

EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS: GLOBAL HIGHER EDUCATION, MS

This is a named option in the Educational Leadership and Policy Analysis MS (<http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-ms/#text>).

For more information, please check out the program website. For inquiries regarding the GHE program, please contact the GHE Program Director (see Contact Information in the sidebar).

The Global Higher Education (GHE) Master's Degree Program (<https://ghe.elpa.education.wisc.edu/>) focuses on training new generations of professionals and scholars in the field of international higher education who strive for social justice in a global context.

Founded in 2012, the Global Higher Education (GHE) Program is a master's degree program specialized in training future generations of global-minded professionals and scholars in international education, higher education administration, and student affairs. The GHE program is a leading program committed to fostering student success, happiness, and well-being.

Click here to read what our alumni said about the GHE program. (<https://ghe.education.wisc.edu/global-higher-education-ms-program/alumni-testimonials/>)

THE PROGRAM

- Provides pathways to careers in higher education administration and student affairs, especially in international education, such as international student advisors, academic advisors, study abroad advisors, international admissions counselors, international education program coordinators, career advisors, student success coaches, etc.
- Prepares future scholars and researchers focusing on global learning, international student mobility, international and comparative education, and higher education research, etc.

UNIQUE STRENGTHS OF THE PROGRAM

- Connect education with career development (<https://ghe.education.wisc.edu/global-higher-education-ms-program/alumni-job-placement/>)
- Embedded internship and career development program (<https://ghe.education.wisc.edu/global-higher-education-ms-program/professional-development/>)
- A family-like collaborative learning community (<https://ghe.education.wisc.edu/global-higher-education-ms-program/cohort-model/>)
- Individualized mentoring and career coaching throughout the program
- Integrated networking and leadership skill training
- Student-centered and individual attention throughout the program
- Ensure services and support to alumni beyond graduation.

ADMISSIONS

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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 (<https://grad.wisc.edu/apply/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 (<https://grad.wisc.edu/apply/>).

Requirements	Detail
Fall Deadline	March 31 for international applicants; July 1 for domestic applicants
Spring Deadline	The program does not admit in the spring.
Summer Deadline	This program does not admit in the summer.
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: https://policy.wisc.edu/library/UW-1241 (https://policy.wisc.edu/library/UW-1241/).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

Applicants are required to upload the following items to the online application.

1. Essay statement (not to exceed two pages) that addresses the following:
 - a. Clearly identify Global Higher Education as your area of interest.
 - b. Explain why you are interested in a master's degree focusing on Global Higher Education. What are your career goals? Tell us what kind of educational and/or international experiences may have inspired you to pursue a master's degree in the field of international higher education.
 - c. What are your expectations from the Global Higher Education program? How will this program contribute to your professional objectives?
 - d. What can you contribute to the program and other cohort students, (such as your experiences, your knowledge in global international higher education)?

Attention: You do not have to try to imitate the American style of a "Statement of Purpose" if this is not a common genre in your

culture, as we respect and celebrate the cultural diversities brought by applicants and students from around the world.

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 statement, explain why GPA does not accurately reflect high potential to serve in leadership roles.

International degree-seeking applicants must prove English proficiency using the Graduate School's requirements (<https://grad.wisc.edu/apply/requirements/>).

FUNDING

FUNDING

GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (<https://grad.wisc.edu/funding/>) is available from the Graduate School. Be sure to check with your program for individual policies and restrictions related to funding.

PROGRAM INFORMATION

Students enrolled in this program are not eligible to receive tuition remission from graduate assistantship appointments at this institution.

REQUIREMENTS

MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (<http://guide.wisc.edu/graduate/#policiesandrequirements>), 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

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

Requirement Detail

Minimum Credit Requirement 30 credits

Minimum Residence Credit Requirement 16 credits

Minimum Graduate Coursework Requirement 24 credits must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: <https://policy.wisc.edu/library/UW-1244> (<https://policy.wisc.edu/library/UW-1244/>).

Overall Graduate GPA Requirement 3.00 GPA required.

Refer to the Graduate School: Grade Point Average (GPA) Requirement policy: <https://policy.wisc.edu/library/UW-1203> (<https://policy.wisc.edu/library/UW-1203/>).

Other Grade Requirements n/a

Assessments and Examinations Contact the program for information on required assessments and examinations.

Language Requirements Contact the program for information on any language requirements.

REQUIRED COURSES

The Global Higher Education program is a 30-credit named option within the Educational Leadership and Policy Analysis (ELPA) MS.

Code	Title	Credits
Core Courses		
Students must select two of the following courses based on cohort program recommendation or in consultation with advisor.		6
ELPA 886	Internationalization of Higher Education	
ELPA 885	Leadership for Study Abroad Programs and International Student Services	
ELPA 940	Special Topics Seminar in Educational Leadership (Topic: Mobility and Inclusion in International Higher Education)	
Foundational Courses		
Students must complete the following courses.		6
ELPA 701	Introduction to Higher and Post-Secondary Education	
ELPA 725	Research Methods and Procedures in Educational Administration	
Depth Courses		

Students must select two of the following courses based on cohort program recommendation or in consultation with advisor.

