version of our 30-credit master's degree principal preparation program that is modeled after and will be delivered in parallel with the campus version. Before briefly outlining the proposed program and its requirements, it would be helpful to explain how this request came to be and why the department is asking for an expedited review.

Approximately four years ago, the faculty responsible for the courses in our k-12 leadership programs began meeting with leaders of the Association for Wisconsin School Administrators (AWSA), the professional organization for the state's school principals, and the Wisconsin Association of School District Administrators (WASDA), the professional organization for the state's superintendents. Led by Professors Carolyn Kelley and Colleen Capper, we sought their guidance and that of a number of school district superintendents to re-design our principal preparation master's degree program. That program, though having a long history, was struggling to attract students. Moreover, all involved shared the concern that Wisconsin has persistent racial achievement gaps in measured student performance that are the largest in the nation. The collaborative result was the development of a 15-month cohort program that has an explicit equity focus, is informed by research (much of it done by departmental faculty), includes a series of assignments that examine local school data, and embeds guided field experiences throughout the academic year. Program course work is delivered through a blend

of online and face-to-face experiences. Academic year courses meet five weekends (Friday/Saturday) each semester, and summer courses are delivered through three week-long intensive sessions spread throughout the summer. This delivery pattern permits working teachers to participate in the program and minimizes travel to campus. Finally, the program permits students to take a series of four optional courses for those interested in earning two additional administrative licenses: Director of Instruction and Director of Special Education and Pupil Services. We admitted our first cohort of 18 students in June of 2017.

As that program developed, we began to get overtures through AWSA from some northern school districts that wanted the Department to bring the program “out state” as a way to maximize its reach, influence, and accessibility. In particular, we were asked to explore providing the program in the Green Bay/Fox Valley area. We had begun conversations about how we might respond to those requests, but were unsure that we could marshal sufficient departmental resources to support such an expansion.

Then the state legislature provided what we believe presents just such an opportunity for support. As part of the 2017-19 biennium budget, the state legislature took action to encourage and support the development of school leaders by enacting the “School Leadership Loan Program” (Wis. Stat. §39.397). This forgivable loan program allocated a total of \$500,000 to support the training of school leaders for Wisconsin’s elementary and secondary schools. Moreover, the provision was written in such a way as to make it a recurring allocation. In other words, unless the legislature takes action to revoke it, \$500,000 will be available through this program in this and subsequent biennia. To take advantage of this funding opportunity, individuals need only to satisfy two criteria: 1) be nominated by a superintendent of a school district; and 2) apply to and be admitted to a program delivered by a UW-System School that trains students in an accelerated program. The statute designates the Higher Education Aids Board (HEAB) to administer the loan program. After completing the program, individuals who receive this special financial support will have 25% of the loan and the interest on the loan forgiven for each year successfully served as a Wisconsin school leader until the entire loan is forgiven.

With the support of UW-System, ELPA faculty met with HEAB officials in early January to determine how to make the loan program available to prospective students. HEAB officials agreed that our program met the requirements of the statute. They also worked with us to develop a memo to notify all state school superintendents of the availability of this special financial support. To date, our program is the only one approved by HEAB for this funding.

That leads us to this request. We propose to develop a Fund 131 program to provide the necessary resources to respond to the needs of the state for leadership development. The program would parallel the campus program, meaning that the same set of courses would be delivered in the same sequence.

*Named option types are described in the [Policy Guidelines for Named Options within Academic Majors](#): 1. Area of curricular emphasis within the major for undergraduate programs; 2. Honors in the major for undergraduate programs; 3. Area of curricular emphasis within the major for graduate programs; 4. Non-pooled tuition revenue programs; 5. Distance/Online Programs; 6. Off-Campus Location for graduate, professional, or undergraduate programs*

1.10. Date form completed: 2/14/2018

## **2. Approval Implementation and Expectations for Review**

2.1. School/College Approval Date: [Click here to enter a date.](#)

2.2. GFEC Approval Date (graduate level named options only): [Click here to enter a date.](#)

2.3. UAPC Approval Date: [Click here to enter a date.](#)

- 2.4. Expected first term of student enrollment (typically the first fall after UAPC approval): Summer 2018, if possible. If not, Fall 2018.
- 2.5. Year of three year progress report to GFEC (3 years after first student enrollment; graduate level named options only): Academic Year 2022
- 2.6. Year of first program review (5 years after first student enrollment): Academic Year 2024
- 2.7. Are all academic programs in the home department up to date for program review? Yes  
*APIR will provide a list of programs and most recent review date if needed.*  
If no, program reviews need to be completed before a new proposal is advanced at campus level (GFEC and UAPC). Please provide and information related to plans for completion of program reviews:  
Type an explanation here. (1000 word limit)

### 3. Background/Rationale

- 3.1. How does the named option relate to the major and to other named options in the major, if relevant?

Describe how the named option relates to the major and other named options in the major. (1000 word limit)

This named option is a specialized program of study within our Master's degree program. It provides all coursework necessary to meet the requirements of for licensure as a school principal in the state of Wisconsin (licensure also requires a Master's degree). It replicates the campus program resulting in the same degree and eligibility for licensure. The UW-Whitewater Cooperative Program, an existing departmental named option, similarly provides training for school administrators. A second departmental named option resulting in a Master's degree, the Global Higher Education Program, serves a different population of students who are training for work in post-secondary education.

- 3.2. What is the purpose of the named option? How does the named option contribute to the mission of the sponsoring unit?

Describe the purpose of the named option. (1000 word limit)

"The mission of the department [of Educational Leadership and Policy Analysis] is to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world." <http://elpa.education.wisc.edu/>

The purpose of the Wisconsin Idea Principal Preparation Program directly relates to this mission as the program is designed to train school leaders in a program with an explicit emphasis on equity and opportunity for all children in elementary and secondary schools. The purpose of this named option is to replicate our existing campus master's program for principal preparation for a remote audience. We are creating the program in response to the needs of the field to train and license school leaders in elementary and secondary schools throughout Wisconsin. As described in section 1.9, this program was developed in collaboration with professional organizations and school leaders in the state. We recognize that we must obtain approval from the Higher Learning Commission (HLC) before we may deliver 50% or more of the program's courses off-campus. Our current plan is to deliver 18 credits in a combination of on campus and online delivery (see section 4) and 12 credits off-campus. We will also apply to the HLC for approval to deliver 50% or more of the program in location other than campus.

