

# Program Change Request

Date Submitted: 08/23/24 11:24 am

Viewing: **CP-WW : Cooperative Program with UW-Whitewater**

Parent Plan: [MAJ: Ed Leadership & Pol Anlys MS](#)

Last approved: 04/30/24 11:08 am

Last edit: 10/03/24 10:28 am

Changes proposed by: waldeck2

## In Workflow

1. **ELPA Dept. Approver**
2. **EDU School Admin Reviewer**
3. **EDU School Approver**
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Catalog Pages Using this Program [Educational Leadership and Policy Analysis: Cooperative Program with UW-Whitewater, MS](#)

## Approval Path

1. 08/23/24 11:43 am  
Maggie Webster (mswebster2):  
Approved for ELPA Dept. Approver
2. 08/30/24 9:51 am  
Cindy Waldeck (waldeck2):  
Approved for EDU School Admin Reviewer

Name of the school or college academic planner who you consulted with on this proposal.

Name
Cindy Waldeck - EDU

Proposal Abstract/Summary:

The cooperative partnership between UW-Whitewater and UW-Madison's Department of Educational Leadership and Policy Analysis has existed since 1981. In recent years, this 43-year partnership has experienced declining enrollments partially due to increasing market competition and is currently operating at a loss. For these reasons, the Department of Educational Leadership and Policy Analysis, in partnership with UW-Whitewater, seeks to discontinue delivery of the Cooperative Program with UW-Whitewater, MS.

This program serves candidates seeking a master's degree in educational leadership that leads to principal licensing in Wisconsin. The program has traditionally admitted students three times a year, fall, spring, and summer, into a 30-credit program, with students earning 15 credits through UW-Madison (delivered online with the WI Idea Principal Preparation program) and 15 credits (delivered in person) through UW-Whitewater (See table of required courses and corresponding institution).

The spring/summer 2024 admissions cycle will admit the last candidates who will join students already in progress. All students will continue to progress towards completion at a rate of one course/three credits per semester. Further admissions will be suspended effective Spring 2025. Enrolled students will complete the program by the summer semester of 2027, if not well before, at which point the program will dissolve.

If approved, what term should the proposed change start? (usually the next fall term)

Spring 2025 (1254)

Are the proposed changes minor, such as minimal curricular changes, small Guide language edits, red-box course corrections, etc.?

No

## History

1. Sep 25, 2018 by Michelle Young (meyoung)
2. May 6, 2019 by Melissa Schultz (mrschultz3)
3. Oct 16, 2019 by ejach
4. Apr 24, 2020 by Melissa Schultz (mrschultz3)
5. Oct 15, 2020 by Maddie Sychta (sychta)
6. Apr 15, 2021 by ejach
7. Oct 13, 2021 by Maddie Sychta (sychta)
8. Apr 12, 2022 by Jenna Alsteen (jennabecker)
9. Apr 12, 2023 by Melissa Schultz (mrschultz3)
10. Oct 12, 2023 by Cindy Waldeck (waldeck2)
11. Apr 30, 2024 by Cindy Waldeck (waldeck2)

*Yes: adding/removing a limited number of courses, adjusting application deadline dates, updating links in the Guide content, swapping courses in a three- or four-year plan, adding exam pass rates to certification/licensure etc.*

*No: adjusting learning outcomes, changing total credits for the overall program, changing modality, changing the program state, changing tuition, adding or removing accreditation and/or certification/licensure etc.*

## Basic Information

Program State: [Suspend, will be discontinued](#) **Active**

Type of Program: Named Option

Parent Program: MAJ: Ed Leadership & Pol Anlys MS

Parent Audience: Graduate or professional

Parent Home Department: Ed Leadership & Policy Analysis (ELPA)

Department:

Parent School/College: School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes

School:

Parent Award: Master of Science

SIS Code: CP-WW

SIS Description: Coop Program UW-Whitewater

Transcript Title: Cooperative Program with UW-Whitewater

Named Options: 273MSWIDEA: WI Idea Principal Prep  
CP-WW: Coop Program UW-Whitewater  
GHE: Global Higher Education  
273MSHEDU: Higher Education  
273MSK12L: K-12 Leadership  
273MSEPAE: Ed Pol Analysis & Eval

Does the parent program offer this as an additional major as well? No

Is this a non-admitting named option for a master's degree?

