

# EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS: EDUCATIONAL POLICY ANALYSIS & EVALUATION, M.S.

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 La Follette 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 La Follette 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.

## 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/>).

Requirements	Detail
Fall Deadline	December 1
Spring Deadline	This 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 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> ).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

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>), in addition to the program requirements listed below.

### NAMED OPTION REQUIREMENTS

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. Details can be found in the Graduate School's Minimum Graduate Coursework (50%) policy ( <a href="https://policy.wisc.edu/library/UW-1244">https://policy.wisc.edu/library/UW-1244</a> ) ( <a href="https://policy.wisc.edu/library/UW-1244/">https://policy.wisc.edu/library/UW-1244/</a> ).
Overall Graduate GPA Requirement	3.00 GPA required. This program follows the Graduate School's policy: <a href="https://policy.wisc.edu/library/UW-1203">https://policy.wisc.edu/library/UW-1203</a> ( <a href="https://policy.wisc.edu/library/UW-1203/">https://policy.wisc.edu/library/UW-1203/</a> ).
Other Grade Requirements	n/a
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.

#### Educational Policy Evaluation <sup>1</sup>

Code	Title	Credits
<b>Foundations Core</b>		
ELPA 870	The Politics of Education	3
ELPA 961	Critical Issues in Educational Policy	3
<b>Methods of Policy Analysis</b>		
ELPA/ ED PSYCH 822	Introduction to Quantitative Inquiry in Education	3
ELPA 823	Data Management for Education Policy Analysis	3
Students also select one of the following courses:		3
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	
<b>Depth Courses</b>		
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	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 910	Seminar in Educational Law	
ELPA 940	Special Topics Seminar in Educational Leadership	
<b>Electives</b>		<b>3</b>
Select any relevant substantive or methods course from ELPA or other departments.		
<b>Total Credits</b>		<b>30</b>

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**<sup>1</sup>

Code	Title	Credits
<b>Foundations Core</b>		
ELPA 870	The Politics of Education	3
ELPA 961	Critical Issues in Educational Policy	3
<b>Methods of Policy Analysis</b>		
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	
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**

ELPA 840	Public School Law	3
ELPA 841	Legal Aspects of Higher Education	3
or ELPA/ED POL/ ED PSYCH/ RP & SE 842	Legal Foundations of Special Education and Pupil Services	
or ELPA 910	Seminar in Educational Law	

Students also select three of the following courses:<sup>1</sup> 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 841	Legal Aspects of Higher Education	
ELPA/ED POL/ ED PSYCH/ RP & SE 842	Legal Foundations of Special Education and Pupil Services	
ELPA 910	Seminar in Educational Law	
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	
ELPA 887	Diversity and Inequality in Higher Education	
ELPA 940	Special Topics Seminar in Educational Leadership	
ELPA 890	Applied Research in Educational Administration	

**Electives** 6

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.

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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)<sup>1</sup>**

Code	Title	Credits
<b>Foundations Core</b>		
ELPA 870	The Politics of Education	3
ELPA 961	Critical Issues in Educational Policy	3
<b>Methods of Policy Analysis</b>		<b>6</b>

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** **12**

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	
ELPA 887	Diversity and Inequality in Higher Education	
ELPA 910	Seminar in Educational Law	

ELPA 940	Special Topics Seminar in Educational Leadership	
<b>Electives</b>		<b>6</b>
Select any relevant substantive or methods course from ELPA or other departments.		
<b>Total Credits</b>		<b>30</b>

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.

**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.

**NAMED OPTION-SPECIFIC 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 taken 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

This program follows the Graduate School's Probation policy. (<https://policy.wisc.edu/library/UW-1217/>)

## ADVISOR / COMMITTEE

This program follows the Graduate School's Advisor policy (<https://policy.wisc.edu/library/UW-1232/>) and Committees policy (<https://policy.wisc.edu/library/UW-1201/>).

## CREDITS PER TERM ALLOWED

12 credits

## TIME LIMITS

This program follows the Graduate School's Time Limits policy (<https://policy.wisc.edu/library/UW-1221/>).

## 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://employeedisabilities.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)

## 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 days<sup>1</sup> of the alleged unfair treatment. To the fullest extent possible, a formal written grievance shall contain a clear and concise statement of the issue(s) involved and the relief sought.
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).
4. 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
- Dean of Students Office (<https://doso.students.wisc.edu/>) (for any students needing advice or support) 70 Bascom Hall, 608-263-5700
- 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
- 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

## 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 Anjalé (A-J) 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