

Program Change Request

New Program Proposal

Date Submitted: 08/18/21 2:54 pm

Viewing: : **Wisconsin Idea Principal Preparation**

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

Last edit: 08/19/21 12:34 pm

Changes proposed by: tmsalzman

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

Name
Maddie Sychta - EDU
Elizabeth Jach - EDU

Proposal Abstract/Summary:

The University of Wisconsin-Madison's Department of Educational Leadership and Policy Analysis proposes to transition its current named option in the Master of Science in Educational Leadership and Policy Analysis known as the Wisconsin Idea Principal Preparation Program (WIPPP) in the School of Education to a 100% online program. Leading to licensure as a school principal, the transition to a fully online program responds to the need to train educational leaders from across Wisconsin to understand and apply knowledge about leadership, learning, and organizations that cultivate equity and educational opportunity for all children in the K-12 system. Offering an online distance learning opportunity will afford greater access to a strong, reputable educational leadership program for working educators across the state including those in more rural or distant locations within the state. The program is comprised of 30 credits, including 9 courses and a 150 hour (3 credits total) required field experience. Candidates are also eligible for additional licenses in the areas of Director of Curriculum and Instruction and Director of Pupil Services with the completion of two additional courses respectively.

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

Approval Path

1. 08/19/21 12:05 pm
Shari Smith
(slsmith7):
Approved for ELPA Dept. Approver

Basic Information

Program State: Active

Type of Program: Named Option

Parent Program: MAJ: Ed Leadership & Pol Anlys MS

Parent Audience: Graduate or professional

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

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

Parent Award: Master of Science

SIS Code:

SIS Description:

Transcript Title: Wisconsin Idea Principal Preparation

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
 Sub Plan 1238: No Title Found

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? No

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	Jackson, Jerlando	jfjackson@wisc.edu	608/262-8866	
Faculty Director	Salzman, Tina	tmsalzman@wisc.edu	608/263-2773	
Primary Contact	Salzman, Tina	tmsalzman@wisc.edu	608/263-2773	
Primary Dean's Office Contact	Sychta, Maddie	sychta@wisc.edu		

List the departments 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:

Distance Education (100% online)

Provide information on how any lab courses required for the degree will be handled.

No required lab courses.

Will this program be part of a consortial or collaborative arrangement with another college or university? No

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: Apr 15, 2021 12:21pm

Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming; District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

First term of student enrollment:

Summer 2022 (1226)

Year of three year check-in to GFEC (3 years after first student enrollment):

2025

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

Admissions to the Wisconsin Idea Principal Preparation Program are done annually with an application deadline of April 1. Upon approval, recruitment will pivot to include language indicating the program's transition to online instruction. Efforts will also broaden to include outreach to candidates from across the state. Students will begin taking courses in the Summer of 2022. Upon approval, the current face-to-face WIPP named option will be discontinued.

Rationale and Justifications

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

This named option in the Department of Educational Leadership and Policy Analysis is one of two options for students pursuing a master's degree leading to state licensure for K-12 school administration. Following the identical course sequence, the K-12 Leadership named option is an in-person campus-based program targeting future K-12 school administrators in the greater Madison area. Whereas, the transition of the WIPPP to being a fully online program provides an opportunity to expand access beyond UW-Madison's campus for students interested in pursuing a graduate degree leading to licensure in school administration.

Why is the program being proposed? What is its purpose?

The primary goal of educational administrators is to create and lead socially just school organizations that provide learning environments grounded in research-based best practices ensuring that all children will learn. Additionally, the importance and demand for coursework around educational leadership is necessitated by state-level requirements, as determined by the Wisconsin Department of Public Instruction, for anyone pursuing a school-level leadership position within the K-12 system. An administrative degree program like the Wisconsin Idea Principal Preparation Program is also foundational learning for other administrative licenses, including district-level licenses such as Director of Instruction or Director of Special Education and Pupil Services. By pivoting to providing a 100% online learning environment, it expands access and reaches eligible educators throughout the state.

Do current students need or want the program? Provide evidence.