## Suspension and Discontinuation

What is the last term that a student could declare this program? [Spring 2025 \(1254\)](#)

What is the last term that students may be enrolled in or complete the program? [Summer 2027 \(1276\)](#)

What is the timeline and advance communication plan?

The following information outlines key communications and related timelines. The plan includes notification and communication that will start in the spring/summer of 2024 and continue throughout, given the long horizon for phasing out the program.

Fall 2024: Once the proposal is approved, communicate with currently enrolled students about the move to suspend and discontinue the teachout plan.

Spring 2025: last window for admissions to the cooperative program

Summer 2025: Students in the pipeline are notified via email of the program being discontinued and options for alternate programming (UW-Madison's K12 Leadership, MS, and WIPP). Outreach to stopped-out students through Spring 2025; students are offered alternate pathways for program completion through the K12 Leadership program (in person) or WIPP (online program). The Fall Guide is updated to reflect the program's status regarding suspending and discontinuing. Websites at UW-Whitewater and UW-Madison are updated to reflect language indicating the cooperative program has suspended admissions and is being dissolved.

Explain the precipitating circumstances or rationale for the proposal.

The UW-W Cooperative program enrollment continues to decline, is operating at a loss, and no longer serves the needs of students, faculty, and the university's mission.

What is the potential impact on enrolled students?

Currently enrolled students can complete their program of study per the teach-out plan attached to this document. All courses will be offered as scheduled.

What is the potential impact on faculty and staff?

In fall 2023, the delivery format for the UW-Madison courses, delivered in partnership with the Cooperative Program, transitioned from in-person at the UW-Whitewater campus to an online format. This change to teaching the 5 UW-Madison courses online was made in partnership with the Cooperative Program Director as a cost-saving measure due to declining enrollment and small class sizes. Providing access to courses online also addressed staffing concerns due to difficulty in scheduling instructors who were required to travel to Whitewater's campus. Students in the cooperative program will continue to take courses with the existing online Wisconsin Idea Principal Preparation Program (WIPP) cohort over the course of the teach-out plan. As a result, the impact on faculty and staff will be minimal.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

December 2023, UW-Whitewater raised questions about the program's viability at a meeting that included ELPA's Department Chair, Dr. Anjalé Welton, Dr. Tina Salzman, UW-Whitewater Associate Dean Matthew Vick, and Dean Collet-Klingenberg.

The ELPA faculty members were informed at the December K12 faculty meeting about the program's low enrollment trends, budget status, the possibility of suspending, and UW Whitewater's questions about viability.

Update provided to ELPA Faculty in January 2024

A phone call between Dean Hess and Dean Collet-Klingenberg occurred on March 7, 2024. During the call, it was agreed that it was in the best interest of UW-Madison/UW-Whitewater that the Cooperative program be suspended and dissolved. Moving forward, all parties will work together toward discontinuation.

March 18, 2024, ELPA faculty voted unanimously to suspend and discontinue the UW-Madison/UW-Whitewater Cooperative Program, MS.

Explain and provide evidence of efforts made to confer with and to notify current students.

The communication plan includes several strategies to reach stakeholders, including placing a notice in the ELPA Department newsletter, notices posted to websites at both institutions, notices on social media, and communication with area school districts. Currently enrolled students will be emailed once the proposal is approved (This message is included in the attachments to this proposal.) In the message, the plan is explained in detail; students are assured of the commitment to completing their program of study, and they were provided contact information for the program advisor, program director, Department Chair, and SoE Senior Associate Dean Adam Nelson.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

The communication plan includes several strategies to reach stakeholders, including placing a notice in the alumni newsletter, posting notices on social media, updating websites at both institutions and sending a direct email to past program alumni (within the last ten years).

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

The Department of Educational Leadership and Policy Analysis (ELPA) will continue to deliver the five identified courses throughout the teach-out period, relying on the program director, graduate program manager, and staff to monitor program quality.

- UW-Whitewater continues offering 5 required courses in person as needed for the remaining students.
- UW-Madison offers its 5 required courses online with the existing WIPP cohort.

Additional details on the Teach-out plan in attached document.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Currently, enrolled students will continue to complete their five required courses with UW-Whitewater (in person) and five required courses with UW-Madison (online). Advising will continue with the UW-Whitewater program director, Dennis Pauli, continuing with primary advising responsibilities. The Graduate Program Manager, Shari Smith, and WIPP Director, Tina Salzman, will provide additional support from UW-Madison. Student progress and records will be continuously monitored prior to program discontinuation beginning in Summer 2027.

