

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

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 processes 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.

MAJOR REQUIREMENTS MODE OF INSTRUCTION

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

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

Minimum Credit Requirement 75 credits

Minimum Residence Credit Requirement 32 credits

Minimum Graduate Coursework Requirement 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.

Overall Graduate GPA Requirement 3.00 GPA required.

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.

Code	Title	Credits
Introduction to the Field		
ELPA 810	Doctoral Inquiry in Educational Leadership and Policy Analysis	3
ELPA 701	Introduction to Higher and Post-Secondary Education	3
ELPA 702	Introduction to Educational Leadership	3
ELPA 940	Special Topics Seminar in Educational Leadership	1-3
Core Knowledge		
<i>Organizations and Planning (select one course)</i>		
ELPA/INTER-HE 730	Program Development in Continuing Education	3
ELPA 860	Organizational Theory and Behavior in Education	3
ELPA/URB R PL 875	Theory and Practice of Educational Planning	3
<i>Program and Instructional Leadership and Management (select one course)</i>		
ELPA 715	Governance and Administration of Colleges and Universities	3
ELPA 845	School-Level Leadership	3
ELPA 847	Instructional Leadership and Teacher Capacity	3
<i>Politics, Policy and Finance (select one course)</i>		
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/URB R PL 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

ED POL/ELPA/ PUB AFFR 765	Issues in Educational Policy Analysis	3	ELPA 881	Ideas of the University: Images of Higher Learning for the 21st Century	3
PUB AFFR 869	Workshop in Public Affairs	3	ELPA 882	Minority-Serving Institutions of Higher Education	3
PUB AFFR/ POLI SCI 871	Public Program Evaluation	3	ELPA 883	Perspectives on College Student Identity and Development	3
PUB AFFR/POLI SCI/ URB R PL 874	Policy-Making Process	3	ELPA 887	Diversity and Inequality in Higher Education	3
PUB AFFR 974	Topics in Public Affairs	3	ELPA 888	Assessment in Higher Education	3
Finance			ELPA 915	Seminar: College and University Administration	3
ELPA 831	Financing Postsecondary Education	3	ELPA 940	Special Topics Seminar in Educational Leadership	1-3
ELPA 960	Seminar in Educational Finance	3			
ELPA 940	Special Topics Seminar in Educational Leadership	1-3	K-12 and Higher Education		
ECON 711	Economic Theory-Microeconomics Sequence	3	ELPA/CURRIC 746	The Adult Learner: Implications for Curriculum and Instruction	3
ECON 712	Economic Theory-Macroeconomics Sequence	3	ELPA/INTER-HE 742	Facilitating Learning for Adults	3
ECON 741	Theory of Public Finance and Fiscal Policy	3	ELPA 817	Reflective Practice in Higher, Postsecondary and Continuing Education	3
ECON 742	Theory of Public Finance and Fiscal Policy	3	ELPA 940	Special Topics Seminar in Educational Leadership	1-3
PUB AFFR 880	Microeconomic Policy Analysis	3	ED PSYCH/ CURRIC 708	The Study of Teaching	3
PUB AFFR/ A A E/ENVIR ST/ POP HLTH 881	Benefit-Cost Analysis	3			
PUB AFFR/POLI SCI/ URB R PL 890	Federal Budget and Tax Policy and Administration	3	Electives		
PUB AFFR 891	State and Local Government Finance	3	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			Minor/Supporting Coursework 12		
ELPA 840	Public School Law	3	Research Methods and Design		
ELPA 841	Legal Aspects of Higher Education	3	<i>Statistical Methods</i>		
ELPA 842	Legal Foundations of Special Education and Pupil Services	3	ELPA/ED PSYCH 822	Introduction to Quantitative Inquiry in Education	3
<i>Learning and Diversity</i>			ELPA/ED PSYCH 827	Surveys and Other Quantitative Data Collection Strategies	3
K-12			ELPA 940	Special Topics Seminar in Educational Leadership	1-3
ELPA 703	Evaluating and Supporting Quality Classroom Teaching	3	ED PSYCH 760	Statistical Methods Applied to Education I	3
ELPA 735	Leadership for Equity and Diversity	3	ED PSYCH 761	Statistical Methods Applied to Education II	3
ELPA/RP & SE 835	Leadership for Inclusive Schooling	3	SOC/C&E SOC 360	Statistics for Sociologists I	4
ELPA 848	Professional Development and Organizational Learning	3	SOC/C&E SOC 361	Statistics for Sociologists II	3
ELPA 863	Race, Class and Educational Inequality	3	STAT 301	Introduction to Statistical Methods	3
ELPA 940	Special Topics Seminar in Educational Leadership	1-3	STAT 302	Accelerated Introduction to Statistical Methods	3
CURRIC 662	Elementary School Curriculum	3			
CURRIC 704	Curriculum Planning	3	Or equivalent		
ED PSYCH 795	Introduction to Learning Sciences I	3	<i>Quantitative Methods</i>		
Higher Education			ELPA 824	Field Research Designs & Methodologies in Educational Administratn	3
ELPA 736	Administration of Student Services in Higher Education	3			
ELPA 880	Academic Programs in Colleges and Universities	3			

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.		
<i>Research Design</i>		
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.

- Educational Leadership and Policy Analysis: Wisconsin Idea Executive Ph.D. Cohort, Ph.D. (<http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/educational-leadership-policy-analysis-wisconsin-idea-executive-phd-cohort-phd>)

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**

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