- 3.3. What is the evidence that there is a student demand for the named option?

One of the Department's professional partners, AWSA, approached faculty with the request to bring our program to other parts of the state. We are currently in conversations with them and some districts in the Green Bay and Fox Valley area to offer the first cohort there.

The Bureau of Labor Statistics projects that nationally the need for employment of elementary, middle, and high school principals will grow 8 percent from 2016 to 2026 (<https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm#tab-6>). Projections Central (a service linked by the Bureau of Labor Statistics) projects that Wisconsin will average annual openings for school principals of 220 positions per

year during the same period. In 2015, the Wisconsin Department of Public Instruction reported a 17% attrition rate for school administrators (<https://dpi.wi.gov/sites/default/files/imce/tepd/2015-16%20Administrator%20Turnover%20%26%20Attrition%20Brief.pdf> ). All of these statistics provide evidence of the need and demand for programs to train school leaders.

Recognizing the importance of and need for strong school leaders, the state legislature created as part of the state budget a new program to support school leader training. The School Leadership Loan Program (Wis. Stat. §39.397) provides \$500,000 for forgivable loans for students nominated by a Wisconsin superintendent and enrolled in a UW System training program approved by the Higher Education Aids Board (HEAB). HEAB has approved ELPA's program for this purpose. Currently, we are the only program approved for this purpose. This year, up to 40 students will be eligible for \$12,500 of support, meaning a teacher could become certified to be a principal through UW-Madison's program with only \$7,761 in out-of-pocket costs for tuition and fees (given current tuition rates). The proposed 131 program is, in part, our department's response to state needs, that would also capitalize on the availability of student support through the School Leadership Loan Program by making our program more accessible to other parts of the state. It is also important to note that the statutory provision is a recurring budget allocation, meaning the funds likewise be available in the next biennium.

#### 4. Curriculum

##### 4.1. Delivery modality:

Distance Courses will be delivered in a combination of face-to-face and online delivery as noted in response to 4.3. A total of 4 courses or 12 credits (ELPA 863, ELPA 845, ELPA 770, ELPA 840) will be delivered off-campus.

*Distance-delivered programs are those programs in which 50% or more of the required courses may be taken as distance-delivered courses. If the option is intended to provide a way to distinguish between students in a face-to-face or an online/distance delivered program, the provide information on how the distance program is developed and supported in 10.1.*

##### 4.2. Provide a complete list of named option requirements.

List named option requirements here.

Completion of required coursework as noted in 4.3. As part of the practicum course, students prepare a portfolio to document learning.

*Program requirements should provide content that leads to the completion of major learning goals. See section 5 Assessment.*

- 4.3.  Attach a full curriculum including all required and elective courses.  
All courses are required. There are no electives in the program.

**1st Summer** - 9 credits, 1 week-long face-to-face intensive (activities on UW-Madison campus with online work to follow)

**Critical Instructional Rounds**

ELPA 847 Instructional Leadership and Teacher Capacity

**Equity Analysis and Plan**

ELPA 735 Leadership for Equity and Diversity

**Finance/Resource Equity Audit and Plan**

ELPA 822 Resource Allocation for Equity and Social Justice

**1st Fall Semester** - 9 credits, Friday/Saturday - 5 weekends of face-to-face instruction with online activities between scheduled weekends.

### **Inequality**

ELPA 863 Race, Class and Educational Inequality (delivered off-campus)

### **Understanding Practices to Improve Student Equity and Opportunity**

ELPA 845 School-Level Leadership (delivered off-campus)

### **School Board Meetings, Principal Shadow, Staff Employment Equity Analysis**

ELPA 700 Practicum

**1st Spring** - 9 credits, Friday/Saturday - 5 weekends of face-to-face instruction with online activities between scheduled weekends.

#### **Engaging Parents and Community Plan**

ELPA 770 School Community Engagement (delivered off-campus)

#### **Examining the Legal Foundations for Equity and Justice**

ELPA 840 Public School Law (delivered off-campus)

#### **School Board Meetings, Principal Shadow, Wisconsin Educator Effectiveness Toward Equity**

ELPA 700 Practicum

**2nd Summer**, 3 required credits, 1.5 week long intensive on UW-Madison campus with online work to follow

#### **Student Work Correlations to Instruction**

ELPA 703 Evaluating and Supporting Quality Classroom Teaching

- 4.4.  For undergraduate named options, attach a four year roadmap. NA  
*Named options for undergraduate majors will have requirements totaling 120 credits and students should be able to complete the degree/major within four academic years.*
- 4.5.  For graduate named options, attach a [chart outlining minimum degree requirements and elements for satisfactory progress](#).  
*Master's level programs will include at least 30 credits of requirements. Doctoral level programs will include at least 51 credits of requirements.*

#### Checklist for Verification of Curricular Policy Requirements \*

You will have an opportunity to provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed in the text box that follows the check list, below.

- Courses are offered on a regular basis.
- Courses have enrollment capacity for students in the named option.
- All courses required for the named option are fully approved.
- Units must maintain Named Option requirements so that they are up-to-date; all curriculum changes must be approved through the appropriate school/college academic planning council (APC) or curriculum committee. The school/college APC or curriculum committee will notify the Office of the Registrar and the Graduate School (graduate level named options only) about approved curricular changes to the named option. Typically, any changes in requirements will be effective no sooner than the fall semester after approval.

\*Provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed.

All Curricular Policy Requirements have been met.

## **5. Assessment**

- 5.1.  Attach a program assessment plan when submitting this proposal.