Draft letter to be sent to enrolled students attached.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Any candidate in the admissions pipeline not admitted during the final admissions cycle will be notified via email (see attached) of alternate pathways to earning a master's in educational leadership that leads to principal licensing. The email includes information about other

master's programs (UW-Madison's K12 Leadership and WIPP) that provide pathways to administrative licensing, the K-12 Leadership program, and the Wisconsin Idea Principal Preparation program.

Draft letter to be sent to prospective students attached.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Any candidate who has stopped out will be informed they have two options for program re-entry. Should they request readmission, they are eligible for UW-Madison's K12 Leadership program (in person) or the Wisconsin Idea Principal Preparation program (online). Both the faculty and staff in the ELPA Department at UW Madison and the faculty and staff in Curriculum and Instruction at UW Whitewater are checking their records to find any remaining stopped out students. A draft of the notification letter is attached.

With the discontinuation of this named option will students enroll in just the parent plan, or will they be in other named options associated with the parent plan? If students are moving to the parent plan, address timeline and plan for moving students to the parent plan in D).

Students move to other named options

Teach-out plan: D) Provide any other information relevant to teach-out planning.

See outline of teaching plan it attached documents. Currently enrolled students will have the opportunity to complete the UW Whitewater Cooperative named option as is, or have the opportunity to transfer to another named option with the same credential - K-12 or WIPP.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	<u>Welton, Anjale</u> <del>jfackson</del>	<u>adwelton@wisc.edu</u> <del>jfackson@wisc.edu</del>	<u>608/262-8402</u> <del>608/262-8866</del>	
Primary Dean's Office Contact	<u>Waldeck, Cindy</u> <del>ejach</del>	<u>waldeck2@wisc.edu</u> <del>ejach@wisc.edu</del>	<u>608/262-3389</u>	
Primary Contact	Smith, Shari	sismith7@wisc.edu	608/263-2701	
Faculty Director	<u>Salzman, Tina</u> <del>jfackson</del>	<u>tmsalzman@wisc.edu</u> <del>jfackson@wisc.edu</del>	<u>608/263-2773</u> <del>608/262-8866</del>	

List the departments (other than the home department listed above) that have a vested interest in this proposal.

- Are all program reviews in the home academic unit up to date? Yes
- Are all assessment plans in the home academic unit up to date? Yes
- Are all assessment reports in the home academic unit up to date? Yes
- Mode of Delivery: Face-to-Face (majority face-to-face courses)
- Will instruction take place at a location geographically separate from UW-Madison? No
- Parent has outside accreditation: No
- Graduates of parent program seek licensure or certification after graduation. Yes
- Parent Guide Certification/Licensure tab

If seeking educational administrator licensure as part of the WI Idea Principal Prep, Coop Program UW-Whitewater, or K-12 Leadership named option, a practicum experience requiring 150 contact hours for an initial administrator license and an additional 75 hours for each additional administrative license.

Additional Department of Public Instruction Licensure Requirements:

Completion of a state-approved educator preparation program in the licensure area.

A minimum of master's degree or the equivalent. Superintendent license requires a specialist degree or equivalent; program coordinator licenses require a bachelor's degree.

A valid or eligibility to hold a provisional educator license in teaching or pupil services. School business administrator and program coordinator licenses are waived from this requirement.

Six semesters of successful full-time classroom teaching experience, or six semesters of successful experience as a pupil services professional including 540 hours of classroom teaching experience. School business administrator and program coordinator licenses are waived from this requirement.

<https://dpi.wi.gov/licensing/general/administrators>

Approved Shared Content from /shared/university-professional-certification-licensure-disclosure-nc-sara/

Last Approved: May 1, 2024 4:25pm

### Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education (via 34 CFR Part 668) requires institutions that provide distance education to disclose information for programs leading to professional

certification or licensure. The expectation is that institutions will determine whether each applicable academic program meets state professional licensure requirements and provide a general disclosure of such on an official university website.

Professional licensure requirements vary from state-to-state and can change year-to-year; they are established in a variety of state statutes, regulations, rules, and policies; and they center on a range of educational requirements, including degree type, specialized accreditation, total credits, specific courses, and examinations.

