EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS, PH.D.

The mission of the department is to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world.

Many varied educational constituencies need to be able to analyze and to inform debate on educational issues, and to lead and develop learning communities that meet the diverse learning needs of students and society. We believe effective educational leadership in any institution embodies three core values: inquiry, equity and reflection.

Graduates and recipients of the department's instruction are expected to reflect the knowledge, skills, and personal qualities that will be successful in promoting, producing, and improving learning and increasing public trust in educational institutions.

In keeping with this mission, the department has three specialties or emphases:

Higher, Postsecondary, and Continuing Education (http://elpa.education.wisc.edu/elpa/academics/educational-policy), focused on the effective administration of postsecondary institutions, including higher education leadership, student affairs administration, and athletic administration.

K–12 leadership (http://elpa.education.wisc.edu/elpa/academics/k12-leadership), emphasizing the effective administration of primary and secondary institutions.

Educational Policy (http://elpa.education.wisc.edu/elpa/academics/educational-policy), stressing effective formation and analysis of policies governing the administration of all educational institutions.

Students in each specialty will focus their course work within the emphasis, although students are encouraged to learn about other areas as well.

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, Graduate Record Exam (GRE) scores (required only for Ph.D.), 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.

For information regarding admissions criteria, deadlines and the application process, see Admissions (http://elpa.education.wisc.edu/elpa/admissions) on the department website.

FUNDING

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 processes related to funding.

REQUIREMENTS

MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/policiesandrequirementstext), 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>Credit Requirement</th>
<th>Credit Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>75 credits</td>
</tr>
<tr>
<td>Residence Credit</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>51 out of 75 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.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
</tbody>
</table>
Educational Leadership and Policy Analysis, Ph.D.

Other Grade Requirements

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.

Assessments and Examinations

Doctoral students are required to take a comprehensive preliminary/oral examination after they have cleared their record of all Incomplete and Progress grades (other than research and thesis). Deposit of the doctoral dissertation in the Graduate School is required.

Language Requirements

Contact the program for information on any language requirements.

Doctoral Minor/Breadth Requirements

Doctoral students must complete a doctoral minor. Minor coursework is completed in areas that serve to enhance the major coursework.

REQUIRED COURSES

Ph.D. students begin with the same foundational course before pursuing one of three different strands, or tracks (K-12 Leadership; Higher, Postsecondary and Continuing Education; or Educational Policy). They pick courses from the following list in consultation with their advisor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 810</td>
<td>Doctoral Inquiry in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 701</td>
<td>Introduction to Higher and Post-Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 702</td>
<td>Introduction to Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Core Knowledge

Organizations and Planning (select one course)

ELPA/INTER-HE 730 Program Development in Continuing Education 3
ELPA 860 Organizational Theory and Behavior in Education 3
ELPA 875 Theory and Practice of Educational Planning 3

Program and Instructional Leadership and Management (select one course)

ELPA 715 Governance and Administration of Colleges and Universities 3
ELPA 845 School-Level Leadership 3
ELPA 847 Instructional Leadership and Teacher Capacity 3

Politics, Policy and Finance (select one course)

ELPA 831 Financing Postsecondary Education 3
ELPA 840 Public School Law 3
ELPA 841 Legal Aspects of Higher Education 3
ELPA 870 The Politics of Education 3
ELPA/ED POL 872 Educational Policy Research Design and Implementation 3

Learning and Diversity

ELPA 735 Leadership for Equity and Diversity 3
ELPA 736 Administration of Student Services in Higher Education 3
ELPA/CURRIC 746 The Adult Learner: Implications for Curriculum and Instruction 3
ELPA 848 Professional Development and Organizational Learning 3
ELPA 880 Academic Programs in Colleges and Universities 3
ELPA 887 Diversity and Inequality in Higher Education 3

Program Depth

Organizations and Planning

Planning for Quality and Productivity Improvement

ELPA/INTER-HE 826 Evaluation for Administrative Decision Making in Education 3

ELPA 875 Theory and Practice of Educational Planning 3

OTM 770 Sustainable Approaches to System Improvement 4

Organizational Analysis

ELPA 860 Organizational Theory and Behavior in Education 3
ELPA 950 Seminar-Organizational Theory and Behavior in Education 3
SOC 632 Sociology of Organizations 3-4

