EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS: K-12 LEADERSHIP, PH.D.

This is a named option in the Educational Leadership and Policy Analysis PhD (https://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/).

This program focuses on providing students with a knowledge base in educational leadership, organizational theory, planning and evaluation, learning and diversity, with a foundation in both qualitative and quantitative research methods. Recent graduates of the program are faculty members, district and school administrators.

ADMISSIONS

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 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/).

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 restrictions 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.

NAMED OPTION REQUIREMENTS

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</td>
<td></td>
<td></td>
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<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
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<tr>
<td>Summer Deadline</td>
<td>December 1</td>
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<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</td>
<td></td>
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</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
<td></td>
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<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
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<tr>
<td>Letters of Recommendation</td>
<td>Required</td>
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</tbody>
</table>

Applications to the K-12 Leadership Named Option of the Ph.D. in Educational Leadership and Policy Analysis will be considered once per year. The application deadline is December 1.

Admission to the department is based, in part, on the following criteria: undergraduate GPA in the last 60 hours of undergraduate work, Graduate Record Exam (GRE) scores, 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.

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>75 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
</tbody>
</table>
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 (https://registrar.wisc.edu/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 None.

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 COURSEWORK**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 702</td>
<td>Introduction to Educational Leadership</td>
<td></td>
</tr>
<tr>
<td>ELPA 810</td>
<td>Doctoral Inquiry in Educational Leadership and Policy Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Core Knowledge**

Knowledge in each of these areas is focused on providing a theoretical and empirical research knowledge base to facilitate improvements in teaching and learning in educational organizations. Students should take one course from each program area. Students who have taken similar courses at other institutions and are transferring credits for those courses should take an advanced or related ELPA course in each area identified through consultation with their advisor.

**Organizations and Planning (SELECT 1 COURSE)**

Knowledge of classic and emerging theoretical approaches to organizations; Understanding and interpreting organizational experience; Decision making; Planning and evaluation; Key relationships between organizations and their environments.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 860</td>
<td>Organizational Theory and Behavior in Education</td>
</tr>
<tr>
<td>ELPA 875</td>
<td>Theory and Practice of Educational Planning</td>
</tr>
</tbody>
</table>

**Program and Instructional Leadership and Management (SELECT 1 COURSE)**

Leadership theory; Effective leadership; Functional, symbolic, political, and human aspects of leadership; Leading change; Conflict resolution; Empowerment; Sharing leadership; Motivation of self and others; Ethical and moral dimensions of leadership.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ELPA 845</td>
<td>School-Level Leadership</td>
</tr>
<tr>
<td>ELPA 847</td>
<td>Instructional Leadership and Teacher Capacity</td>
</tr>
</tbody>
</table>

**Politics, Policy and Finance (SELECT 1 COURSE)**

Educational governance; Operating within a political environment; Understanding and interpreting political context; Principles of design and implementation of educational policies; Sources of revenues; Effective expenditure of educational dollars; Equity and adequacy issues.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 832</td>
<td>Resource Allocation for Equity and Social Justice</td>
</tr>
<tr>
<td>ELPA 840</td>
<td>Public School Law</td>
</tr>
<tr>
<td>ELPA 870</td>
<td>The Politics of Education</td>
</tr>
</tbody>
</table>

**Learning and Diversity (SELECT 1 COURSE)**

Addressing the diverse learning needs of students; Professional development; Managing academic program, curriculum and instruction to promote student learning; Administering learning and co-curricular activities to reflect students’ common and distinct experiential base.

<table>
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<tr>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 735</td>
<td>Leadership for Equity and Diversity</td>
</tr>
<tr>
<td>ELPA 848</td>
<td>Professional Development and Organizational Learning</td>
</tr>
</tbody>
</table>

**Program Depth**

12 credits

Introduction to the Field

These introductory courses lay the foundational framework for work in the department. The Doctoral Inquiry class, ELPA 810, is taken during the first semester of course work, and is required for all incoming Ph.D. students regardless of their area of interest. Students are strongly encouraged to take the second introductory course at the beginning of their studies as well.
The department believes that students should have depth in at least one of the four program areas: (1) Organizations and Planning; (2) Program and Instructional Leadership and Management; (3) Politics, Policy and Finance; OR (4) Learning and Diversity. Therefore, the department requires that students in Educational Leadership & Policy Analysis select 1 of the 4 domains and take at least 3 ADDITIONAL courses in that program area.

If courses from other departments are permitted in one of the depth areas, at least one of the three additional courses must be an ELPA course.

