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

There are three departments in the University that focus on educational policy-related issues.

The master's program in Educational Policy Analysis and Evaluation has an emphasis on conducting educational policy research and analysis with a goal of advancing the achievement of all students through effective policy design, development, implementation and evaluation of educational policies and programs. Students develop a knowledge base that includes a strong foundation in research methods (both quantitative and qualitative), and an ability to conduct sophisticated educational policy research and analysis grounded in understandings of the educational policy and governance system in the US and the issues and challenges facing educational leaders embedded in school, university, community/technical college, or adult learning contexts.

The LaFollette School of Public Affairs provides education in public management and policy analysis, as well as in public policy and global governance. Faculty in the School are experts in social policy, health and aging, energy and the environment, international trade and development, and public management. The education provided focuses on gaining quantitative, policy analysis, and public management skills. Students may take elective courses in specific substantive policy areas that are of interest to them. Many LaFollette students have an interest in education policy and choose to take courses in ELPA.

A third department, Educational Policy Studies, takes a multi-disciplinary approach (sociology, philosophy, anthropology, history) to the study of educational policy and practice. Students may focus on US or international issues. Students often choose to focus on educational inequality.

If you are interested in policy analysis as it relates to broad social policy issues including, but not limited to education, we recommend the LaFollette MPA or MIPA programs. You would be trained in the tools necessary to analyze and design social policy, and could take courses in our department and Educational Policy Studies.

If you were interested specifically in educational leadership and policy as a focus for your study (not the broader social policy issues), and intended to work in schools or in school-related policy, particularly in the U.S., we would recommend our department. If you were interested in a more theoretical understanding of educational policy systems and wanted to take a particular disciplinary focus, and a mix of international and US contexts, we would recommend Educational Policy Studies.

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**ADMISSIONS**

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/).

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>July 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>March 1</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>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 (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>

International Applicant Deadline: March 1 for admission for Fall semester.

M.S. applicants are required to upload the following items to the online application.

1. 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.

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

3. Resume or CV.

4. Three letters of recommendation. We require recommendations from three (3) people who are qualified to evaluate the academic and professional competence of the applicant. When completing online application, submit names and emails of those requesting recommendation from; recommendations are sent electronically to your application.

5. 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.
English proficiency requirements are required for international applicants. Test scores should be submitted to institution code 1846.

**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.

**REQUIREMENTS**

**MINIMUM GRADUATE SCHOOL REQUIREMENTS**

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/policiesandrequirements/text), in addition to the program requirements listed below.

**NAMED OPTION REQUIREMENTS**

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Mode of Instruction Definitions**

- **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**

**Requirements Detail**

<table>
<thead>
<tr>
<th>Minimum Credit Requirement</th>
<th>30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
</tbody>
</table>

**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**

None.

**REQUIRED COURSES**

The following are examples of curricular pathways to complete the award.

Note: Regardless of your path, the award earned is Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, M.S.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 870</td>
<td>The Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 961</td>
<td>Critical Issues in Educational Policy</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/ED PSYCH 822</td>
<td>Introduction to Quantitative Inquiry in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 823</td>
<td>Data Management for Education Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP &amp; SE 719</td>
<td>Introduction to Qualitative Research</td>
<td></td>
</tr>
<tr>
<td>ELPA 725</td>
<td>Research Methods and Procedures in Educational Administration</td>
<td></td>
</tr>
<tr>
<td>ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP &amp; SE 788</td>
<td>Qualitative Research Methods in Education: Field Methods I</td>
<td></td>
</tr>
<tr>
<td>ELPA/ED PSYCH 827</td>
<td>Surveys and Other Quantitative Data Collection Strategies</td>
<td></td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td></td>
</tr>
</tbody>
</table>

**Depth Courses**

| ELPA 890 | Applied Research in Educational Administration | 3 |

Students also select three of the following courses: 9
### ELPA 701
Introduction to Higher and Post-Secondary Education