Program and Instructional Leadership and Management

ELPA 715 Governance and Administration of Colleges and Universities 3
ELPA 785 Staff Personnel Systems in Education 3
ELPA 845 School-Level Leadership 3
ELPA 846 The School Superintendency 3
ELPA 847 Instructional Leadership and Teacher Capacity 3
ELPA 848 Professional Development and Organizational Learning 3
ELPA 863 Race, Class and Educational Inequality 3
ELPA 915 Seminar: College and University Administration 3
ELPA 940 Special Topics Seminar in Educational Leadership 1-3

Politics, Policy and Finance

Politics and Policy

ELPA/INTER-HE 770 Community, Opportunity, and Justice 3
ELPA 870 The Politics of Education 3
ELPA/ED POL 872 Educational Policy Research Design and Implementation 3
ELPA 965 Seminar in the Politics of Education 3
ELPA 940 Special Topics Seminar in Educational Leadership 1-3

ED POL 600 Problems in Educational Policy 1-3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED POL/ELPA/ PUB AFFR 765</td>
<td>Issues in Educational Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 869</td>
<td>Workshop in Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/ POLI SCI 871</td>
<td>Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI/ URB R PL 874</td>
<td>Policy-Making Process</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 974</td>
<td>Topics in Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 831</td>
<td>Financing Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 960</td>
<td>Seminar in Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>ECON 711</td>
<td>Economic Theory-Microeconomics Sequence</td>
<td>3</td>
</tr>
<tr>
<td>ECON 712</td>
<td>Economic Theory-Macroeconomics Sequence</td>
<td>3</td>
</tr>
<tr>
<td>ECON 741</td>
<td>Theory of Public Finance and Fiscal Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 742</td>
<td>Theory of Public Finance and Fiscal Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 880</td>
<td>Microeconomic Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/ A A E/ENVIR ST/ POP HLTH 881</td>
<td>Federal Budget and Tax Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 891</td>
<td>State and Local Government Finance</td>
<td>3</td>
</tr>
<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>ELPA 842</td>
<td>Legal Foundations of Special Education and Pupil Services</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 703</td>
<td>Evaluating and Supporting Quality Classroom Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 735</td>
<td>Leadership for Equity and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/RP &amp; SE 835</td>
<td>Leadership for Inclusive Schooling</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 848</td>
<td>Professional Development and Organizational Learning</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 863</td>
<td>Race, Class and Educational Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>CURRIC 662</td>
<td>Elementary School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 704</td>
<td>Curriculum Planning</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 795</td>
<td>Introduction to Learning Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 736</td>
<td>Administration of Student Services in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 880</td>
<td>Academic Programs in Colleges and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 881</td>
<td>Ideas of the University: Images of Higher Learning for the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 882</td>
<td>Minority-Serving Institutions of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 883</td>
<td>Perspectives on College Student Identity and Development</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 887</td>
<td>Diversity and Inequality in Higher Education</td>
<td>3</td>
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<tr>
<td>ELPA 888</td>
<td>Assessment in Higher Education</td>
<td>3</td>
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<tr>
<td>ELPA 915</td>
<td>Seminar: College and University Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>ELPA/CURRIC 746</td>
<td>The Adult Learner: Implications for Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/INTER-HE 742</td>
<td>Facilitating Learning for Adults</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 817</td>
<td>Reflective Practice in Higher, Postsecondary and Continuing Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>ED PSYCH/ CURRIC 708</td>
<td>The Study of Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Students may take any five courses inside or outside of the Department, to provide depth or breadth to program focus. Students are reminded that their programs must include at least 39 credits taken from Educational Leadership & Policy Analysis. Note that electives are separate from minor/supporting coursework.