UW-Madison has taken reasonable efforts to determine whether this program satisfies the educational requirements for certification/licensure in states where prospective and enrolled students are located and is disclosing that information as follows.

Disclaimer: This information is based on the most recent annual review of state agency certification/licensure data and is subject to change. All students are strongly encouraged to consult with the individual/office listed in the Contact Information box on this page and with the applicable state agency for specific information.

[The requirements of this program meet certification/licensure requirements in the following states:](#)

Wisconsin

[The requirements of this program do not meet certification/licensure requirements in the following states:](#)

Not applicable

Updated: 1 June 2024

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

[The Cooperative with UW Whitewater overlaps with coursework required for the named option in WIPP and the K-12 named option, but serves students living in the northeastern and central part of the state of Wisconsin and requires dual enrollment across the two institutions.](#)

## Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

**Parent Value** The mission of the Department of Educational Leadership and Policy Analysis (ELPA) 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. The MS curriculum reflects this commitment and will further this departmental mission.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

**Parent Value** In addition to the social justice orientation of the department, ELPA also has a longstanding commitment to the pursuit of equity in student recruitment, access, retention, and degree completion. A strategic direction of ELPA is to “Expand and enhance the focus on equity, diversity, and difference in instruction, as well as within the faculty, staff, and student body.” The MS named options provide the Department with opportunities to follow this direction. As in all ELPA programs, the Department will continue to actively recruit a diverse pool of candidates, especially in terms of race, experience, background, and geographic representation.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

**Parent Value** One of ELPA’s core values is to maintain: “A learning community that celebrates wholeness while, at the same time, values the richness of differences in life experiences, cultural backgrounds, ways of knowing, and perspectives of its individual members. The department seeks to renew itself continually by attracting faculty and students who contribute to this diversity as well as enhance the larger community.”

As such, with regard to faculty, staff, and student recruitment, the MS named options make positive contributions to ELPA’s culture. ELPA’s current faculty reflects the Department’s active recruiting of a diverse set of scholars who comprise the core instructional staff for the Program. In fact, the Department has made great strides in realizing this goal over the last decade and continues to actively embrace this objective with opportunity to add to the Department’s instructional corps, whether full time or part time. As such, ELPA will seek to hire and support a diverse cadre of instructors by leveraging current contacts and relationships within and beyond the academy. Any new members of the Program’s learning community will be introduced to ELPA’s mission and strategic focus on diversity and inclusion. Like all ELPA offerings, the Program’s faculty and students will draw from broader departmental, school, and university resources on diversity and inclusion.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans

at the department, school/college or university, make those connections explicit where relevant.

**Parent Value** UW-Madison's Division of Diversity, Equity, and Educational Achievement also provides guidance to departments and programs. The ELPA Department communicates about this division's opportunities available to faculty, staff, and students.

Additionally, ELPA's mission and core values aim toward social justice, equity and inclusion. The Department promotes a diversity of perspectives into teaching, research, professional development, and community-building activities. ELPA's efforts are also informed and supported by the School of Education's Office of Equity, Diversity, and Inclusion, which seeks to promote equity, diversity, and inclusion by reducing barriers to access, increasing the demographic diversity of SoE faculty, staff, and students, and encouraging scholarship, teaching, and service that embraces and engages the full measure of the diversity of society.

## Faculty and Staff Resources

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

## Resources, Budget, and Finance

Is this a service-based pricing program? Yes

Upload the Service-Based Pricing budget spreadsheet.

Service-Based Pricing Budget Review:

What is the tuition structure for this program?  
Standard graduate, per-credit resident/MN/nonresident

Will segregated fees be charged?  
Yes

Rationale for segregated fees.

Upload Memo(s) of Agreement:

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.  
no change to funding model

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.  
no change to administrative burden

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.  
no change to resources

## Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal? No change to the curriculum

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Educational Leadership and Policy Analysis through one of the named options:

[Educational Leadership and Policy Analysis: Cooperative Program with UW-Whitewater, MS](#)

[Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, MS](#)

[Educational Leadership and Policy Analysis: Global Higher Education, MS](#)

[Educational Leadership and Policy Analysis: Higher Education, MS](#)

[Educational Leadership and Policy Analysis: K-12 Leadership, MS](#)

[Educational Leadership and Policy Analysis: Wisconsin Idea Principal Preparation, MS](#)

Guide Admissions/How to Get In tab

## Approved Shared Content from /shared/graduate-school-admissions/

Last Approved: Apr 30, 2024 5:12pm

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website.

