The M.S. degree in Educational Leadership and Policy Analysis can be pursued through three tracks:

**MASTER’S WITH FOCUS ON K12 LEADERSHIP WITH SOCIAL JUSTICE FOCUS**

- The program is designed for current teachers and school or system leaders who are committed to becoming effective leaders of schools that eliminate inequities in student learning for all students in the schools and systems they serve. At the completion of the 14-month program candidates will receive a master of science in Educational Leadership and Policy Analysis and be eligible for endorsement for a Wisconsin administrator license for the principalship. Students may also receive a director of instruction and director of student services license with 12 additional credits.

**MASTER’S WITH FOCUS ON HIGHER EDUCATION**

- The master’s program in the HE strand offers a broad range of course selections with foundations in administration, organization, governance, teaching and learning, and policy and research. In addition to the general HE program, there are three specific concentrations of study within the HE program that students can select: student affairs administration; intercollegiate athletic administration; two-year colleges.

**MASTER’S WITH FOCUS ON EDUCATIONAL POLICY AND EVALUATION**

- The master’s program in Educational Policy 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 U.S. and the issues and challenges facing educational leaders embedded in school, university, community/technical college, or adult learning contexts.

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

### NAMED OPTIONS

The M.S. also has two named options (formal sub-majors documented on the transcript) that students can pursue:

- Cooperative Program with UW–Whitewater
- Global Higher Education
- Wisconsin Idea Principal Preparation

### ADMISSIONS

Admission to the department is based, in part, on the following criteria: undergraduate GPA in the last 60 hours of undergraduate work, GPA on 9 or more graduate credits, three letters of recommendation from persons who are qualified to judge the applicant’s academic and professional competence, resume, transcripts, and a “reasons for study” essay.

The GRE is not required for admission to the Master’s degree program.

For information regarding admissions criteria, deadlines and the application process, see Admissions on the department website.

### GRADUATE SCHOOL ADMISSIONS

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.

### FUNDING

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information is available from the Graduate School. Be sure to check with your program for individual policies and processes related to funding.

### REQUIREMENTS

**MINIMUM GRADUATE SCHOOL REQUIREMENTS**

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

### MAJOR 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**

- **Evening/Weekend:** These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.
- **Online:** These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least
50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>24 credits out of 30 total credits must be completed in graduate-level coursework.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
</tbody>
</table>

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

Language Contact the program for information on any language requirements.

**REQUIRED COURSES**

### K-12 Educational Leadership with Social Justice Focus Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 847</td>
<td>Instructional Leadership and Teacher Capacity</td>
<td>3</td>
</tr>
<tr>
<td>or ELPA 703</td>
<td>Evaluating and Supporting Quality Classroom Teaching</td>
<td></td>
</tr>
<tr>
<td>ELPA 735</td>
<td>Leadership for Equity and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
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</tbody>
</table>

### 1st Summer

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>ELPA 863</td>
<td>Race, Class and Educational Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 845</td>
<td>School-Level Leadership</td>
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### 1st Fall

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ELPA 700</td>
<td>Field Experience in Educational Leadership</td>
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### 1st Spring

<table>
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<tr>
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<th>Credits</th>
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</thead>
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<tr>
<td>ELPA/INTER-HE 770</td>
<td>Community, Opportunity, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 840</td>
<td>Public School Law</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 700</td>
<td>Field Experience in Educational Leadership</td>
<td>3</td>
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### 2nd Summer

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ELPA 703</td>
<td>Evaluating and Supporting Quality Classroom Teaching</td>
<td>3</td>
</tr>
<tr>
<td>or ELPA 847</td>
<td>Instructional Leadership and Teacher Capacity</td>
<td></td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership (Topic: Organizational Leadership and Change for Equity)</td>
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</table>

### 2nd Fall (optional)

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<tr>
<td>ELPA 875</td>
<td>Theory and Practice of Educational Planning</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 842</td>
<td>Legal Foundations of Special Education and Pupil Services</td>
<td>3</td>
</tr>
</tbody>
</table>

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2 Additional course for Director of Instruction license.

3 Additional course for Director of Special Education and Pupil Services license.

### Higher, Postsecondary and Continuing Education (HPCE) Track

There are four sub-focuses within this track: Individualized Higher Education Program, Intercollegiate Athletic Administration, Two-Year Colleges, and Student Affairs Administration.

- Individualized Higher Education Program

<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>3</td>
</tr>
<tr>
<td>ELPA 725</td>
<td>Research Methods and Procedures in Educational Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

### Core Areas

Students choose courses in consultation with their advisor in the following areas:

- **Administration, Organization & Governance** | 3
- **Teaching & Learning** | 3
- **Policy & Research** | 3
- **Equity & Diversity** | 6

### Additional Coursework

Option of completing course work outside of Educational Leadership & Policy Analysis OR completing additional ELPA course work. Consult with advisor prior to selecting courses. If completing a field experience, only 3 credits of additional course work is required.