A market analysis completed by the Division of Continuing Studies in 2019 identified the potential to attract interested students from concentrations of teachers from across the state. In its current face-to-face delivery, many eligible applicants continue to have limited opportunities to access a top-tier program due to geographic location, distance to campus, added travel costs, and more.

To this point, the department has fielded multiple inquiries about offering more flexible learning modalities beyond the current face-to-face option. Recently, several prospective applicants inquired about applying but did not continue due to the distance to campus and the added financial burden of needing to stay overnight to attend weekend classes. Similarly, other calls inquired whether the program would continue to offer a virtual option post-COVID-19 given the successful online learning that has occurred since moving instruction online. Based on these inquiries, having an online program offers interested applicants a viable option beyond the current in-person options that can be prohibitive for working educators.

What is the market, workforce, and industry need for this program? Provide evidence.

School principals have a significant influence on school culture, building instructional capacity, and establishing expectations centered on equity and excellence. Leaders' impact on students' learning outcomes is second only to classroom teachers. With this in mind, there is significant interest in providing greater access to ELPA scholars and scholar-practitioners to add to the state's pipeline of strong K-12 school-level leaders.

A market analysis was completed in 2019 by the Division of Continuing Studies on behalf of the department. Their research found that in addition to rural areas with limited program access, there are concentrations of educators in various regions such as Eau Claire, Wausau, Appleton, Janesville, and Beloit that have a potential interest and limited access to campus-based programs. Limited access coupled with a 2020 report conducted by the Learning Policy Institute and the National Association of Secondary School Principals (NASSP) found that nationally more than 27% of principals are over the age of 65, and in light of COVID-19 it is anticipated that many eligible administrators may opt for early retirement.

A recent inquiry with current students in the most recent cohort, who experienced their entire WIPPP program online due to the COVID-19 pandemic, indicated they would highly recommend an online program based on their experience.

What gap in the program array is it intended to fill?

Currently, the University of Wisconsin-Madison has one campus-based master's program in educational leadership that prepares candidates to meet the requirements for administrative licensing by the State of Wisconsin. By transitioning the current Wisconsin Idea Principal Preparation Program to a 100% online program, it provides another program pathway for those interested in pursuing a master's degree in school-level leadership who are out of the geographical reach of campus.

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.

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 Wisconsin Idea Principal Preparation Program (WIPPP) reflects this commitment and will further this departmental mission. Each course that is part of the WIPPP includes learning resources and learning outcomes that address matters of diversity and social justice. Similarly, courses include authors and contributors from diverse backgrounds. ELPA 863: Race, Class, and Educational Inequality and ELPA 735: Leadership for Equity and Diversity are two examples of courses where students focus on organizing and leading for advancing more socially just schools to create more equitable learning outcomes in K-12 education. A required field experience also provides students the opportunity to take ideas learned in their coursework and use them in a K-12 school setting.

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.

ELPA has a longstanding commitment to the pursuit of equity in student recruitment, access, retention, and degree completion in addition to the social justice orientation of the department and the WIPPP. Within the K-12 education sector there continues to be a shortage of school-level administrators of color. WIPPP staff will work closely with the School of Education, the Graduate School, and the Division of Continuing Studies recruitment teams to develop marketing plans. Marketing efforts will cultivate a plan that priorities specific geographic locations including Green Bay, Fox Valley, Beloit, Janesville, and other rural communities with limited access to Madison's campus.

The marketing plan will include email campaigns, professional mailings, social media posts, and advertising. Other outreach strategies will include phone calls, in-person visits to school districts, emails, participation in graduate school recruitment fairs such as the Graduate Career Pathways. Furthermore, WIPPP staff will engage in continuous outreach to state educational and school leadership organizations including but not limited to the Association for Wisconsin School Administrators (AWSA), the Wisconsin Association of School District Administrators (WASDA), the twelve Cooperative Educational Service Agencies (CESAs) across Wisconsin, in addition to direct outreach to administrators from across the state.

Online information sessions will provide program information and support throughout the application process. Information sessions are designed to equip applicants with a full understanding of the program, an opportunity to meet program faculty and provide an overview of the application process. Additional efforts to develop a community for accepted applicants will include an online orientation for students to meet each other and faculty.