Graduate admissions is a two-step process between academic programs and the Graduate School. **Applicants must meet the minimum requirements of the Graduate School as well as the program(s).** Once you have researched the graduate program(s) you are interested in, [apply online](#).

Fall Deadline	August 1
Spring Deadline	December 1
Summer Deadline	April 15
GRE (Graduate Record Examinations)	Not required.
English Proficiency Test	Every applicant whose native language is not English, or whose undergraduate instruction was not exclusively in English, must provide an English proficiency test score earned within two years of the anticipated term of enrollment. Refer to the Graduate School: Minimum Requirements for Admission policy: <a href="https://policy.wisc.edu/library/UW-1241">https://policy.wisc.edu/library/UW-1241</a> .
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

Applicants should hold a teaching license and are required to upload the following items to the online application.

Essay statement (not to exceed two pages) that addresses the following:

Your area of interest (task or functional area of administration)

Your career goals (i.e., why the applicant is interested in pursuing a degree in educational administration)

Your professional objectives and how the UW-Madison program will contribute toward the applicant's role as a school/institution leader (if seeking certification, be sure to explicitly state what certification or certifications are being sought.)

Unofficial transcripts. Official transcripts will be requested prior to Graduate School admission.

Resume or CV.

Three letters of recommendation. Recommendations from three (3) people who are qualified to evaluate the academic and professional competence of the applicant are required.

When completing the online application, submit names and emails of those requesting recommendation from; recommendations are sent electronically to your application.

Supporting document if undergraduate GPA is below 3.00. In statement, explain why GPA does not accurately reflect high potential to serve in leadership roles.

International students are NOT eligible for this program.

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent  
Requirements

## Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/

Last Approved: Apr 30, 2024 5:16pm

## Minimum Graduate School Requirements

Review the Graduate School minimum [academic progress and degree requirements](#), in addition to the program requirements listed below.

## Major Requirements

### Curricular Requirements

Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	See Named Options for policy information.
Minimum Graduate Coursework Requirement	See Named Options for policy information.
Overall Graduate GPA Requirement	3.00 GPA required. Refer to the Graduate School: Grade Point Average (GPA) Requirement policy: <a href="https://policy.wisc.edu/library/UW-1203">https://policy.wisc.edu/library/UW-1203</a> .
Other Grade Requirements	See Named Options for policy information.
Assessments and Examinations	See Named Options for policy information.
Language Requirements	No language requirements.

### Required Courses

Select a [Named Option](#) for courses required.

## Named Options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the MS in Educational Leadership and Policy Analysis must select one of the following named options:

View as list

View as grid

[Educational Leadership and Policy Analysis: Cooperative Program with UW-Whitewater, MS](#)

[Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, MS](#)

[Educational Leadership and Policy Analysis: Global Higher Education, MS](#)

[Educational Leadership and Policy Analysis: Higher Education, MS](#)

[Educational Leadership and Policy Analysis: K-12 Leadership, MS](#)

[Educational Leadership and Policy Analysis: Wisconsin Idea Principal Preparation, MS](#)

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/  
 Last Approved: Apr 30, 2024 5:16pm

### Minimum Graduate School Requirements

Review the Graduate School minimum [academic progress and degree requirements](#), in addition to the program requirements listed below.

### Named Option Requirements

#### Mode of Instruction

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
Yes	Yes	No	No	No

[Mode of Instruction Definitions](#)

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/  
 Last Approved: Apr 30, 2024 5:15pm

**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students typically take enough credits aimed at completing the program in a year or two.

**Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW-Madison Campus.

**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

#### Curricular Requirements

Minimum Credit Requirement	30 credits (15 UW–Madison credits and 15 UW–Whitewater credits)
Minimum Residence Credit Requirement	15 credits at UW–Madison
Minimum Graduate Coursework Requirement	15 credits must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: <a href="https://policy.wisc.edu/library/UW-1244"><u>https://policy.wisc.edu/library/UW-1244</u></a> .
Overall Graduate GPA Requirement	3.00 GPA required. Refer to the Graduate School: Grade Point Average (GPA) Requirement policy: <a href="https://policy.wisc.edu/library/UW-1203"><u>https://policy.wisc.edu/library/UW-1203</u></a> .
Other Grade Requirements	n/a
Assessments and Examinations	n/a
Language Requirements	n/a