Assessment plans for a named option should be integrated with the assessment plan for the major. See the [Basic Assessment Plan](#) for instruction and accompanying template. The Basic Assessment Plan and Template are minimum expectations for this information. Programs that have developed plans that exceed what is specified in the basic plan may provide that information.

We will use the same assessment plan used for all departmental master’s degrees.

- 5.2. Provide a summary of the program assessment plan, including learning goals for the major and any additional learning goals that are specific for the named option, key methods and assessment approaches, and how assessment information will be reviewed and acted on. Type summary here. (1000 word limit)

*The assessment summary should highlight how the named option is included in the overall assessment plan for the major. The named option must adhere to all learning goals for the major and may also have additional learning goals that are specific for the named option.*

We will use the same assessment plan used for all departmental master’s degrees.

**Student Learning Goals (What)**

1. Students will articulate, critique, or elaborate the theories, research methods, and approaches to scholarly inquiry or practice in educational settings.
2. Students will identify sources and assemble evidence pertaining to questions or challenges in the field of study or field of practice.
3. Students will demonstrate understanding of the primary field of study or field of practice in a historical, social, or global context.
4. Students will demonstrate understanding of how to identify and address social inequalities in educational opportunities and outcomes through a field of study or field of practice.
5. Students will select and/or utilize the most appropriate methodologies and practices.
6. Students will evaluate or synthesize information pertaining to questions or challenges in the field of study or field of practice.
7. Students will communicate clearly in ways appropriate to the field of study or field of practice.

**Plan for Assessing Each Student Learning Goal**

For each of the degree major/program student learning goals, we indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed.

| <b>Assessment Planning (How)</b>  | Learning Goal #1  | Learning Goal #2  | Learning Goal #3  | Learning Goal #4  | Learning Goal #5  | Learning Goal #6   | Learning Goal #7  |
|---|---|---|---|---|---|--|---|
| Method for assessing learning (at least one direct method required)                                       | Capstone/portf olio rubric <sup>1</sup>                       | Capstone/portf olio rubric <sup>1</sup>                       | Capstone/portf olio rubric <sup>1</sup>                       | Capstone/portf olio rubric <sup>1</sup>                       | Capstone/portf olio rubric <sup>1</sup>                       | Capstone/portfolio rubric <sup>1</sup>                       | Capstone/portf olio rubric <sup>1</sup>                       |
|   | Alumni survey <sup>2</sup>                                    | Alumni survey <sup>2</sup>                                    | Alumni survey <sup>2</sup>                                    | Alumni survey <sup>2</sup>                                    | Alumni survey <sup>2</sup>                                    | Alumni survey <sup>2</sup>                                   | Alumni survey <sup>2</sup>                                    |
| Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle) | Capstone/portf olio rubric (annually)<br>Alumni survey (2019) | Capstone/portf olio rubric (annually)<br>Alumni survey (2019) | Capstone/portf olio rubric (annually)<br>Alumni survey (2019) | Capstone/portf olio rubric (annually)<br>Alumni survey (2019) | Capstone/portf olio rubric (annually)<br>Alumni survey (2019) | Capstone/portfolio rubric (annually)<br>Alumni survey (2019) | Capstone/portf olio rubric (annually)<br>Alumni survey (2019) |

<sup>1</sup>Capstone/portfolio rubric: Master's students' capstone paper, course performance, and/or culminating portfolios will be assessed using a rubric. This is a direct measure of assessment.

<sup>2</sup>Alumni survey: Every three years, ELPA will conduct a short online survey examining alumni's perceptions of the extent to which their ELPA M.S. experience contributes to each of the intended learning goals since their graduation. This is an indirect measure of assessment.

## 6. Overlap and Related Programs

- 6.1. Specify any other degree/majors, named options, or certificates that may not be earned in combination with this named option.

This is a stand-alone program, so students will not be enrolled in any other degree/majors, named options or certificates in combination with this program.

List overlapping programs here.

There are no overlapping programs

*Overlap restrictions must be managed at the program level as part of the advising process. When proposing a named option that has the same name as an existing degree/major certificate or doctoral minor at the same level, the program will be required to put in place processes to ensure that students do not enroll in both programs with the same name. If the program faculty choose to limit any other overlap with other degree/majors, named options, or certificates a list must be specified in the proposal and the program faculty/staff will be responsible for monitoring and enforcing overlap limits.*

## 7. Admissions & Enrollment

- 7.1. For graduate programs proposing a named option with admissions requirements that are distinct from the major with no named option, explain the admissions criteria and process. Explain the admissions criteria and process here. Undergraduate and unrestricted admissions to a named option, enter N/A. (1000 word limit)

We will use the same admissions requirements and processes as are used for admission to all departmental master's programs.

- 7.2. What is the projected annual enrollment in the named option? 20-25 students  
7.3. What is the maximum enrollment (using existing instructional and student resources)? 30 students  
7.4. What are the contingency plans for supporting enrollments higher than the stated maximum enrollment?

The department will control enrollments through the admissions process. This control is necessary to have adequate staffing for the field experience portion of the program. If demand for the remote delivery of this program exceeds estimates here, it is possible that an additional cohort could be admitted, but only if revenues generated could support additional staffing.

### Checklist for Verification of Admission Policy Requirements for Undergraduate Named Options\*

You will have an opportunity to provide explanation and rationale for any Admission Policy Requirements that have not been affirmed in the text box that follows the checklist.

- Named option admission requirements are consistent with admission requirements for the major with no named option, if the major has any admission requirements beyond admission to the University. Admission limits should be related to interest or aptitude for the content and not based solely on a high GPA cutoff
- The named option will be declared and canceled using the e-Declaration process in the student information system.



- Undergraduates will not be advised to declare or remain enrolled in a named option if it will extend their time to graduation. Undergraduate students are to be discouraged from earning more than one named option that represents an area of curricular emphasis within the major.

\*Provide explanation and rationale for any Admission Policy Requirements that have not been affirmed in the above checklist.

All Admission Policy Requirements have been met.