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.

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 continually renew itself by attracting faculty and students who contribute to this diversity as well as enhance the larger community.

The WIPPP will continue to make positive contributions to the department. ELPA's current faculty reflects the department's active recruiting of a diverse set of scholars who comprise the core instructional staff for the WIPPP. The department has made great strides in realizing this goal over the last decade and continues to actively embrace this objective. Like all ELPA programs, the WIPPP will actively participate in creating and sustaining a positive, inclusive learning environment while drawing from broader departmental, school, and university resources on diversity and inclusion.

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.

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, as communicated throughout this application, 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 our faculty, staff, and students, and encouraging scholarship, teaching, and service that embraces and engages the full measure of the diversity of society.

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

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

Name (Last, First)	Department	Title
Salzman, Tina	Ed Leadershp & Policy Analysis (ELPA)	Clinical Professor

Name (Last, First)	Department	Title
Welton, Anjale	Ed Leadershp & Policy Analysis (ELPA)	Professor
Halverson, Richard	Ed Leadershp & Policy Analysis (ELPA)	Professor
Sramek, Barbara	Ed Leadershp & Policy Analysis (ELPA)	Clinical Professor

What resources are available to support faculty, staff, labs, equipment, etc.?

The online version of the Wisconsin Idea Principal Preparation Program will rely on equipment, support, and other resources provided by the Educational Leadership and Policy Analysis Department. This program is fully online and does not require space or classrooms.

Program advisor(s) with title and departmental affiliation(s).

Name (Last, First)	Department	Title
Salzman, Tina	Ed Leadershp & Policy Analysis (ELPA)	Clinical Professor

Describe how student services and advising will be supported.

WIPPP students will be supported by the program director and program faculty. The WIPPP director will provide oversight and guidance on all operational matters each semester including field placement, advising, and matters related to the admissions and enrollment process. Program faculty will advise students on matters directly pertaining to the courses they teach and will also provide individualized advising and support as needed.

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

Resources, Budget, and Finance

Is this a revenue program? Yes

Upload the 131 spreadsheet.

[131 Program Model](#)
[ELPA Principal Prep](#)
[ONLINE version](#)
[DRAFT 20210723.xlsx](#)

What is the tuition structure for this program?

Online/Distance per-credit tuition

Select a tuition increment:

\$800/credit

What is the rationale for selecting this tuition increment?

The selected tuition rate of \$800/credit is based on an analysis of tuition rates of similar master's programs throughout the state of Wisconsin. Additionally, an examination of other 131 programs that have recently started at UW-Madison was done.

Across the state, there are a few similarly focused online programs with varying costs per credit. Based on an examination of other in-state, public programs with online learning options, three programs were selected for comparison.

University of Wisconsin-Milwaukee: \$874 (33 credits)

University of Wisconsin-LaCrosse: \$450 (36-38 credits)

University of Wisconsin-Superior: \$480 (30 credits)

Although WIPPP's \$800/per credit tuition rate is higher than some public institution competitors, students can complete UW-Madison's program in 30 credits (as opposed to 36) and 15 months (as opposed to 18-21 months). Within UW-Madison and the School of Education, the \$800 credit rate is commensurate with other online programs, which typically charge \$800-\$1,000 per credit.

Will segregated fees be charged?

No

Upload Online/Distance tuition proposal

[OnlineTuition](#)

[WIPP_TS updates](#)

[072321.docx](#)

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

The program will be funded by 131 funds. See attached budget spreadsheet. Program Director Tina Salzman will support program instruction and administration. In addition to the faculty listed in the proposal, the program will hire three adjunct faculty members to teach courses. The spreadsheet details plans to invest in professional development, to hire a TA to support the program director, and to offer merit funding/salary increases for faculty/staff. The department is committed to supporting the program transition to online delivery.

What is the marketing plan?

The WIPPP director and other appropriate staff will work closely with the School of Education, the Graduate School, and the Division of Continuing Studies recruitment teams in developing marketing materials for the program. Additionally, the WIPPP director will engage school districts, CESAs, teacher organizations, and state-level organizations.