#### Required Courses

UW-Whitewater Coursework	
Introduction to Elementary and Secondary Education (EDADMIN 728)	3
School-Community Relations (EDADMIN 734)	3
Supervision of Instruction (EDADMIN 769)	3
The School Principalship (EDADMIN 776)	3
Practicum in ELPA (EDADMIN 793)	3

UW-Madison Coursework		
<a href="#">ELPA 735</a>	Leadership for Equity and Diversity	3
<a href="#">ELPA 832</a>	Resource Allocation for Equity and Social Justice	3
<a href="#">ELPA 847</a>	Instructional Leadership and Teacher Capacity	3
<a href="#">ELPA 840</a>	Public School Law	3
<a href="#">ELPA 863</a>	Race, Class and Educational Inequality	3

Optional Coursework for Additional Licensure, Director of Instruction		
<a href="#">ELPA 860</a>	Organizational Theory and Behavior in Education	3
<a href="#">ELPA 875</a>	Theory and Practice of Educational Planning	3

75-hour field experience

Optional Coursework for Additional Licensure, Director of Special Education and Pupil Services		
<a href="#">ELPA/RP &amp; SE 835</a>	Leadership for Inclusive Schooling	3
<a href="#">ELPA/ED POL/ED PSYCH/ RP &amp; SE 842</a>	Legal Foundations of Special Education and Pupil Services	3

75-hour field experience

The program includes a practicum experience that requires 150 contact hours for an initial administrator license and an additional 75 hours for each additional administrative license. Cooperative program students enroll in their practicum at UW-Whitewater and complete the required hours under the guidance of the UW-Whitewater cooperative program director. Submission and approval of an online portfolio is required for both degree completion and certification. [Portfolio requirements](#) are available on the department website in the program handbook.

Approved Shared Content from /shared/division-continuing-studies-131-requirements/  
Last Approved: Apr 30, 2024 5:12pm

Students in this program may not take courses outside the prescribed curriculum without faculty advisor and program director approval. Students in this program cannot enroll concurrently in other undergraduate or graduate degree programs.

Total credits required:  
30  
Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:  
[Educational Leadership and Policy Analysis: Cooperative Program with UW-Whitewater, MS](#)  
[Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, MS](#)  
[Educational Leadership and Policy Analysis: Global Higher Education, MS](#)  
[Educational Leadership and Policy Analysis: Higher Education, MS](#)  
[Educational Leadership and Policy Analysis: K-12 Leadership, MS](#)  
[Educational Leadership and Policy Analysis: Wisconsin Idea Principal Preparation, MS](#)

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/  
Last Approved: May 1, 2024 4:23pm

## Graduate School Policies

The [Graduate School's Academic Policies and Procedures](#) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

## Named Option-Specific Policies

### Prior Coursework

**Graduate Credits Earned at Other Institutions**  
None allowed.

**Undergraduate Credits Earned at Other Institutions or UW-Madison**  
None allowed.

**Credits Earned as a Professional Student at UW-Madison (Law, Medicine, Pharmacy, and Veterinary careers)**  
Refer to the [Graduate School: Transfer Credits for Prior Coursework](#) policy.

**Credits Earned as a University Special student at UW-Madison**  
With program approval, students may transfer no more than 6 credits of coursework numbered 300 or above taken as a UW-Madison University special student. Coursework earned ten or more years prior to admission to a master's degree is not allowed to satisfy requirements

or more years prior to admission to a master's degree is not allowed to satisfy requirements.

## Probation

Refer to the [Graduate School: Probation](#) policy.

## Advisor / Committee

Refer to the [Graduate School: Advisor](#) policy.

## Credits Per Term Allowed

12 credits

## Time Limits

Refer to the [Graduate School: Time Limits](#) policy.

## Grievances and Appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/

Last Approved: May 30, 2024 10:28am

These resources may be helpful in addressing your concerns:

[Bias or Hate Reporting](#)

[Graduate Assistantship Policies and Procedures](#)

[Hostile and Intimidating Behavior Policies and Procedures](#)

[Office of the Provost for Faculty and Staff Affairs](#)

[Employee Assistance](#) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)

[Employee Disability Resource Office](#) (for qualified employees or applicants with disabilities to have equal employment opportunities)

[Graduate School](#) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)

[Office of Compliance](#) (for class harassment and discrimination, including sexual harassment and sexual violence)

[Office Student Assistance and Support \(OSAS\)](#) (for all students to seek grievance assistance and support)

[Office of Student Conduct and Community Standards](#) (for conflicts involving students)

[Ombuds Office for Faculty and Staff](#) (for employed graduate students and post-docs, as well as faculty and staff)

[Title IX](#) (for concerns about discrimination)

Approved Shared Content from /shared/education-grievance-policy/

Last Approved: May 30, 2024 9:47am

### School of Education Grievance Policy and Procedures

The following School of Education Student Grievance Policy and associated procedures are designed for use in response to individual student grievances regarding faculty or staff in the School of Education.