## 8. Advising

- 8.1. List name(s) of major and named option advisor(s) with title and departmental affiliation(s).

List major and named option advisor(s) here.

Colleen Capper, Professor

Bruce King, Clinical Professor

Art Rainwater, Clinical Professor

Shari Smith, Student Services Coordinator

- 8.2. Describe how there will be sufficient advising and academic support for all students in the major (both the existing major's students and the new students that will be served by the named option).

Describe advising and academic support here. (1000 word limit)

Since this program is prescribed and all students take the courses in the same sequence as a cohort, our experience with existing master's students informs us that advising needs and requests will be minimal. Therefore, we are confident that the faculty and staff listed as advisors will be able to serve students in this named option well. We are also confident that department resources are sufficient to accommodate the needs of all existing and new students.

- 8.3.  Confirm that major and named option advisor(s) have been consulted and reviewed this proposal.

## 9. Governance & Faculty

- 9.1.  **The named option must be governed by the same department or academic unit that oversees the major.** Any sub-committee governing the named option must report to the faculty governance committee for the major.

9.1.1. If a sub-committee governs the named option, describe procedures including how faculty are identified and provisions for transitions in the committee.

Describe sub-committee procedures here. (1000 word limit) NA

- 9.2. List core faculty and staff with title and departmental affiliation(s).

List faculty and staff with title and departmental affiliation(s) here.

All faculty and staff are in the Department of Educational Leadership and Policy Analysis.

Colleen Capper, Professor

Eric Camburn, Professor

John Diamond, Professor

Peter Goff, Assistant Professor

Richard Halverson, Professor

Bruce King, Clinical Professor

Julie Mead, Professor

Peter Miller, Professor

Art Rainwater, Clinical Professor

Shari Smith, Student Services Coordinator

Julie Underwood, Professor

## 10. Fiscal Structure and Ongoing Commitment

- 10.1. Provide an overview of plans for funding the named option including but not limited to program administration, instructional/curricular delivery, technology needs, and program assessment.  
 Overview of funding plans (1000 word limit)  
 Please see proposed budget (section 10.3). All program costs will be funded through student tuition (minus segregated fees).
- 10.2. How will the named option impact staffing needs beyond the immediate program? How are those needs being met?

In addition to utilizing department faculty to deliver some of the courses, our staffing plan is to utilize program alumni and school leaders from AWSA, WASDA, and our district partners to provide supplemental instructional support for the program. Each adjunct would teach from a syllabus developed by the ELPA faculty member and would teach the course at the same time as the faculty member. To illustrate this approach, the table shows teaching assignments for the 3 required summer courses for summer 2018 and summer 2019.

| Term   | Program/Course   | Instructor  | Term        | Program/Course   | Instructor |
|--|--|---|-------------|--|------------|
| Summer 2018  | <b>K-12 Principal Campus (year 1)</b>                        |   | Summer 2019 | <b>K-12 Principal Campus (year 1)</b>                        |            |
|  | ELPA 847 –Instructional Leadership & Teacher Capacity        | King  |             | ELPA 847 –Instructional Leadership & Teacher Capacity        | Adjunct    |
|  | ELPA 735 – Leadership for Equity and Diversity               | Adjunct   |             | ELPA 735 – Leadership for Equity and Diversity               | Capper     |
|  | ELPA 832 – Resource Allocation for Equity and Social Justice | Goff  |             | ELPA 832 – Resource Allocation for Equity and Social Justice | Adjunct    |
|  | <b>K-12 Principal Remote (year 1)</b>                        |   |             | <b>K-12 Principal Remote (year 1)</b>                        |            |
|  | ELPA 847 –Instructional Leadership & Teacher Capacity        | Adjunct   |             | ELPA 847 –Instructional Leadership & Teacher Capacity        | King       |
| ELPA 735 – Leadership for Equity and Diversity               | Capper   | ELPA 735 – Leadership for Equity and Diversity                | Adjunct     |  |            |
| ELPA 832 – Resource Allocation for Equity and Social Justice | Adjunct  | ELPA 8320 – Resource Allocation for Equity and Social Justice | Goff        |  |            |

Delivering courses in this parallel manner provides several advantages: 1) consistency of program delivery between the two simultaneous cohorts; 2) a means to provide support for and develop an adjunct corps; 3) an opportunity to link the cohorts in some online discussion assignments to further broaden perspectives; and 4) controlling the faculty travel while still ensuring that the remote cohort has significant faculty contact. As this corps of adjuncts develops, the revenues received would allow us to add clinical faculty to the department to deliver remote courses. In particular, those revenues would eventually permit the hiring of a clinical faculty member to oversee field experiences (practica) and recruit new students to the program. We also plan to hire one of our full-time doctoral students, preferably one who holds a principal's license, as a TA to assist the adjunct faculty with course delivery (e.g. maintenance of Canvas website).

*If there is no change in staffing, please describe how the duties of current employees will evolve to support this named option.*

- 10.3. For named options supported using non-pooled tuition, provide a fiscal annual summary including planned enrollment, estimated paid tuition, instructional costs, and estimated excess tuition available for reinvestment in keeping with the separate guidelines for non-pooled programs.