**Legal**

ELPA 840 | Public School Law | 3
ELPA 841 | Legal Aspects of Higher Education | 3
ELPA 842 | Legal Foundations of Special Education and Pupil Services | 3

**Learning and Diversity**

**K-12**

ELPA 703 | Evaluating and Supporting Quality Classroom Teaching | 3
ELPA 735 | Leadership for Equity and Diversity | 3
ELPA/RP & SE 835 | Leadership for Inclusive Schooling | 3
ELPA 848 | Professional Development and Organizational Learning | 3
ELPA 863 | Race, Class and Educational Inequality | 3
ELPA 940 | Special Topics Seminar in Educational Leadership | 1-3
CURRIC 662 | Elementary School Curriculum | 3
CURRIC 704 | Curriculum Planning | 3
ED PSYCH 795 | Introduction to Learning Sciences I | 3

**Higher Education**

ELPA 736 | Administration of Student Services in Higher Education | 3
ELPA 880 | Academic Programs in Colleges and Universities | 3

**Research Methods and Design**

**Statistical Methods**

ELPA/ED PSYCH 822 | Introduction to Quantitative Inquiry in Education | 3
ELPA/ED PSYCH 827 | Surveys and Other Quantitative Data Collection Strategies | 3
ELPA 940 | Special Topics Seminar in Educational Leadership | 1-3
ED PSYCH 760 | Statistical Methods Applied to Education I | 3
ED PSYCH 761 | Statistical Methods Applied to Education II | 3
SOC/C&E SOC 360 | Statistics for Sociologists I | 4
SOC/C&E SOC 361 | Statistics for Sociologists II | 3
STAT 301 | Introduction to Statistical Methods | 3
STAT 302 | Accelerated Introduction to Statistical Methods | 3

**Quantitative Methods**

ELPA 824 | Field Research Designs & Methodologies in Educational Administration | 3

**Or equivalent**

**Minor/Supporting Coursework**

12

** Educational Leadership and Policy Analysis, Ph.D. **
ELPA 940  Special Topics Seminar in Educational Leadership  1-3

ED POL/C&E SOC/ SOC 755  Methods of Qualitative Research  3
CURRIC/COUN PSY/ ED POL/ED PSYCH/ ELPA/RP & SE  719  Introduction to Qualitative Research  3
CURRIC 718  Introduction to Narrative Inquiry  3
ED PSYCH/ COUN PSY/CURRIC/ ED POL/ELPA/ RP & SE  788  Qualitative Research Methods in Education: Field Methods I  3
ED PSYCH/ COUN PSY/CURRIC/ ED POL/ELPA/ RP & SE  789  Qualitative Research Methods in Education: Field Methods II  3
CURRIC 975  General Seminar  2-3
And other appropriate courses.

Research Design
ELPA 825  Advanced Research Methods in Educational Administration  3

Research/Thesis
Students are required to complete a minimum of nine credits of research/thesis and/or independent reading. While nine credits is the minimum required, there is no maximum.

ELPA 990  Research or Thesis  1-12
ELPA 999  Independent Reading  1-3
Or equivalent in other departments.

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.


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-handbookupdatedaug2017.pdf?sfvrsn=0) is the repository for all of the program’s policies and requirements.

PRIOR COURSEWORK

Graduate Work from Other Institutions
With program approval, students are allowed to count no more than 36 credits of graduate coursework from other institutions. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

UW–Madison Undergraduate
No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special
With program approval, students are allowed to count no more than 15 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 have to be converted to graduate credits. Once converted, students are assessed the difference in tuition between special and graduate tuition. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements. More information here (https://grad.wisc.edu/acadpolicy/?policy=universityspecialstudentcreditconversion).

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. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. 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.

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.

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

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

Doctoral degree students who have been absent for ten 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.
A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within five years after passing the preliminary examination may be required to take another preliminary examination and to be admitted to candidacy a second time.

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 research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of study.

2. Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within the field of study.

3. Creates research or scholarship that makes a substantive contribution.

4. Demonstrates breadth within their learning experiences.

5. Advances contributions to society in the field of study or field of practice.

6. Communicates complex ideas in a clear and understandable manner.

7. Fosters 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