Any individual student who feels they have been treated unfairly by a School of Education faculty or staff member has the right to file a grievance about the treatment and receive a timely response addressing their concerns. Any student, undergraduate or graduate, may use these grievance procedures, except employees whose complaints are covered under other campus policies. The grievance may concern classroom treatment, mentoring or advising, program admission or continuation, course grades (study abroad grade complaints are handled through [International Academic Programs](#)), or issues not covered by other campus policies or grievance procedures.

For grievances regarding discrimination based on [protected bases](#) (i.e., race, color, national origin, sex, disability, age, etc.), contact the Office of Compliance (<https://compliance.wisc.edu/eo-complaint/>).

For grievances or concerns regarding sexual harassment or sexual violence (including sexual assault, dating/domestic violence, stalking, and sexual exploitation), contact the [Sexual Misconduct Resource and Response Program](#) within the Office of Compliance.

For grievances that involve the behavior of a student, contact the Office of Student Conduct and Community Standards in the Dean of Students Office at <https://conduct.students.wisc.edu/>.

For grievances about, or directed at, faculty or staff in a School of Education department, unit, or program, students should follow these steps:

Students are strongly encouraged to first talk with the person against whom the concern is directed. Many issues can be settled informally at this level. If students are unable to resolve concerns directly or without additional support, step 2 or 3 should be pursued.

If unresolved after taking or considering step 1:

If the concern is directed against a teaching assistant (TA), and the student is not satisfied, the student should contact the TA's supervisor, who is usually the course professor. The course professor will attempt to resolve the concern informally.

If the concern involves a non-TA instructor, staff member, professor, academic department, or School of Education office or unit, the student should contact the chair of the department or the director of the office or unit, or their designee. The chair or director, or their designee, will attempt to resolve the concern informally. If the concern is about the department chair or office/unit director, the student should consult the School of Education Senior Associate Dean for guidance.

If the concern remains unresolved after step 2, the student may submit a formal grievance to the chair or director in writing within 30 business days<sup>1</sup> of the alleged unfair treatment. To the fullest extent possible, a formal written grievance shall contain a clear and concise statement of the issue(s) involved and the relief sought.

On receipt of a written grievance, the chair or director will notify the person at whom the grievance is directed with a copy of the written grievance. The person at whom the complaint is directed may submit a written response, which would be shared with the student.

On receipt of a written grievance, the chair or director will refer the matter to a department, office, or unit committee comprised of at least two members. The committee may be an existing committee or one constituted for this purpose. The committee, or delegates from the committee, may meet with the parties involved and/or review any material either party shares with the committee.

The committee will provide a written description of the facts of the grievance and communicate recommendations to the department chair or office/unit head regarding how the grievance should be handled.

The chair or director will offer to meet with the student who made the grievance and also will provide a written decision to the student, including a description of any related action taken by the committee, within 30 business days of receiving the formal grievance.

For the purpose of this policy, business days refers to those days when the University Offices are open and shall not include weekends, university holidays, spring recess, or the period from the last day of exams of fall semester instruction to the first day of spring semester instruction. All time limits may be modified by mutual consent of the parties involved.

If the grievance concerns an undergraduate course grade, the decision of the department chair after reviewing the committee's recommendations is final.

Other types of grievances may be appealed using the following procedures:

Both the student who filed the grievance or the person at whom the grievance was directed, if unsatisfied with the decision of the department, office or unit, have five (5) business days from receipt of the decision to contact the Senior Associate Dean, indicating the intention to appeal.

A written appeal must be filed with the Senior Associate Dean within 10 business days of the time the appealing party was notified of the initial resolution of the complaint.

On receipt of a written appeal, the Senior Associate Dean will convene a sub-committee of the School of Education's Academic Planning Council. This subcommittee may ask for additional information from the parties involved and/or may hold a meeting at which both parties will be asked to speak separately (i.e., not in the room at the same time).