**School of Education  
ELPA WI Idea Principal Preparation  
Proposed Budget**

| <b>EXPENSES</b>  |  |           |  | Year 1  | Year 2  |
|--|--|-----------|--|---------|---------|
| <b>A. Instructional Personnel - Faculty, Instructors</b> |  |           |  |         |         |
| 1.   | ELPA 847 (King) - summer                   |           |  | 8,399   |         |
| 2.   | ELPA 735 (Capper) - summer                 |           |  | 0       | 14,095  |
| 3.   | ELPA 832 (Goff) - summer                   |           |  | 7,855   |         |
| 4.   | ELPA 863 (Diamond)                         |           |  | 0       | 16,384  |
| 5.   | ELPA 845 (Halverson)                       |           |  | 15,208  |         |
| 6.   | ELPA 700 (Rainwater)                       |           |  | 0       | 6,503   |
| 7.   | ELPA 770 (Miller)                          |           |  | 14,300  |         |
| 8.   | ELPA 840 (Mead)                            |           |  | 0       | 14,879  |
| 9.   | ELPA 700 (Rainwater)                       |           |  | 6,631   | 0       |
| 10.  | ELPA 703 (King) - summer                   |           |  | 0       | 8,563   |
| Total Instructional Personnel                            |  |           |  | 52,393  | 60,424  |
| <b>B. Other Personnel</b>                                |  |           |  |         |         |
| 1.   | Post Doctoral Associates                   |           |  | 0       | 0       |
| 3.   | Graduate Student (TA, PA, RA)              |           |  | 18,350  | 19,080  |
| 4.   | Research Assoc/Grad Intern                 |           |  | 0       | 0       |
| 5.   | Undergraduate Students - Student Hourly    |           |  | 0       | 0       |
| 6.   | University Staff                           |           |  |         | 0       |
| 7.   | LTE or Temp Lecturers (<33%)               |           |  | 25,000  | 25,000  |
| Total Salaries   |  |           |  | 95,743  | 104,504 |
| <b>C. Fringe Benefits</b>                                |  |           |  | 24,710  | 27,690  |
| 35.0% *A   |  | 3.2% *B5  |  |         |         |
| 16.5% *B1&B4   |  | 44.6% *B6 |  |         |         |
| 23.0% *B3  |  | 8.6% *B7  |  |         |         |
| Total S&W + FB   |  |           |  | 120,453 | 132,194 |
| <b>D. Supplies and Expenses</b>                          |  |           |  |         |         |
| 1.   | Materials & Supplies (including Marketing) |           |  | 1,000   | 1,000   |
| 2.   | Travel                                     |           |  | 3,000   | 3,000   |
| 4.   | Tuition Remission 12000/grad asst (PA, RA) |           |  | 0       | 0       |
| Total Supplies and Expenses                              |  |           |  | 4,000   | 4,000   |
| Total Costs  |  |           |  | 124,453 | 136,194 |

| <b>PROJECTED REVENUE</b> |  |  |  | Year 1  | Year 2  |
|--------------------------|--|--|--|---------|---------|
| Total Number of Students |  |  |  | 20      | 20      |
| Tuition Rate/Program Fee |  |  |  | 18,103  | 18,103  |
| Total                    |  |  |  | 362,060 | 362,060 |
| Campus Assessment (10%)  |  |  |  | 36,206  | 36,206  |
| Total after Campus Share |  |  |  | 325,854 | 325,854 |

|                                   |  |  |  |         |         |
|-----------------------------------|--|--|--|---------|---------|
| <b>NET INCOME</b>                 |  |  |  | 201,401 | 189,660 |
| NET INCOME retained by unit (67%) |  |  |  | 134,254 | 126,446 |
| NET INCOME returned to SoE (33%)  |  |  |  | 67,127  | 63,214  |

Fiscal annual summary or as an attachment

- 10.4. For graduate programs supported using pooled tuition, provide a plan for how new graduate students will be funded. NA

**Required attachments**

- Cover letter from the Dean of the school/college that will be the home of the named option

*When a proposal for a new named option is forwarded for approval, it will have a cover letter to the provost from the supporting dean.*

Supporting letters/memos

*Proposals must be accompanied by letters or memos submitted by the chair or director of other academic units that have overlapping interest. These notes may comment on shared resources, competition for students or other ways in which the programs will interact surrounding the named option. This will include departments/schools/colleges, share a student audience, represent a closely related area of study, have overlapping faculty, or have program names that are similar.*

Full curriculum including all required and elective courses

For undergraduate named options, attach a four year roadmap.

For graduate named options, attach a [chart outlining minimum degree requirements and elements for satisfactory progress.](#)

Assessment plan

Named options supported using non-pooled tuition must attach:

Core Criteria Checklist

Additional Requirements Checklist

*See the current Non-pooled Program Requirements Process document posted at <https://kb.wisc.edu/vesta/page.php?id=59300>*

## Required Attachments

### Section 4.5 Chart Outlining Minimum Degree Requirements and Elements for Satisfactory Progress

|  |
|--|
| <p><b>Wisconsin Idea Principal Preparation Program MINIMUM DEGREE REQUIREMENTS &amp; SATISFACTORY PROGRESS</b><br/><b>*Schools/Colleges, Departments and Programs may set more rigorous expectations and requirements than the Graduate School*</b></p> <p>-If describing multiple degree plans at the same level (M.A. and M.S.) or multiple named options and tracks within a plan, indicate requirements for all plan variations.<br/>-Please note that "Example" in the chart provides an example of policy – but is not necessarily reflective of Graduate School's policy. For the actual Graduate School policies, you may consult the Graduate School Degree Requirements chart at <a href="http://grad.wisc.edu/catalog/degreq_criteria.htm">http://grad.wisc.edu/catalog/degreq_criteria.htm</a> to ensure program compliance with Graduate School degree requirements.<br/>-If the program policy aligns with Graduate School degree requirements, please reiterate the policy in your program's degree requirement chart – do not simply provide "Follow Graduate School Policy".<br/>- Programs are responsible for monitoring more restrictive requirements.</p>           |
| <p><b>Master's Degrees:</b><br/>M.S., with available named options in Cooperative Program with UW–Whitewater, and Global Higher Education<br/>This plan would add a 3<sup>rd</sup> option: Wisconsin Idea Principal Preparation Program</p>  |
| <p><b>Minimum Graduate Degree Credit Requirement</b><br/><i>30 credits</i></p>   |
| <p><b>Minimum Graduate Residence Credit Requirement</b><br/>16 credits</p>   |
| <p><b>Minimum Graduate Coursework (50%) Requirement</b><br/>24 credits out of 30 total credits must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's <a href="#">Course Guide</a>.</p>  |
| <p><b>Prior Coursework Requirements: Graduate Work from Other Institutions</b><br/>With program approval, students are allowed to count no more than 9 credits of graduate coursework in educational leadership from other institutions and 6 credits of graduate coursework in areas other than educational leadership from other institutions. Coursework earned five or more years prior to admission to the master's degree is not allowed to satisfy requirements.</p> <p><b>Prior Coursework Requirements: UW-Madison Undergraduate</b><br/>With program approval, 6 credits of coursework numbered 500 or above from a UW–Madison undergraduate degree are allowed to count toward the degree. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.</p> <p><b>Prior Coursework Requirement: UW-Madison University Special</b><br/>With program approval, students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison Special student. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.</p> |
| <p><b>Credits per Term Allowed</b><br/>12 credits</p>  |
| <p><b>Program-Specific Courses Required</b><br/>Contact the program for information on any additional required courses.</p>  |
| <p><b>Overall Graduate GPA Requirement</b><br/><i>3.00 GPA required.</i></p>   |
| <p><b>Other Grade Requirements</b><br/>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</p>  |
| <p><b>Probation Policy</b><br/>The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.</p>   |

