

# 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.

The Department of Educational Leadership and Policy Analysis offers the M.S. degree; Global Higher Education named option in the M.S. degree; the Ph.D. degree; the Wisconsin Idea Executive Ph.D. named option cohort; an educational specialist certificate program; and Principal, Director of Instruction, Director of Special Education and Pupil Services, and Superintendent licensure programs. All are intended to increase professional knowledge and skills essential for educational leadership, and to prepare persons for leadership positions at all levels of education: preschool, elementary, secondary, special education, vocational and technical schools, and colleges and universities, both public and private.

In keeping with this mission, the department has three specialties or emphases: higher, postsecondary, and continuing education, focused on the effective administration of postsecondary institutions, including higher education leadership, student affairs administration, and athletic administration; K–12 leadership, emphasizing the effective administration of primary and secondary institutions; and 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. Many students in the department also pursue the course work leading to certification for administrative licensure by the Wisconsin Department of Public Instruction.

## COOPERATIVE PROGRAM WITH UW– WHITEWATER

The University of Wisconsin Board of Regents approved the cooperative master of science degree program in educational leadership and policy analysis between the University of Wisconsin–Madison and the UW–Whitewater campus on February 5, 1982.

The cooperative program provides the opportunity for educators in the northeastern and central regions of Wisconsin to obtain a master of science degree, with certification (principal, director of instruction, director of special education and pupil services) in Educational Leadership and Policy Analysis, from the University of Wisconsin–

Madison. All required course work will be offered on the Whitewater campus.

Students must be admitted simultaneously to UW–Madison and UW–Whitewater. Program admission will be to the UW–Madison Department of Educational Leadership and Policy Analysis and to the UW–Whitewater Department of Curriculum and Instruction. Upon completion of the approved program, students will be awarded a master of science degree from UW–Madison.

## FUNDING

Full-time graduate students may receive appointments as research, program, or project assistants. These assistantships usually provide for remission of tuition (except for segregated fees) and provide a stipend to help meet the expenses of graduate study. For information regarding financial aid opportunities, see Costs and Funding (<https://grad.wisc.edu/studentfunding>) on the Graduate School website.

## REQUIREMENTS

### MINIMUM DEGREE REQUIREMENTS AND SATISFACTORY PROGRESS

To make progress toward a graduate degree, students must meet the Graduate School Minimum Degree Requirements and Satisfactory Progress (<http://guide.wisc.edu/graduate/#policiesandrequirements>) in addition to the requirements of the program.

### DOCTORAL DEGREES

Ph.D., with available option in Wisconsin Idea Executive Ph.D. Cohort

### MINIMUM GRADUATE DEGREE CREDIT REQUIREMENT

75 credits

### MINIMUM GRADUATE RESIDENCE CREDIT REQUIREMENT

32 credits

### MINIMUM GRADUATE COURSEWORK (50%) REQUIREMENT

51 credits out of 75 total credits must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle>).

### PRIOR COURSEWORK REQUIREMENTS FROM: 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.

### PRIOR COURSEWORK REQUIREMENTS FROM: UW–MADISON UNDERGRADUATE

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

## **PRIOR COURSEWORK REQUIREMENTS FROM: 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. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements.

## **CREDITS PER TERM ALLOWED**

15 credits

## **PROGRAM-SPECIFIC COURSES REQUIRED**

Contact the program for information on any additional required courses.

## **DOCTORAL MINOR/BREADTH REQUIREMENTS**

Doctoral students must complete a doctoral minor.

## **OVERALL GRADUATE GPA REQUIREMENT**

3.00

## **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.

## **PROBATION POLICY**

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**

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.

## **ASSESSMENT 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.

## **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.

## **LANGUAGE REQUIREMENTS**

Contact the program for information on any language requirements.

## **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 for Ph.D. and specialist certificate only), 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.

## **LEARNING OUTCOMES**

### **KNOWLEDGE AND SKILLS**

- Regardless of whether an individual is awarded a master's degree, the doctoral level learning goals are inclusive of the master's level learning goals.
- Articulates research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of study.
- Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within the field of study.
- Creates research or scholarship that makes a substantive contribution.
- Demonstrates breadth within their learning experiences.
- Advances contributions to society in the field of study or field of practice.
- Communicates complex ideas in a clear and understandable manner.

### **PROFESSIONAL CONDUCT**

- Fosters ethical and professional conduct.

## **PEOPLE**

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