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 new resources are needed.

Are new Library resources needed to support this program?

No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

WIPPP students will be eligible to apply for ELPA, School of Education, and University funding sources. Decisions about their funding will follow the same processes that are in place for other ELPA students. WIPPP students are not eligible for assistantships.

Curriculum and Requirements

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, M.S.](#)

[Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, M.S.](#)

[Educational Leadership and Policy Analysis: Global Higher Education, M.S.](#)

[Educational Leadership and Policy Analysis: Higher Education, M.S.](#)

[Educational Leadership and Policy Analysis: K-12 Leadership, M.S.](#)

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

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

Last Approved: Apr 15, 2021 12:15pm

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](#).

Graduate Admissions Requirements

Requirements	Detail
Fall Deadline	This program does not admit in the fall.
Spring Deadline	This program does not admit in the spring.
Summer Deadline	April 1
GRE (Graduate Record Examinations)	Not Required.
English Proficiency Test	Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation	3

Required

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

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

Describe evidence from your educational practice of your commitment to addressing equity/social justice issues and a desire to lead with a focus on eliminating inequities.

Describe evidence of your instructional excellence with a range of diverse learners.

Describe evidence of leadership excellence related to equity and diversity.

Is there anything else you would like us to know about why you would be an excellent candidate for this program on social justice?

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

3. Resume or CV.

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

International students are NOT ELIGIBLE for this program.

Describe plans for recruiting students to this program.

WIPPP faculty and staff will reach out to all Wisconsin school districts, Cooperative Educational Service Agencies (CESAs), state-level organizations such as Wisconsin Association of School District Administrators (AWSA), Wisconsin Association of School Administrators (WASDA), Wisconsin Association of Supervision and Curriculum (WASCD) along with other local-level organizations and events for educators. This outreach will include efforts to connect with organizations specifically supporting underrepresented minorities interested in leadership.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	17
Year 2	21
Year 3	25
Year 4	25
Year 5	25

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 15, 2021 12:16pm

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

University General Education Requirements

Requirements	Detail
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.
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 M.S. 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, M.S.](#)

[Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, M.S.](#)

[Educational Leadership and Policy Analysis: Global Higher Education, M.S.](#)

[Educational Leadership and Policy Analysis: Higher Education, M.S.](#)

[Educational Leadership and Policy Analysis: K-12 Leadership, M.S.](#)

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

Guide Requirements tab

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

Last Approved: Apr 15, 2021 12:16pm

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
No	No	Yes	No	No

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/

Last Approved: Apr 15, 2021 12:16pm

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are

able to complete a program with minimal disruptions to careers and other commitments.

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

Graduate Requirements

Requirements	Detail
Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	16 credits
Minimum Graduate Coursework Requirement	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 Course Guide (https://registrar.wisc.edu/course-guide/).
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	The Graduate School requires that students maintain a graduate grade-point average (GPA) of 3.00 (on a 4.00 scale) for all graduate courses (excluding research) to receive a degree. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
Assessments and Examinations	None.
Language Requirements	No language requirements.

REQUIRED COURSES

Core Courses

Course List

Code	Title	Credits
Note: Students may take ELPA 703 in the first summer and ELPA 847 in the second summer as determined by the department.		
ELPA 735	Leadership for Equity and Diversity	3
ELPA 832	Resource Allocation for Equity and Social Justice	3
ELPA 847	Instructional Leadership and Teacher Capacity	3
ELPA 900	Internship in Educational Administration	1-3
ELPA 845	School-Level Leadership	3
ELPA 863	Race, Class and Educational Inequality	3
ELPA/INTER-HE 770	Community, Opportunity, and Justice	3

Code	Title	Credits
ELPA 840	Public School Law	3
ELPA 703	Evaluating and Supporting Quality Classroom Teaching	3
ELPA 844	Technology and School Leadership	3

Optional/Additional Courses

For those who wish to complete coursework for licensure as a Director of Special Education and Pupil Services, add [ELPA/ED POL/ED PSYCH/RP & SE 842](#). For those who wish to complete coursework for licensure as a Director of Instruction, add [ELPA 875](#).