**Advisor / Committee**

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.

An advisor generally serves as the thesis advisor. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor. An advisor is a faculty member in the department.

**Assessments and Examinations**

*No formal examination required. Students are required to submit a portfolio of work products and reflections that are then assessed via an established rubric. Students whose work does not meet the standards set are provided feedback and support to bring the work up to standard.*

**Time Constraints**

Master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

**Language Requirements**

*No language requirements.*



## Section 5.1 Program Assessment Plan

### Department of Educational Leadership and Policy Analysis Assessment Plan, M.S Degree

#### Identifying Information

**School/College:** School of Education

**Graduate Degree/Major Program Name:** Educational Leadership and Policy Analysis

**Graduate Degree Level (M.S., M.A., Ph.D., DMA, etc.):** M.S.

**Faculty Director Contact/Title:** Eric Camburn, Department Chair

**Primary Contact Information:** camburn@wisc.edu

#### **Student Learning Goals (*What*)**

1. Students will articulate, critique, or elaborate the theories, research methods, and approaches to scholarly inquiry or practice in educational settings.
2. Students will identify sources and assemble evidence pertaining to questions or challenges in the field of study or field of practice.
3. Students will demonstrate understanding of the primary field of study or field of practice in a historical, social, or global context.
4. Students will demonstrate understanding of how to identify and address social inequalities in educational opportunities and outcomes through a field of study or field of practice.
5. Students will select and/or utilize the most appropriate methodologies and practices.
6. Students will evaluate or synthesize information pertaining to questions or challenges in the field of study or field of practice.
7. Students will communicate clearly in ways appropriate to the field of study or field of practice.

#### **Plan for Assessing Each Student Learning Goal**

For each of the degree major/program student learning goals, we indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed.

| <b>Assessment Planning<br/>(How)</b>  | Learning Goal #1   | Learning Goal #2   | Learning Goal #3   | Learning Goal #4   | Learning Goal #5   | Learning Goal #6   | Learning Goal #7   |
|---|--|--|--|--|--|--|--|
| Method for assessing learning (at least one direct method required)                                       | Capstone/portf<br>olio rubric <sup>1</sup>                             | Capstone/portf<br>olio rubric <sup>1</sup>                             | Capstone/portf<br>olio rubric <sup>1</sup>                             | Capstone/portf<br>olio rubric <sup>1</sup>                             | Capstone/portf<br>olio rubric <sup>1</sup>                             | Capstone/portf<br>olio rubric <sup>1</sup>                             | Capstone/portf<br>olio rubric <sup>1</sup>                             |
|   | Alumni<br>survey <sup>2</sup>  | Alumni<br>survey <sup>2</sup>  | Alumni<br>survey <sup>2</sup>  | Alumni<br>survey <sup>2</sup>  | Alumni<br>survey <sup>2</sup>  | Alumni<br>survey <sup>2</sup>  | Alumni<br>survey <sup>2</sup>  |
| Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle) | Capstone/portf<br>olio rubric<br>(annually)<br>Alumni<br>survey (2019) | Capstone/portf<br>olio rubric<br>(annually)<br>Alumni<br>survey (2019) | Capstone/portf<br>olio rubric<br>(annually)<br>Alumni<br>survey (2019) | Capstone/portf<br>olio rubric<br>(annually)<br>Alumni<br>survey (2019) | Capstone/portf<br>olio rubric<br>(annually)<br>Alumni<br>survey (2019) | Capstone/portf<br>olio rubric<br>(annually)<br>Alumni<br>survey (2019) | Capstone/portf<br>olio rubric<br>(annually)<br>Alumni<br>survey (2019) |

<sup>1</sup>Capstone/portfolio rubric: Master's students' capstone paper, course performance, and/or culminating portfolios will be assessed using a rubric. This is a direct measure of assessment.

<sup>2</sup>Alumni survey: Every three years, ELPA will conduct a short online survey examining alumni's perceptions of the extent to which their ELPA M.S. experience contributes to each of the intended learning goals since their graduation. This is an indirect measure of assessment.

**Who is responsible for assessment?** The ELPA *assessment coordinating committee* will consist of the department chair (currently Eric Camburn), program committee chair (currently Pete Miller), and Professor Xueli Wang who has professional expertise in conducting and teaching assessment in higher education. The committee will coordinate assessment efforts and provide updates to all ELPA faculty and staff members teaching and advising students. The committee will be assisted by the senior student services coordinator (Shari Smith) who will help compile student learning data.

**What is the plan for review of the assessment information?** Data from the capstone/portfolio evaluation forms will be tallied on a yearly basis. Initial reviews of capstone/portfolio rubric data will be performed by the assessment coordinating committee. Analysis of alumni survey data will likely be performed by a graduate research assistant under the supervision of a member of the assessment coordinating committee. Preliminary interpretation of alumni survey data will be performed by members of the assessment coordinating committee or other ELPA faculty with relevant expertise.