The subcommittee will then make a written recommendation to the Dean of the School of Education, or their designee, who will render a decision. The dean or designee's written decision shall be made within 30 business days from the date when the written appeal was filed with the Senior Associate Dean. For undergraduate students, the dean or designee's decision is final.

Further appealing a School of Education decision – *graduate students only*

Graduate students have the option to appeal decisions by the School of Education dean or designee by using the process detailed on the [Graduate School's website](#).

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

#### Resources

[Office of Compliance](#) (for discrimination based on protected classes, including misconduct) 179A Bascom Hall, 608-262-2378

[Office of Student Conduct and Community Standards](#) (for conflicts between students, or academic integrity violations) 70 Bascom Hall, 608-263-5700

[Bias or Hate Reporting](#) (for students who experience or observe bias or hate incidents) 70 Bascom Hall, 608-263-5700

[Graduate School](#) (for graduate students who need informal advice at any level of review; for official appeals of program/departmental or school/college grievance decisions, see

[Graduate Assistant Policies and Procedures](#)) 217 Bascom Hall, 608-262-2433

[Ombuds Office for Faculty and Staff](#) (for UW–Madison employees, including graduate students) 523-524 Lowell Center, 608-265-9992

[Employee Assistance](#) (for conflicts involving graduate assistants and other employees) 256 Lowell Hall, 608-263-2987

[Office of Human Resources](#) for policies and procedures to address workplace conflict) 21 N Park Street Suite 5101, 608-265-2257

[Office of Student Assistance and Support \(OSAS\)](#) (for any students needing advice or support) 70 Bascom Hall, 608-263-5700

[School of Education, Office of Student Services](#) (for students, particularly undergraduates, in the School of Education) 139 Education Building, 608-262-1651

[School of Education, Office of Equity, Diversity, and Inclusion \(OEDI\)](#) 145 Education Building, 608-262-8427

## Other

Funding is not offered along with offers for admission.

## Program Learning Outcomes and Assessment

Parent Program Learning Outcomes	<p>Articulates, critiques, or elaborates the theories, research methods, and approaches to scholarly inquiry or practice in educational settings.</p> <p>Identifies sources and assembles evidence pertaining to questions or challenges in the field of study or field of practice.</p> <p>Demonstrates understanding of the primary field of study or field of practice in a historical, social, or global context.</p> <p>Demonstrates understanding of how to identify and address social inequalities in educational opportunities and outcomes through a field of study or field of practice.</p> <p>Selects and/or utilizes the most appropriate methodologies and practices.</p> <p>Evaluates or synthesizes information pertaining to questions or challenges in the field of study or field of practice.</p> <p>Communicates clearly in ways appropriate to the field of study or field of practice.</p> <p>Recognizes and applies principles of ethical and professional conduct.</p>
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Summarize the assessment plan.

## Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

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## Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

- [Teachout Plan.docx](#)
- [Draft Alumni Email.docx](#)
- [Communication to Stopped-out Students.docx](#)
- [Draft Current Student Communication.docx](#)
- [Haddix\\_Discontinuation ELPA MS - UWW](#)
- [COOP\\_1012024.pdf](#)

## Approvals

*Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.*

Enter any notes about approval here: Approved by the Department of Educational Leadership and Policy Analysis on March 18th, 2024

Entered by: Cindy Waldeck Date entered: 9.4.24

*School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.*

Enter any notes about approval here:

Entered by and date: Date entered:

*GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.*

Enter any notes about the approval here:

Entered by: Date entered:

*UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.*

Enter any notes about approval here:

Entered by: Date entered:

## For Administrative Use

Admin Notes:

Guide URL: /graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-ms/educational-leadership-policy-analysis-cooperative-program-uw-whitewater-ms/

SIS effective date:

Guide publish date/type:

Tuition start term: program preceded field creation

SIS Short Description: CP-WW

Other plan codes associated with this program:

Educational . One or more options associated with this plan .

Innovation Program: is

Distance Education Program:

Non Traditional Program: One or more options associated with this plan is

Special Plan Type: One or more options associated with this plan are Non-Pooled options

Consortial or collaborative program: No

Parent-Child Enrollment:

Scan this proposal:

Upload documents that should be scanned:

Reviewer  
Comments

Key: 237