### Field Experience - Optional

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field Experience - Optional</td>
<td>0-4</td>
</tr>
</tbody>
</table>
ELPA 700  Field Experience in Educational Leadership  
ELPA 999  Independent Reading  

**Capstone Learning Project - Required**  
ELPA 777  Higher and Post-Secondary Education Capstone Seminar  
ELPA 999  Independent Reading  

**Total Credits**  27-34  

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**· Intercollegiate Athletic Administration**  

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<thead>
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</thead>
<tbody>
<tr>
<td>ELPA 701</td>
<td>Introduction to Higher and Post-Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 710</td>
<td>Introduction to Intercollegiate Athletics Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 715</td>
<td>Governance and Administration of Colleges and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 831</td>
<td>Financing Postsecondary Education</td>
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</tr>
<tr>
<td>ELPA 881</td>
<td>Ideas of the University: Images of Higher Learning for the 21st Century</td>
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</tr>
<tr>
<td>ELPA 880</td>
<td>Academic Programs in Colleges and Universities</td>
<td></td>
</tr>
<tr>
<td>ELPA 883</td>
<td>Perspectives on College Student Identity and Development</td>
<td></td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership (Topic: Students in Higher Education)</td>
<td></td>
</tr>
<tr>
<td>ELPA 887</td>
<td>Diversity and Inequality in Higher Education</td>
<td></td>
</tr>
</tbody>
</table>

**Policy & Research**  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 725</td>
<td>Research Methods and Procedures in Educational Administration</td>
<td></td>
</tr>
<tr>
<td>ELPA 824</td>
<td>Field Research Designs &amp; Methodologies in Educational Administration</td>
<td></td>
</tr>
<tr>
<td>ELPA 831</td>
<td>Financing Postsecondary Education</td>
<td></td>
</tr>
<tr>
<td>ELPA 841</td>
<td>Legal Aspects of Higher Education</td>
<td></td>
</tr>
<tr>
<td>ELPA 870</td>
<td>The Politics of Education</td>
<td></td>
</tr>
<tr>
<td>ELPA 888</td>
<td>Assessment in Higher Education</td>
<td></td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership (Topic: Critical Issues in Contemporary Sport)</td>
<td></td>
</tr>
</tbody>
</table>

**Equity & Diversity**  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ELPA 882</td>
<td>Minority-Serving Institutions of Higher Education</td>
<td></td>
</tr>
<tr>
<td>ELPA 887</td>
<td>Diversity and Inequality in Higher Education</td>
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**Additional Coursework**  

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**Field Experience - Optional**  

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<tbody>
<tr>
<td>ELPA 700</td>
<td>Field Experience in Educational Leadership</td>
<td></td>
</tr>
<tr>
<td>ELPA 999</td>
<td>Independent Reading</td>
<td></td>
</tr>
</tbody>
</table>

**Capstone Learning Project - Required**  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 777</td>
<td>Higher and Post-Secondary Education Capstone Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ELPA 999</td>
<td>Independent Reading</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**  26-33  

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**· Two-Year Colleges**  

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ELPA 701</td>
<td>Introduction to Higher and Post-Secondary Education</td>
<td></td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership (Topic: Students in Higher Education)</td>
<td></td>
</tr>
</tbody>
</table>

**Core Areas**  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 715</td>
<td>Governance and Administration of Colleges and Universities</td>
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</tr>
<tr>
<td>ELPA 831</td>
<td>Financing Postsecondary Education</td>
<td></td>
</tr>
<tr>
<td>ELPA 880</td>
<td>Academic Programs in Colleges and Universities</td>
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</tr>
<tr>
<td>ELPA 883</td>
<td>Perspectives on College Student Identity and Development</td>
<td></td>
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<tr>
<td>ELPA 887</td>
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<td>ELPA 940</td>
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**Policy & Research**  

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<tr>
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<tbody>
<tr>
<td>ELPA 725</td>
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<td>Field Research Designs &amp; Methodologies in Educational Administration</td>
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<td>Legal Aspects of Higher Education</td>
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<tr>
<td>ELPA 870</td>
<td>The Politics of Education</td>
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<td>ELPA 888</td>
<td>Assessment in Higher Education</td>
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**Equity & Diversity**  

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<td>ELPA 882</td>
<td>Minority-Serving Institutions of Higher Education</td>
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<td>ELPA 887</td>
<td>Diversity and Inequality in Higher Education</td>
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</table>

**Additional Coursework**  

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**Field Experience - Optional**  

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<tbody>
<tr>
<td>ELPA 700</td>
<td>Field Experience in Educational Leadership</td>
<td></td>
</tr>
<tr>
<td>ELPA 999</td>
<td>Independent Reading</td>
<td></td>
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</tbody>
</table>

**Capstone Learning Project - Required**  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ELPA 777</td>
<td>Higher and Post-Secondary Education Capstone Seminar</td>
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</tr>
<tr>
<td>ELPA 999</td>
<td>Independent Reading</td>
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</tr>
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</table>

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<td>Introduction to Intercollegiate Athletics Administration</td>
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<td>ELPA 940</td>
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<td>Students in Higher Education</td>
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1 These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
## Educational Leadership and Policy Analysis, M.S.