**What is the plan for production of an annual summary report?** The assessment coordinating committee will produce a preliminary summary report of assessment activities that will be provided to faculty members at a regular faculty meeting. In addition to reporting the findings of assessment activities, members of the assessment coordinating committee will also prepare guiding questions to facilitate faculty discussion. At the faculty meeting, it may be helpful for the ELPA faculty to also review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning. After the faculty meeting, members of the assessment coordination committee will draft a preliminary annual assessment summary report which will include faculty feedback from the meeting. The report may also include recommended changes in the curriculum and student assessment. The annual summary report will include the materials that form the basis of discussion at the faculty meeting, and recommendations emerging during the faculty meeting. Based on feedback and comments from this meeting a final version of the assessment annual report will be produced.

**How will recommendations be implemented?** Based on the recommendations included in the annual assessment summary report, the department chair and program committee will facilitate faculty members' implementation of report recommendations. The ELPA department chair and the program committee chair will also informally monitor implementation of report recommendations through conversations with faculty members. The student assessment activities described in this document will be part of an ongoing, recursive review cycle in which we collect data on how students are meeting learning goals, we collectively review the data and develop needed changes, we implement the changes, and the cycle begins again with another round of data collection.

### **Graduate Degree Program Curriculum Mapping Worksheet (Where)**

**Curriculum Map.** Our Masters curriculum is organized around six categories. The table below shows how each course category and field/culminating experiences contribute to each of the Department's seven learning goals.

| <b>Degree Program Required Course Category</b>                         | Learning Goal #1 | Learning Goal #2 | Learning Goal #3 | Learning Goal #4 | Learning Goal #5 | Learning Goal #6 | Learning Goal #7 |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Foundations  | X                | X                | X                | X                |                  | X                | X                |
| Courses with a primary focus on practice                               | X                | X                |                  | X                | X                | X                | X                |
| Courses with a primary focus on principles, theory, context or history | X                | X                | X                | X                |                  |                  | X                |
| Electives  | X                | X                | X                | X                |                  | X                | X                |
| Research methods & design  | X                |                  |                  | X                | X                |                  | X                |
| Practical & culminating experience (field experience/capstone)         | X                | X                |                  | X                | X                | X                | X                |

**Cover letter from the Dean of the school/college  
(to be Added after governance votes)**

**Supporting letters/memos**

To be added

AWSA

Green Bay Public Schools

## APPENDIX A. CORE CRITERIA CHECKLIST FOR ACADEMIC PROGRAMS WITH NON-POOLED TUITION

### 1. New and Additional Student Enrollments to Support Program Costs

- The program must bring in NEW and ADDITIONAL students. Overall enrollment in all other school/college programs must not be eroded. The program cannot compete with or draw students away from existing programs that support the central tuition pool. As this program will be delivered off-campus in parts of the state not currently served, this program will attract students not currently served by the campus program due to distance and travel times. Accordingly, the program will run parallel to, but not in competition with the current campus program.
- Faculty/staff must plan for sufficient enrollments to have enough tuition to cover instructional, direct student support costs, and any other fixed or required costs. Experience shows that enrollments of at least 30 students are necessary to have enough tuition to meet direct program costs. The budget modeling (included in response to 10.3) demonstrates that an enrollment of 20 students will be sufficient to cover program costs and produce revenue that can be used to support departmental needs. Courses will be delivered with a combination of faculty and adjunct staff. Program alumni currently working in leadership positions throughout the state will serve as the adjunct corps for courses.
- School/college Budget Officers must be involved in planning and must approve plans and budgets for these programs before the program is submitted to the school/college APC for academic approval. Assistant Dean Melissa Amos-Landgraf has reviewed and approved the projected program budget.

### 2. Designed for Non-Traditional Students

- Has an applied, practice-oriented curriculum, or integrates practice with theory  
*The program prepares school leaders through a program devised with professional partners, the Association for Wisconsin School Administrators (AWSA) and the Wisconsin Association of School District Administrators (WASDA). In addition to the Master's degree, course content satisfies all Wisconsin Department of Instruction requirements for licensure as a school principal. Key to the program are a series of embedded assignments where students complete projects for courses that examine local school district data and issues. Students also complete field experiences each semester, thus integrating theory and practice.*
- Is offered in a modality that allows non-traditional audiences to attend (evening, weekend, online, intensive, or some combination)  
*All courses in the program are delivered in a blended online and face-to-face format. Summer courses in the first summer will be delivered through an intensive week-long session, followed by online activities to spread throughout the summer. Academic year courses are delivered in a Friday/Saturday weekend format. Students will meet for 5 weekends each semester.*



- Has demonstrated a workforce demand for the program graduates

*One of the Department's professional partners, AWSA, approached faculty with the request to bring our program to other parts of the state. We are currently in conversations with them and some districts in the Green Bay and Fox Valley area to offer the first cohort there.*

*The Bureau of Labor Statistics projects that nationally the need for employment of elementary, middle, and high school principals will grow 8 percent from 2016 to 2026 (<https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm#tab-6>). Projections Central (a service linked by the Bureau of Labor Statistics) projects that Wisconsin will average annual openings for school principals of 220 positions per year during the same period. In 2015, the Wisconsin Department of Public Instruction reported a 17% attrition rate for school administrators (<https://dpi.wi.gov/sites/default/files/imce/tepd/pdf/2015-16%20Administrator%20Turnover%20%26%20Attrition%20Brief.pdf>).*

*Recognizing the importance of and need for strong school leaders, the state legislature created as part of the state budget a new program to support school leader training. The School Leadership Loan Program (Wis. Stat. §39.397) provides \$500,000 for forgivable loans for students nominated by a Wisconsin superintendent and enrolled in a UW System training program approved by the Higher Education Aids Board (HEAB). HEAB has approved ELPA's program for this purpose. Currently, we are the only program approved for this purpose. This year, up to 40 students will be eligible for \$12,500 of support, meaning a teacher could become certified to be a principal through UW-Madison's program with only \$7,761 in out-of-pocket costs for tuition and fees (given current tuition rates). The proposed 131 program is, in part, our department's response to state needs, that would also capitalize on the availability of student support through the School Leadership Loan Program by making our program more accessible to other parts of the state. It is also important to note that the statutory provision is a recurring budget allocation, meaning the funds likewise be available in the next biennium.*