### Organizations and Planning
- **ELPA/INTER-HE 826** Evaluation for Administrative Decision Making in Education
- **ELPA 860** Organizational Theory and Behavior in Education
- **ELPA 875** Theory and Practice of Educational Planning
- **ELPA 940** Special Topics Seminar in Educational Leadership
- **MHR 872** Seminar in Organizational Behavior and Design
- **SOC 632** Sociology of Organizations
- **OTM 770** Sustainable Approaches to System Improvement

### Program and Instructional Leadership and Management
- **ELPA 785** Staff Personnel Systems in Education
- **ELPA 863** Race, Class and Educational Inequality
- **ELPA 940** Special Topics Seminar in Educational Leadership
- **ELPA 844** Technology and School Leadership
- **ELPA 845** School-Level Leadership
- **ELPA 846** The School Superintendent
- **ELPA 726** Data-Based Decision-Making for Educational Leadership
- **ELPA 848** Professional Development and Organizational Learning

### Politics, Policy, and Finance
- **ELPA/INTER-HE 770** Community, Opportunity, and Justice
- **ELPA 832** Resource Allocation for Equity and Social Justice
- **ELPA 840** Public School Law
- **ELPA/ED POL/ED PSYCH/RP & SE 842** Legal Foundations of Special Education and Pupil Services
- **ELPA 910** Seminar in Educational Law
- **ELPA 960** Seminar in Educational Finance
- **ELPA 965** Seminar in the Politics of Education
- **ELPA 940** Special Topics Seminar in Educational Leadership
- **ED POL 600** Problems in Educational Policy

### Learning and Diversity
- **ELPA 863** Race, Class and Educational Inequality
- **ELPA 940** Special Topics Seminar in Educational Leadership
- **ELPA 703** Evaluating and Supporting Quality Classroom Teaching
- **ELPA 735** Leadership for Equity and Diversity
- **ELPA/INTER-HE 742** Facilitating Learning for Adults
- **ELPA/CURRIC 746** The Adult Learner: Implications for Curriculum and Instruction
- **ELPA 848** Professional Development and Organizational Learning
- **CURRIC 662** Elementary School Curriculum
- **CURRIC 704** Curriculum Planning

### Electives 15

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 ELPA. Note that electives are separate from minor/supporting coursework.

### Minor/Supporting Coursework 12
The minor is a rational, unified set of courses taken outside of the department which have a clearly articulated theme or focus which allows the student to develop knowledge in a related area of study. Students may either pursue an option A (departmental minor in a SINGLE department outside of Educational Leadership & Policy Analysis) or an option B-distributed (courses in two or more departments outside of Educational Leadership & Policy Analysis) minor. The Option A minor requires a minimum of 10 credits; the Option B, 12 credits. Students interested in an Option A minor should initiate contact and seek approval from the minor department. Students electing the Option A minor must complete an additional 2 credits of coursework outside of the department in order to satisfy the supporting coursework requirement for the department. At least two courses (6 credits) must be completed during or after the semester in which the student is admitted to the Ph.D. program.

**Research Methods and Design** | 12
---|---
Students must complete a sequence of courses in research methods and design, focusing on either quantitative or qualitative methods. Students choosing to focus on quantitative methods should take two statistical methods courses and one qualitative methods course. Students choosing to focus on qualitative methods should take two qualitative methods courses and one statistical methods course. After the methods requirement has been met, all students should take the research design course (ELPA 825). Substitutions for ELPA 825 are not allowed.

**Statistical Methods**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ED PSYCH 822</td>
<td>Introduction to Quantitative Inquiry in Education</td>
</tr>
<tr>
<td>ELPA 823</td>
<td>Data Management for Education Policy Analysis</td>
</tr>
<tr>
<td>ELPA/ED PSYCH 827</td>
<td>Surveys and Other Quantitative Data Collection Strategies</td>
</tr>
<tr>
<td>ELPA/ED PSYCH 964</td>
<td>Hierarchical Linear Modeling</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
</tr>
<tr>
<td>ED PSYCH 760</td>
<td>Statistical Methods Applied to Education I</td>
</tr>
<tr>
<td>ED PSYCH 761</td>
<td>Statistical Methods Applied to Education II</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC 360</td>
<td>Statistics for Sociologists I</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC 361</td>
<td>Statistics for Sociologists II</td>
</tr>
<tr>
<td>STAT 301</td>
<td>Introduction to Statistical Methods</td>
</tr>
<tr>
<td>STAT 302</td>
<td>Accelerated Introduction to Statistical Methods</td>
</tr>
</tbody>
</table>

**Qualitative Methods**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP &amp; SE 719</td>
<td>Introduction to Qualitative Research</td>
</tr>
<tr>
<td>ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/RP &amp; SE 719</td>
<td>Qualitative Research Methods in Education: Field Methods I</td>
</tr>
</tbody>
</table>

**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.

**Named Option-Specific Policies**

**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 ago should be approved by the chair of the degree program faculty.
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.

GRIEVANCES AND APPEALS
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/)
- Dean of Students Office (https://doso.students.wisc.edu/) (for all students to seek grievance assistance and support)
- 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 programdepartmental or school/college grievance decisions)
- Office of Compliance (https://compliance.wisc.edu/) (for class harassment and discrimination, including sexual harassment and sexual violence)
- 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)

Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA’s supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

2. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student’s satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

3. On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

4. If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean’s office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean’s office within 60 calendar days of the alleged unfair treatment.

5. In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean’s office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.
6. On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: 'No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.' In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance (https://compliance.wisc.edu/), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

OTHER
n/a

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.

PEOPLE

Faculty: Professor Jerlando Jackson (chair); Professors Conrad, Diamond, Halverson, Kelley, Mead, Miller, Underwood, Wang, Welton, Winkle-Wagner; Associate Professor Hillman; Assistant Professors Burt, Goff, McQuillan; Clinical Professors Crim, Sramek, Saltman