**Field Experience – Optional**
- ELPA 700 Field Experience in Educational Leadership
- ELPA 999 Independent Reading

**Capstone Learning Project - Required**
- ELPA 777 Higher and Post-Secondary Education Capstone Seminar
- ELPA 999 Independent Reading

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

### Educational Policy Track ¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>ELPA 870</td>
<td>The Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership (Topic: Data Management For Research And Policy Analysis)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ELPA/ED POL/ PUB AFFR 830</td>
<td>School Finance and Resource Allocation</td>
</tr>
<tr>
<td>ELPA 831</td>
<td>Financing Postsecondary Education</td>
</tr>
<tr>
<td>ELPA 840</td>
<td>Public School Law</td>
</tr>
<tr>
<td>ELPA 841</td>
<td>Legal Aspects of Higher Education</td>
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<td>ELPA 848</td>
<td>Professional Development and Organizational Learning</td>
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<td>ELPA 860</td>
<td>Organizational Theory and Behavior in Education</td>
</tr>
<tr>
<td>ELPA 863</td>
<td>Race, Class and Educational Inequality</td>
</tr>
<tr>
<td>ELPA 887</td>
<td>Diversity and Inequality in Higher Education</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership (Topic: Economics of Education)</td>
</tr>
</tbody>
</table>

#### Depth 9

**Methods**
- ELPA/ED PSYCH 822 Introduction to Quantitative Inquiry in Education

Select one of the following: 3

<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership (Topic: Applied Quantitative Methods II)</td>
</tr>
<tr>
<td>ELPA/ED PSYCH 827</td>
<td>Surveys and Other Quantitative Data Collection Strategies</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>
</tr>
</tbody>
</table>

### Electives 6

Relevant substantive or methods courses from ELPA or other departments

### Practicum 1-3

ELPA 940 Special Topics Seminar in Educational Leadership (Topic: Practicum In Education Policy (Network Fellows))

**Total Credits** 27-33

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### NAMED OPTIONS (SUB-MAJORS)

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral.

View as listView as grid
EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS:
COOPERATIVE PROGRAM WITH UW–WHITEWATER, M.S. (HTTP://GUIDE.WISC.EDU/GRADUATE/
EDUCATIONAL-LEADERSHIP-POLICY-ANALYSIS/EDUCATIONAL-LEADERSHIP-POLICY-ANALYSIS-
MS/EDUCATIONAL-LEADERSHIP-POLICY-ANALYSIS-COOPERATIVE-PROGRAM-UW-WHITEWATER-MS)

EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS:
GLOBAL HIGHER EDUCATION, M.S. (HTTP://
GUIDE.W ISC.EDU/GRADUATE/EDUCATIONAL-
LEADERSHIP-POLICY-ANALYSIS/EDUCATIONAL-
LEADERSHIP-POLICY-ANALYSIS-MS/EDUCATIONAL-
LEADERSHIP-POLICY-ANALYSIS-GLOBAL-HIGHER-
EDUCATION-MS)

EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS:
WISCONSIN IDEA PRINCIPAL PREPARATION, M.S.
(HTTP://GUIDE.WISC.EDU/GRADUATE/EDUCATIONAL-
LEADERSHIP-POLICY-ANALYSIS/EDUCATIONAL-
LEADERSHIP-POLICY-ANALYSIS-MS/EDUCATIONAL-
LEADERSHIP-POLICY-ANALYSIS-WISCONSIN-IDEA-
PRINCIPAL-PREPARATION-MS)

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.

MAJOR-SPECIFIC POLICIES

GRADUATE PROGRAM HANDBOOK

The Graduate Program Handbook (http://elpa.education.wisc.edu/
docs/WebDispenser/elpa-documents/elpa-student-
handbookupatedaug2017.pdf?sfvrsn=0) is the repository for all of the
program’s policies and requirements.

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.
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. Coursework earned five or more years prior
to admission to a master’s degree is not allowed to satisfy
requirements.

UW–Madison University Special

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

PROBATION

The Graduate School regularly reviews the record of any student
who earned grades of BC, C, D, F, or Incomplete in a graduate course
(300 or above), or 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.

OTHER

Funding is not offered along with offers for admission.

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.
LEARNING OUTCOMES

1. Articulates, critiques, or elaborates the theories, research methods, and approaches to scholarly inquiry or practice in educational settings.
2. Identifies sources and assembles evidence pertaining to questions or challenges in the field of study or field of practice.
3. Demonstrates understanding of the primary field of study or field of practice in a historical, social, or global context.
4. Demonstrates understanding of how to identify and address social inequalities in educational opportunities and outcomes through a field of study or field of practice.
5. Selects and/or utilizes the most appropriate methodologies and practices.
6. Evaluates or synthesizes information pertaining to questions or challenges in the field of study or field of practice.
7. Communicates clearly in ways appropriate to the field of study or field of practice.
8. Recognizes and applies principles of ethical and professional conduct.

PEOPLE

Faculty: Professor Julie Mead (chair); Professors Borman, Camburn, Capper, Conrad, Diamond, Halverson, Jackson, Kelley, Miller, Underwood; Associate Professors Hillman, Wang, Winkle-Wagner; Assistant Professors Goff; Clinical Professors Crim, Rainwater; Faculty Associate King