- Has defined learning goals that are oriented to market considerations

*The program's learning goals are directly and explicitly designed to prepare individuals for positions as principals and is an approved licensure program with the Department of Public Instruction.*

- Has a clearly defined curriculum that is "self-contained", meaning that program students are confined only to courses from the approved, prescribed curriculum

*Program content is prescribed and tightly coupled to initial administrative licensure requirements. Students would be admitted as a cohort and take the prescribed course of study as a closed cohort.*

- Has a clearly defined (often lockstep) curriculum with few options or electives that follows a predictable timeline for offerings and completion

*The program curriculum is clearly defined and includes no electives. Students engage in a rigorous set of courses delivered over 15 months with a prescribed timeline for completion.*

### 3. Distinctly Identifiable Program (Code) With Governance Approval

- The program must be distinctly identifiable in the student record system, either as a degree/major or as an option of a degree/major, or as a Capstone certificate.  
*We are applying for approval as a named option program.*
  
- The program must develop a proposal for the academic approval process, during which it must demonstrate that the school/college Dean and Budget Officer are aware and supportive of the program being run on a non-pooled tuition model.

*The Department approved the plan the faculty meeting held on January 22, 2018. We have scheduled the materials for discussion and approval by the School of Education's Programs Committee and subsequently by the Academic Planning Council before submission to the UAPC. Dean Hess is supportive of this proposal and Associate Dean for Business, Melissa Amos-Landgraf has approved the financial projections for the program.*

## **APPENDIX B. ADDITIONAL REQUIREMENTS CHECKLIST FOR ACADEMIC PROGRAMS WITH NON-POOLED TUITION**

**Use this checklist in conjunction with the Core Criteria Checklist**

**If core criteria are met, the program must adhere to the additional requirements below.**

Note: Not all new programs are suited for the non-pooled program requirements. New programs that seek to take advantage of a wide range of course and curricular/program offerings on campus and are not market-oriented should be developed under traditional (101) pooled tuition funding models.

### **1. Fiscal Requirements:**

- School/college budget officer has approved the budget and fiscal plan. **YES**
- School/college dean and budget officer are committed to assuming fiscal responsibility for costs not covered by non-pooled tuition to the program. The school/college will back up the budget with a commitment to cover any costs not met from tuition from other sources. **YES**
- The program structure fits within standard academic administrative structures and allocates expenses of the program so that the program does not create additional burdens on traditional/101 program resources or student services such as advising, ESL, Registrar's Office, Bursar's Office, Graduate School and other support services. **YES**
- Programs have two options for tuition. One option is to charge standard graduate tuition according to the UW-Madison tuition schedule. This includes standard rates for WI resident, MN, and non-resident students and any compulsory fees that apply. Or, for fully online programs, they have the option of charging all students one of tuition tiers (Appendix D). Although not currently allowed, it is potentially possible in the future the tiered tuition may be available to face-to-face programs. **YES. The program will charge standard graduate tuition according to the UW-Madison tuition schedule.**
- Because students who have graduate assistantships receive tuition waivers, some non-pooled tuition graduate degree programs choose to prohibit students from accepting a graduate assistantship (RA/TA/PA). If a program allows their students to take graduate assistantships they it must forgo the tuition revenue. To ensure full receipt of non-pooled tuition and to counter challenges from students, the program must adhere to the following:
  - The program faculty/staff must disclose this program policy to students in the recommendation of admission letter, program website, program handbook, and program orientation. **YES.**
  - Please see Appendix E for links and Appendix F for a sample of a specific non-pooled program template for a recommendation of admission letter and a general template for a program handbook. The program faculty/staff must provide details on this and any other program policies the program handbook in at least the following areas: satisfactory progress (good standing) requirements, any ways to return to good standing, and a program grievance process if done does not already exist. **YES.**

## 2. Requirements for International Students: NA

- Programs may not admit students who need ESL services without building sufficient ESL support into their fiscal model, and having an explicit MOU with the ESL provider about funding to support the ESL services.
- Graduate degree/major programs must use Graduate School standards for English Proficiency. Capstone certificates should be designed so that admission requirements ensure that ESL support is not needed.
- If the program is NOT completely online and admits international students, the program is responsible for honoring federal visa regulations related but not limited to: length of stay requirements for visa requests, online course restrictions for visa holders, and waiting for federal program approval (up to a year) if the program represents a new degree type or capstone certificate previously not offered at UW-Madison.

## 3. Requirements for Program/Course Enrollment:

- Non-pooled tuition program students can only be enrolled in one program at a time; enrollment in a second major, named option, certificate program, or courses beyond the prescribed program curriculum is not permitted. Non-compliance with this requirement will jeopardize the receipt of tuition for a non-pooled program. Regular audits will be conducted to ensure these requirements are met. **Yes, students in this program may only be enrolled in this program.**
- To ensure full receipt of non-pooled program tuition and to counter challenges from students who want to be dually enrolled, the program must adhere to the following:
  - The program must provide information to students about prohibitions on concurrent program enrollment and out-of-program course enrollment. Programs must note this in recruiting materials, in recommendations of admission, on the program website, program handbook, and program orientation.
  - Please see Appendix E for links and Appendix F for language for a specific non-pooled program template for a recommendation of admission letter and a general template for a program handbook. The program faculty/staff must provide details on this and any other program policies in the program handbook in at least following areas: satisfactory progress (good standing) requirements, ways to return to good standing, and a program grievance process if one does not already exist.
  - The program communicates to students each semester prior to course enrollment the expectation that students can enroll only in program courses and not in courses outside the approved, prescribed curriculum.
  - For students who enroll in the non-pooled program and then decide they want to pursue traditional/101 programs that allow dual enrollment, the program must help the student transfer to a different program(s) that allow such activity. **We will adhere to each of these requirements.**