### ELPA 702
Introduction to Educational Leadership

### ELPA 831
Financing Postsecondary Education

### ELPA 832
Resource Allocation for Equity and Social Justice

### ELPA 840
Public School Law

### ELPA 841
Legal Aspects of Higher Education

### ELPA/ED POL/ED PSYCH/RP & SE 842
Legal Foundations of Special Education and Pupil Services

### ELPA 848
Professional Development and Organizational Learning

### ELPA 860
Organizational Theory and Behavior in Education

### ELPA 863
Race, Class and Educational Inequality

### ELPA 875
Ideas of the University: Images of Higher Learning for the 21st Century

### ELPA 887
Diversity and Inequality in Higher Education

### ELPA 910
Seminar in Educational Law

### ELPA 940
Special Topics Seminar in Educational Leadership

### Electives
Select any relevant substantive or methods course from ELPA or other departments.

**Total Credits**

1 These paths are internal to the program and represent different pathways a student can follow to earn this degree. Path names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

### Education Law

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELPA 870</td>
<td>The Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 961</td>
<td>Critical Issues in Educational Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

| **Methods of Policy Analysis**                  |                                                         |         |
| Students select one of the following courses:   |                                                         | 3       |
| ELPA/ED PSYCH 822                              | Introduction to Quantitative Inquiry in Education       |         |
| ELPA 823                                        | Data Management for Education Policy Analysis           |         |
| ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP & SE 719 | Introduction to Qualitative Research                   |         |
| ELPA 725                                        | Research Methods and Procedures in Educational Administration |   |

| **Qualitative Research Methods in Education: Field Methods I** |                                                         |         |
| ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP & SE 788 | Qualitative Research Methods in Education: Field Methods I |         |

| **Surveys and Other Quantitative Data Collection Strategies** |                                                         |         |
| ELPA/ED PSYCH 827                                           | Surveys and Other Quantitative Data Collection Strategies |         |

| **Special Topics Seminar in Educational Leadership** |                                                         |         |
| ELPA 940                                                 | Special Topics Seminar in Educational Leadership        |         |

**Depth Courses**

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 840</td>
<td>Public School Law</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 841</td>
<td>Legal Aspects of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>or ELPA/ED POL/ED PSYCH/RP &amp; SE 842</td>
<td>Legal Foundations of Special Education and Pupil Services</td>
<td></td>
</tr>
<tr>
<td>or ELPA 910</td>
<td>Seminar in Educational Law</td>
<td></td>
</tr>
</tbody>
</table>

Students also select three of the following courses: 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 701</td>
<td>Introduction to Higher and Post-Secondary Education</td>
<td></td>
</tr>
<tr>
<td>ELPA 702</td>
<td>Introduction to Educational Leadership</td>
<td></td>
</tr>
<tr>
<td>ELPA 831</td>
<td>Financing Postsecondary Education</td>
<td></td>
</tr>
<tr>
<td>ELPA 832</td>
<td>Resource Allocation for Equity and Social Justice</td>
<td></td>
</tr>
<tr>
<td>ELPA 841</td>
<td>Legal Aspects of Higher Education</td>
<td></td>
</tr>
<tr>
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<td>Legal Foundations of Special Education and Pupil Services</td>
<td></td>
</tr>
<tr>
<td>ELPA 910</td>
<td>Seminar in Educational Law</td>
<td></td>
</tr>
</tbody>
</table>

| **Organizational Theory and Behavior in Education** |                                                         |         |
| ELPA 860                                           | Organizational Theory and Behavior in Education              |         |
| ELPA 863                                           | Race, Class and Educational Inequality                        |         |
| ELPA 875                                           | Theory and Practice of Educational Planning                   |         |
| ELPA 881                                           | Ideas of the University: Images of Higher Learning for the 21st Century |         |
| ELPA 887                                           | Diversity and Inequality in Higher Education                   |         |
| ELPA 940                                           | Special Topics Seminar in Educational Leadership              |         |
| ELPA 890                                           | Applied Research in Educational Administration                |         |

**Electives**

Select any relevant substantive or methods courses from ELPA or other departments.

