



Approval and Reporting Guidelines for Academic Activities at an Additional Location

Document History: Adopted by UAPC, 4/18/2008; Technical Edits, 9/2008 JLM; Administrative revisions to align with changing HLC and UW System policy, 12/28/2017

Definition of an “additional location”:

Additional Location: A place, geographically separate from UW-Madison, where instruction takes place and students can do one or more of the following:

- *Complete 50 percent or more of the courses leading to a degree program.*
- *Complete 50 percent or more of the courses leading to a Title IV eligible certificate.*
- *Complete a degree program that they began at another institution even if the degree completion program provides less than 50 percent of the courses leading to a degree program.*

These guidelines cover academic activities that students take for credit and result in the conferring of a for-credit UW-Madison credential – degree, major, certificate or other formally documented credential. As such, these guidelines do not apply to non-credit activity.

Distance education programs are required to have governance approval under other policy but they are not considered additional locations.

Study-abroad, field trip courses, internships, externships, or practica are not considered academic activities at additional locations under this policy because they do not typically total 50 percent or more of the courses leading to a for-credit UW-Madison credential.

This is the definition of additional location per Higher Learning Commission, December 2017.

Context

Like many universities, UW-Madison delivers some courses and programs at additional locations that are geographically separate from the UW-Madison campus. These guidelines are intended to support the planning and implementation of such programs, to ensure that they are equivalent in quality to the UW-Madison distance and campus-based programs; and to comply with accreditation and federal regulations.

As an alternative to establishing an additional location, credit transfer agreements, field trips, internship arrangements, and study abroad may be built into programs to increase students' opportunities for off-campus experiences. Study-abroad, field trip courses, internships, externships, and practica are *not* considered additional locations under this

policy because they do not typically total 50 percent or more of the courses leading to a for-credit UW-Madison credential.

It is a *federal regulatory requirement* that additional locations be reported to our regional accrediting agency, the Higher Learning Commission (HLC). The U.S. Department of Education relies on the information reported by universities to the HLC to assure compliance with the federal financial aid regulations. Students seeking federal financial aid for off-campus programs and courses trigger a compliance check from the Department of Education, and may trigger an audit. UW System Administration policy also requires that such activity be reported to them and that, for additional locations in Wisconsin, other UWs be notified of this activity.

In summary, delivering academic activities at an additional location that result in the conferring of a for-credit UW-Madison credential – degree, major, certificate or other formally documented credential – require UAPC review and approval for implementation and prior notification to UW System Administration, the HLC and other agencies.

Off-campus academic activities that are delivered outside the State of Wisconsin will also require the approval of the agencies that govern higher education in those out-of-state jurisdictions. Off-campus academic activities that are delivered outside of the United States require additional documentation and approval steps.

Distance education programs are not considered to be additional locations, but they are required to have governance approval covered under different policy provisions (<https://apir.wisc.edu/academic-planning/>).

Process

The main purpose of the governance approval process is to assure good communication among the University groups and offices that need to be aware of additional locations, to assure that the programs are appropriately administered to support student success, and to comply with accreditation and federal guidelines.

The program faculty and staff should prepare a short proposal that describes the academic activities at an additional location using the outline below.

The proposal is to be endorsed by the school/college faculty through the Academic Planning Council or according to established school/college practice. Subsequently, the proposal should be forwarded to the provost with a supporting cover memo from the dean. If the program is a graduate-level program, the dean of the Graduate School should also be copied. The Graduate Faculty Executive Committee will be asked to consider proposals that relate to graduate programs prior to consideration by the UAPC. Proposals will be considered by the UAPC. After a proposal has been endorsed by the UAPC and supported by the provost, it will be reported to the appropriate University offices and to the necessary agencies.

UW System Administration, the HLC, out-of-state agencies, or international agencies may require additional approvals. The program faculty may need to prepare additional documentation to advance those approvals. The provost's office will assist program faculty and staff with the process for working through all necessary approval and reporting requirements for these other agencies.

The program and/or sponsoring dean's office will need to prepare materials if an HLC site visit is required and may need to support additional costs. A program review will be required five years after implementation.

Format for Proposals

Program faculty should prepare a short proposal that covers the follow points.

1. Identify the academic home (i.e. department and school/college) and the key faculty and their roles.
2. Provide the name and street address of the additional location requested.
3. Is a memo of understanding prepared for the additional location site? If yes, append.
4. The date at which the location is projected to begin operation. Specify when the location will open to prepare for students and also the first term that students will enroll.
5. What for-credit degree/major or certificate programs will be provided at the location? What relationship will they have to their corresponding on-campus program(s)?
6. Will the location be permanent, with no set end date, or is the location established for a set period of time or number of cohort?
7. What is the level of degree completion at the new additional location? (Total Degree, Adult Degree completion, 50-99% completion, etc.)
8. Describe the target population of students. Does the population of students targeted for the proposed additional location represent a marked change from the type of students already served by the program? If yes, explain how the distinct needs of these students will be met. (Example: an additional location for open-access undergraduates, which would be distinct from on-campus programs; an additional location to serve part-time urban working adults for a program that has served traditional full-time, face-to-face students.)
9. Briefly describe the planning process for the additional location, including the involvement of the various constituencies in that process, the management of the

additional location, and how the management of the additional location fits into the organizational structure of the main campus.