ELPA 888	Assessment in Higher Education
ELPA 878	The American Community College
ELPA 883	Perspectives on College Student Identity and Development
ELPA 887	Diversity and Inequality in Higher Education

Electives

Students must select 4 courses (3 credits each) based on cohort program recommendation or in consultation with advisor. 12

ELPA 880	Academic Programs in Colleges and Universities
ELPA 881	Ideas of the University: Images of Higher Learning for the 21st Century
ELPA 824	Field Research Designs & Methodologies in Educational Administration
ELPA 882	Minority-Serving Institutions of Higher Education
ELPA 715	Governance and Administration of Colleges and Universities
ELPA 736	Administration of Student Services in Higher Education
ELPA 870	The Politics of Education
ELPA 831	Financing Postsecondary Education
ELPA 841	Legal Aspects of Higher Education
ELPA/ COUN PSY/ CURRIC/ED POL/ ED PSYCH/ RP & SE 719	Introduction to Qualitative Research
ELPA/ ED PSYCH 822	Introduction to Quantitative Inquiry in Education
ELPA 940	Special Topics Seminar in Educational Leadership
ELPA 999	Independent Reading
ELPA 990	Research or Thesis

Total Credits 30

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.

POLICIES

GRADUATE SCHOOL POLICIES

The Graduate School’s Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy/>) 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.

6 **NAMED OPTION-SPECIFIC POLICIES**

PRIOR COURSEWORK

Graduate Credits Earned at Other Institutions

Requires program director approval.

Undergraduate Credits Earned at Other Institutions or UW-Madison

No credits from a UW-Madison undergraduate degree or other institution are allowed to transfer.

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 (<https://policy.wisc.edu/library/UW-1216/>) 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.

PROBATION

Refer to the Graduate School: Probation (<https://policy.wisc.edu/library/UW-1217/>) policy.

ADVISOR / COMMITTEE

Refer to the Graduate School: Advisor (<https://policy.wisc.edu/library/UW-1232/>) and Graduate School: Committees (Doctoral/Master’s/MFA) (<https://policy.wisc.edu/library/UW-1201/>) policies.

The Global Higher Education program director advises all students in the program.

CREDITS PER TERM ALLOWED

12 credits

TIME LIMITS

Refer to the Graduate School: Time Limits (<https://policy.wisc.edu/library/UW-1221/>) policy.

GRIEVANCES AND APPEALS

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>)
- Graduate Assistantship Policies and Procedures (<https://hr.wisc.edu/policies/gapp/#grievance-procedure>)
- Hostile and Intimidating Behavior Policies and Procedures (<https://hr.wisc.edu/hib/>)
 - Office of the Provost for Faculty and Staff Affairs (<https://facstaff.provost.wisc.edu/>)
- Employee Assistance (<http://www.eao.wisc.edu/>) (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 (<https://employeeabilities.wisc.edu/>) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (<https://grad.wisc.edu/>) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (<https://compliance.wisc.edu/>) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office Student Assistance and Support (OSAS) (<https://osas.wisc.edu/>) (for all students to seek grievance assistance and support)
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (<https://compliance.wisc.edu/titleix/>) (for concerns about discrimination)

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 (<https://studyabroad.wisc.edu/>)), or issues not covered by other campus policies or grievance procedures.

For grievances regarding discrimination based on protected bases (<https://compliance.wisc.edu/eo-complaint/>) (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 (<https://compliance.wisc.edu/titleix/>) 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:

1. 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.
2. If unresolved after taking or considering step 1:
 - a. 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.

- b. 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.
3. 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 days¹ 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.
4. 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.
5. 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.
6. 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.
7. 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.

¹ 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:

1. 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.
2. 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.
3. 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 (<https://grad.wisc.edu/documents/grievances-and-appeals/>).

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 (<https://compliance.wisc.edu/>) (for discrimination based on protected classes, including misconduct) 179A Bascom Hall, 608-262-2378
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts between students, or academic integrity violations) 70 Bascom Hall, 608-263-5700
- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>) (for students who experience or observe bias or hate incidents) 70 Bascom Hall, 608-263-5700
- Graduate School (<https://grad.wisc.edu/>) (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 (<https://hr.wisc.edu/policies/gapp/>)) 217 Bascom Hall, 608-262-2433
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for UW–Madison employees, including graduate students) 523–524 Lowell Center, 608-265-9992
- Employee Assistance (<http://www.eao.wisc.edu/>) (for conflicts involving graduate assistants and other employees) 256 Lowell Hall, 608-263-2987
- Office of Human Resources (<https://kb.wisc.edu/ohr/policies/search.php?cat=4506>) for policies and procedures to address workplace conflict) 21 N Park Street Suite 5101, 608-265-2257
- Office of Student Assistance and Support (<https://osas.wisc.edu/>) (OSAS) (for any students needing advice or support) 70 Bascom Hall, 608-263-5700
- School of Education, Office of Student Services (<https://education.wisc.edu/about/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 (<https://education.wisc.edu/about/diversity-inclusion/>) (OEDI) 145 Education Building, 608-262-8427

OTHER

n/a

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT GRADUATE SCHOOL RESOURCES

Take advantage of the Graduate School's professional development resources (<https://grad.wisc.edu/pd/>) to build skills, thrive academically, and launch your career.

PROGRAM RESOURCES

The GHE program provides to its students a comprehensive, embedded professional development program that includes career advising, workshops on preparation of job applications and job interviews, individual career coaching, and assisting students to develop their professional network. The embedded professional development program has greatly contributed to our graduates' success on the job market.

For information on GHE student internship and alumni job placement, please check out our website: <https://ghe.elpa.education.wisc.edu/alumni-job-placement/>

All GHE courses are taught by ELPA faculty members, clinical professors, and instructors who all have doctoral degrees. Many of them are nationally renowned scholars or practitioners with first-hand administrative and managerial experience in higher education.

PEOPLE

PEOPLE

Faculty: Professor Anjalé (AJ) Welton (chair); Professors Conrad, Eckes, Halverson, Kelley, Miller, Wang, Winkle-Wagner; Associate Professors Burt, Hillman; Assistant Professors Grooms, Henry, McQuillan, Saldana, Yu; Clinical Professors Crim, Li, Sramek, Salzman, Soffa-Jimenez