ELPA/ED POL/ED PSYCH/RP & SE 842	Legal Foundations of Special Education and Pupil Services	3
ELPA 875	Theory and Practice of Educational Planning	3
ELPA/RP & SE 835	Leadership for Inclusive Schooling	3
ELPA 860	Organizational Theory and Behavior in Education	3

Note: Students may take [ELPA 847](#) in the second summer and [ELPA 703](#) in the first summer as determined by the department. For those who wish to complete coursework for licensure as a Director of Special Education and Pupil Services, add [ELPA/RP & SE 835](#). For those who wish to complete coursework for licensure as a Director of Instruction, add [ELPA 860](#).

Total Credits 30

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.

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, M.S.](#)

[Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, M.S.](#)

[Educational Leadership and Policy Analysis: Global Higher Education, M.S.](#)

[Educational Leadership and Policy Analysis: Higher Education, M.S.](#)

[Educational Leadership and Policy Analysis: K-12 Leadership, M.S.](#)

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

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Last Approved: Apr 15, 2021 12:16pm

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 Work from Other Institutions

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.

UW-Madison Undergraduate

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.

UW-Madison University Special

With program approval, students are allowed to count no more than 6 credits of coursework numbered 300 or above taken as a UW-Madison special student. If necessary to meet the Graduate School minimum graduate credit requirements for the degree, special student coursework may need to be converted to graduate credits. Once converted, students are assessed the difference in tuition between special and graduate tuition. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

Probation

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 a 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.

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.

Credits per term allowed

12 credits.

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.

[grievances and appeals](#)

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

Last Approved: Apr 15, 2021 12:17pm

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](#)

[Dean of Students Office](#) (for all students to seek grievance assistance and support)

[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 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/

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Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts.

The following steps are available within the School of Education when a student has a grievance:

The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

If the complaint does not involve an academic department. the procedure outlined in Step 4 below should be

followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

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

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the [Office of Compliance](#), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

other

Students in the Wisconsin Idea Principal Preparation Program are not permitted to accept tuition-waiving assistantships or seek double or dual degrees.

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Students may complete the program as full-time students in approximately 15 months, including summer enrollment (e.g. summer, fall, spring, summer semesters).

Program Learning Outcomes and Assessment

Parent Program

Learning Outcomes

Articulates, critiques, or elaborates the theories, research methods, and approaches to scholarly inquiry or practice in educational settings.

Identifies sources and assembles evidence pertaining to questions or challenges in the field of study or field of practice.

Demonstrates understanding of the primary field of study or field of practice in a historical, social, or global context.

Demonstrates understanding of how to identify and address social inequalities in educational opportunities and outcomes through a field of study or field of practice.

Selects and/or utilizes the most appropriate methodologies and practices.

Evaluates or synthesizes information pertaining to questions or challenges in the field of study or field of practice.

Communicates clearly in ways appropriate to the field of study or field of practice.

Recognizes and applies principles of ethical and professional conduct.

List the program learning

Summarize the assessment plan.

Student learning is assessed directly with the rubric and required culminating portfolio, which is designed as a learning tool to assist students in conceptualizing and demonstrating educational leadership for social justice. Each portfolio is comprised of six components: the five domains of the Theory of Action for Social Justice leadership and a professional vision statement. Students create exhibits for the components that demonstrate their leadership proficiency in each of the five domains that coincide with the program's Theory of Action for Social Justice Leadership while also reflecting Wisconsin's Administrative Standards.

Department Approval

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

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

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:

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:

The Department of Educational Leadership and Policy Analysis approved this proposal on 7/19/2021.

Entered by: Maddie Sychta

Date entered: 08/19/2021

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:

SIS effective date:

Guide publish
date/type

SIS Short
Description:

Other plan codes
associated with this
program:

Educational
Innovation
Program:

Distance Education
Program:

Non Traditional
Program:

Special Plan Type:

Scan this proposal:

Upload documents that should
be scanned:

Reviewer
Comments

Key: 1238