

# LEARNING ANALYTICS, MS

The 24-month online MS in Learning Analytics program empowers graduates to impact teaching, learning, and policy by breaking down 'big data' into dynamic analyses that will help guide decisions and improvements in education. A focus on both quantitative and qualitative courses provides balance and trains students to think critically about educational data science, make calculated analyses, and have meaningful conversations. Students will learn the theoretical perspectives on learning, cognition, and ethical decision-making, as well as practice applying and adapting analytic methodologies and tools, and communicating analysis results with stakeholders.

## 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	The program does not admit in fall.
Spring Deadline	The program does not admit in the spring.
Summer Deadline	May 1
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: <a href="https://policy.wisc.edu/library/UW-1241">https://policy.wisc.edu/library/UW-1241</a> ( <a href="https://policy.wisc.edu/library/UW-1241/">https://policy.wisc.edu/library/UW-1241/</a> ).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	2

Admissions criteria for the MS in Learning Analytics include:

1. A bachelor's degree from a regionally accredited US institution or a comparable degree from an international institution is required. International applicants must have a degree comparable to a regionally accredited US bachelor's degree.

2. A minimum undergraduate grade-point average (GPA) of 3.00 on the equivalent of the last 60 semester hours (approximately two years of work) or a master's degree with a minimum cumulative GPA of 3.00 is required. Applicants from an international institution must demonstrate strong academic achievement comparable to a 3.00 for an undergraduate or master's degree.
3. Reasons for graduate study/statement of purpose; not to exceed two pages
4. Curriculum vitae or resume.
5. Unofficial transcripts from all previous post-secondary studies are required. International academic records must be submitted in the original language and accompanied by an English translation. If an applicant is recommended for admission, the Graduate School will ask applicants to request official transcripts sent to the Graduate School from the undergraduate institution.

## FUNDING

### FUNDING GRADUATE SCHOOL RESOURCES

[The Bursar's Office provides information about tuition and fees associated with being a graduate student.](#) [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 restrictions related to funding.

### PROGRAM RESOURCES

Information on financial aid is available through the UW-Madison Office of Student Financial Aid (<https://financialaid.wisc.edu/>).

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 (<https://guide.wisc.edu/graduate/#policiesandrequirements>), in addition to the program requirements listed below.

### MAJOR REQUIREMENTS MODE OF INSTRUCTION

Face to Face	Evening/ Weekend	Online	Hybrid	Accelerated
No	No	Yes	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

Requirements	Detail
Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	30 credits
Minimum Graduate Coursework Requirement	30 credits must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: <a href="https://policy.wisc.edu/library/W-1244">https://policy.wisc.edu/library/W-1244</a> ( <a href="https://policy.wisc.edu/library/W-1244/">https://policy.wisc.edu/library/W-1244/</a> ).
Overall Graduate GPA Requirement	3.00 GPA Required. Refer to the Graduate School: Grade Point Average (GPA) Requirement 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	No formal examinations are required. However, students complete an in-depth capstone project.
Language Requirements	No language requirements.

## REQUIRED COURSES

Code	Title	Credits
ED PSYCH 501 & ED PSYCH 505 or ED PSYCH 501	Thinking and Learning and Fundamental Statistics in Learning Analytics	4
ED PSYCH 525	Learning Analytics Theory and Practice	5
ED PSYCH 551	Quantitative Ethnography	4
ED PSYCH 560	Foundations of Quantitative and Qualitative Research Methods	6
ED PSYCH 575	Instructional Design for Learning Analytics	3
ED PSYCH 615	Conversations and Visualizations	3
ED PSYCH 695	Capstone in Learning Analytics	5
<b>Total Credits</b>		<b>30</b>

## Sample 2-Year Schedule

Code	Title	Credits
<b>Summer I</b>		
ED PSYCH 501	Thinking and Learning	4
OR		

ED PSYCH 501 & ED PSYCH 505	Thinking and Learning and Fundamental Statistics in Learning Analytics	
<b>Fall I</b>		
ED PSYCH 560	Foundations of Quantitative and Qualitative Research Methods	6
<b>Spring I</b>		
ED PSYCH 525	Learning Analytics Theory and Practice	5
<b>Summer II</b>		
ED PSYCH 551	Quantitative Ethnography	4
<b>Fall II</b>		
ED PSYCH 575	Instructional Design for Learning Analytics	3
ED PSYCH 615	Conversations and Visualizations	3
<b>Spring II</b>		
ED PSYCH 695	Capstone in Learning Analytics	5
<b>Total Credits</b>		<b>30</b>

## Other Policy

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

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## 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

### PRIOR COURSEWORK

#### Graduate Credits Earned at Other Institutions

No credits from other institutions are allowed to transfer toward the degree.

#### Undergraduate Credits Earned at Other Institutions or UW-Madison

No credits from other institutions or taken as a UW-Madison undergraduate student are allowed to transfer toward the degree.

#### Credits Earned as a Professional Student at UW-Madison (Law, Medicine, Pharmacy, and Veterinary careers)

No credits taken as a UW-Madison Professional student are allowed to transfer toward the degree.

## Credits Earned as a University Special student at UW–Madison

No credits taken as a UW–Madison University Special student are allowed to transfer toward the degree.

## 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/>) policy.

## 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 POLICIES

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://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 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 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.

<sup>1</sup> 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
- 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

Please go to the program site (<https://learninganalytics.education.wisc.edu/>) to see the professional development resources available to our graduate students.

Graduate students within the online Educational Psychology MS–Learning Analytics program have full access to all student services at UW–Madison.

These include:

- Office of Diversity and Inclusion (<https://education.wisc.edu/about/diversity-inclusion/>)
- MERIT Library (<https://merit.education.wisc.edu/>)
- The Writing Center (<https://writing.wisc.edu/>)
- McBurney Disability Resource Center (<https://mcburney.wisc.edu/>)
- School of Education Career Center (<https://careercenter.education.wisc.edu/>)

- Adult Career and Special Student Services (<https://acsss.wisc.edu/>)

## LEARNING OUTCOMES

### LEARNING OUTCOMES

1. Demonstrate a strong foundation in current and past learning theories and research findings.
2. Describe how human diversity (in terms of individual abilities, orientations, and sociocultural backgrounds) has ethical implications for research and practice in the learning analytics field.
3. Implement a variety of both quantitative and qualitative methodologies associated with the field and determine their ethical implications and appropriate use.
4. Develop research questions relevant to learning analytics and the contexts in which it is applied, and use a range of current qualitative, statistical analysis, and data visualization programs to answer them.
5. Develop written, visual, and oral skills needed to effectively communicate analyses to professional/practitioner and lay audiences.
6. Practice the fundamentals of client collaboration, research design, data collection, data analysis, and data communication through participating in a capstone project.