**Total Credits** 30

1 These paths are internal to the program and represent different pathways a student can follow to earn this degree. Path names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
Students may take additional law courses of ELPA 841, ELPA/ED POL/ED PSYCH/RP & SE 842, or ELPA 910 if not used already for Depth Courses requirement.

### General Studies (No Concentration) ¹

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>ELPA 961</td>
<td>Critical Issues in Educational Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

### Methods of Policy Analysis ³

Students select from the following:

- ELPA/ED PSYCH 822, Introduction to Quantitative Inquiry in Education
- ELPA 823, Data Management for Education Policy Analysis
- ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP & SE 719, Introduction to Qualitative Research
- ELPA 725, Research Methods and Procedures in Educational Administration
- ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP & SE 788, Qualitative Research Methods in Education: Field Methods I
- ELPA/ED PSYCH 827, Surveys and Other Quantitative Data Collection Strategies
- ELPA 940, Special Topics Seminar in Educational Leadership

### Depth Courses

Students select from the following:

- ELPA 890, Applied Research in Educational Administration
- ELPA 701, Introduction to Higher and Post-Secondary Education
- ELPA 702, Introduction to Educational Leadership
- ELPA 831, Financing Postsecondary Education
- ELPA 832, Resource Allocation for Equity and Social Justice
- ELPA 840, Public School Law
- ELPA 841, Legal Aspects of Higher Education
- ELPA/ED POL/ED PSYCH/RP & SE 842, Legal Foundations of Special Education and Pupil Services
- ELPA 848, Professional Development and Organizational Learning
- ELPA 860, Organizational Theory and Behavior in Education
- ELPA 863, Race, Class and Educational Inequality
- ELPA 875, Theory and Practice of Educational Planning
- ELPA 881, Ideas of the University: Images of Higher Learning for the 21st Century

### Electives ⁶

- Select any relevant substantive or methods course from ELPA or other departments.

### Total Credits

- 30

¹ These paths are internal to the program and represent different pathways a student can follow to earn this degree. Path names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

### GRADUATE SCHOOL POLICIES

#### PRIOR COURSEWORK

**Graduate Work from Other Institutions**

If applicable to the program completing and 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. A maximum of 14 total credits of prior coursework (Graduate Work from Other Institutions and UW-Madison Undergraduate combined) are allowed to count. Coursework earned five or more years prior to admission to the master's degree is not allowed to satisfy requirements.

**UW–Madison Undergraduate**

If applicable to the program completing and with program approval, 6 credits of coursework numbered 500 or above from a UW–Madison undergraduate degree are allowed to count toward the degree. A maximum of 14 total credits of prior coursework (Graduate Work from Other Institutions and UW-Madison Undergraduate combined) are allowed to count. 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 as a UW–Madison special student. If necessary to meet the Graduate School minimum graduate credit or residence 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 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, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.

A committee often accomplishes advising for the students in the early stages of their studies.

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
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/)
- Dean of Students Office (https://doso.students.wisc.edu/) (for all students to seek grievance assistance and support)
- 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://employees.disabilities.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 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)

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:

1. 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.

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.

3. 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.

4. 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.

5. 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.

6. 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 (https://compliance.wisc.edu/), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

**OTHER**

Funding is not offered along with offers for admission.

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**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.

**PEOPLE**

**Faculty:** Professor Jerlando Jackson (chair); Professors Conrad, Diamond, Halverson, Kelley, Mead, Miller, Underwood, Wang, Welton, Winkle-Wagner; Associate Professor Hillman; Assistant Professors Burt, Goff, McQuillan; Clinical Professors Crim, Sramek, Salzman