10. Provide a description of physical facilities and equipment to support the programs that will be offered at the additional location.
11. What is the evidence that the facilities at the additional location will meet the needs of the students and the curriculum?
12. What controls are in place to ensure that the information presented to all the constituencies in advertising, brochures and other communications will be accurate?
13. What are the projected revenues and expenses? What are the projected enrollment and staffing needs? How will the proposing school/college ensure that financial planning and budgeting for the additional location is realistic?
14. How will instruction be effectively overseen at the additional location?
15. What impact, if any, will the new additional location have on instructional capacity at existing location(s)?
16. Does the additional location involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain.
17. How will the additional location be staffed? Include information on how instructor qualifications will be evaluated in alignment with the University's policies on minimum instructor qualifications. Include information on hiring and staffing practices and how they are aligned with University policy.
18. What is the process for selecting, training and orienting faculty and other instructors for the additional location? What special professional development, support or released time will be provided for faculty and other instructors?
19. What is the evidence that necessary academic and student services will be effectively delivered, supported, and managed at the additional location(s)?
20. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the offerings.
21. Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.
22. How are the assessment and evaluation measures and techniques used for the additional location equivalent to those for assessment and evaluation at the main

campus or other locations? If there are differences, why are these differences appropriate?

23. Review the white paper prepared by the Office of Risk Management as it relates to off-campus academic classes (http://www.bussvc.wisc.edu/risk_mgt/white_paper.html) and describe how risk management concerns have been addressed. See also the related Office of the Provost guidelines for holding classes off-campus (appended).

APPENDICES

Higher Learning Commission Additional Location Definition

A place, geographically separate from any main or branch campus, where instruction takes place and students can do one or more of the following:

- Complete 50 percent or more of the courses leading to a degree program.
- Complete 50 percent or more of the courses leading to a Title IV eligible certificate.
- Complete a degree program that they began at another institution even if the degree completion program provides less than 50 percent of the courses leading to a degree program.

There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition.

An additional location typically does not have a full range of administrative and student services staffed by the facility's personnel. Such services may be provided from the main campus or another campus.

A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility.

An additional location has active status when students are enrolled. Its status is inactive when students are not enrolled. The status can change between active and inactive without approval from HLC. However, a location may only be classified as inactive with no student enrollment for a maximum of two consecutive years. At that point, HLC will require the institution to close the location.

UW-Madison Approved and Reported Off-Campus Academic Activities as of October 2015

1. MSW-Social Work, University of Wisconsin-Eau Claire, Eau Claire WI
HLC Category: In State, Program Site
2. Online/Distance Academic Programs can be found at:
<https://apir.wisc.edu/institution/distance-education/>

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<https://provost.wisc.edu/academic-policies-and-guidelines/guidelines-for-holding-classes-and-related-educational-activities-off-campus/>

## **Guidelines for Holding Classes and Related Educational Activities Off Campus**

Off-campus classes and related educational activities fall within several categories, including field trips, practicums, internships, service learning, data collection, and classes scheduled at other locations for pedagogical reasons. Classes should be held off campus only when there is clear educational benefit in doing so. For courses that normally are held entirely on campus, approval from the school or college dean or dean's delegate is required before holding a class session or related educational activity off campus. A number of issues must be considered when holding such classes or activities off campus.

Insurance for damage or injury. UW-Madison instructors are protected for negligent acts committed while in the course and scope of their actions in conducting classes, regardless of location. These actions may include teaching, selecting the location, or arranging transportation. However, insurance coverage related to the physical surroundings may differ for on- and off-campus classes. For classes on campus, if someone is injured as the result of the University's negligence in maintaining the grounds or buildings, the University is responsible for any resulting liability claims. However, if a class is held off campus, the owner of that facility is responsible for any building and grounds issues; e.g., a broken hand railing, slippery floor, etc. This includes the homeowner or landlord if a class is held at an instructor's residence, or the owner of a restaurant or other meeting location. Instructors should consult their insurance agent for clarification if they use their own homes. Owners of other types of meeting facilities (e.g., churches or restaurants) may request information about the University's insurance. Risk Management can provide this upon request to the Director.

Accessibility. The location must be accessible to any disabled members of the class.

Transportation. Transportation to the site must be available. Putting students in the position of having to ask for a personal ride from a friend or of using their own vehicle is not appropriate. Either public transportation should be available or the department should offer transportation arranged and funded by the department.

Food and beverages. Alcohol is not appropriate, and UW (Purchasing) catering policies apply to any food service paid for with University funds.

Worker's compensation. Instructors are covered by worker's compensation in the course and scope of their teaching activities. Worker's compensation normally covers work-related injuries regardless of location. However, for injuries that occur in one's home while a class is being conducted, there may be gray areas as to whether the injury is work-related or not, depending on the specific circumstances.

Questions regarding specific issues should be directed to the Office of Risk Management.