The department seeks to renew itself continually by attracting faculty backgrounds, ways of knowing, and perspectives of its individual members. time, values the richness of differences in life experiences, cultural ELPA learning community celebrates wholeness, while, at the same one of itselpa.education.wisc.edu/about/ The department has long held a well.

• Higher Education (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/educational-leadership-policy-analysis-higher-education-phd/) (research), focused on the effective administration of postsecondary institutions, including higher education leadership, student affairs administration, and athletic administration.

• K–12 Leadership (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/educational-leadership-policy-analysis-k-12-leadership-phd/) (research), emphasizing the effective administration of primary and secondary institutions.

• Educational Polic (http://elpa.education.wisc.edu/elpa/academics/educational-policy/)y Analysis and Evaluation (https://elpa.education.wisc.edu/elpa/academics/educational-policy/) (research), stressing effective formation and analysis of policies governing the administration of all educational institutions.


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

The department has long held a commitment to diversity (https://elpa.education.wisc.edu/about/) and the strength it brings to a program. The department seeks to attract a very diverse student population. As one of its core values (https://elpa.education.wisc.edu/about/), the ELPA learning community celebrates wholeness, while, at the same time, values the richness of differences in life experiences, cultural backgrounds, ways of knowing, and perspectives of its individual members. The department seeks to renew itself continually by attracting faculty and students who contribute to this diversity as well as enhance the larger community.

ADMISSIONS

Students apply to the PhD in Educational Leadership and Policy Analysis through one of the named options:

• Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, PhD (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-educational-policy-analysis-evaluation-phd/)

• Educational Leadership and Policy Analysis: Higher Education, PhD (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/educational-leadership-policy-analysis-higher-education-phd/)

• Educational Leadership and Policy Analysis: K-12 Leadership, PhD (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/educational-leadership-policy-analysis-k-12-leadership-phd/)

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

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>75 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>32 credits</td>
</tr>
</tbody>
</table>
| Minimum Graduate Coursework Requirement | 51 credits must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: https://policy.wisc.edu/library/UW-1244/.
| Overall Graduate GPA Requirement | 3.00 GPA required. Refer to the Graduate School: Grade Point Average (GPA) Requirement policy: https://policy.wisc.edu/library/UW-1203/.
| Other Grade Requirements | n/a |
| 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. |
| Graduate School Breadth Requirements | All doctoral students are required to complete a doctoral minor or graduate/professional certificate. Refer to the Graduate School: Breadth Requirement in Doctoral Training policy: https://policy.wisc.edu/library/UW-1200/.

REQUIRED COURSES

Select a Named Option (p. 2) for courses required.

NAMED OPTIONS

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the PhD in Educational Leadership and Policy Analysis must select one of the following named options:


POLICIES

Students should refer to one of the named options for policy information:

- Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, PhD (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/educational-leadership-policy-analysis-educational-policy-analysis-evaluation-phd/)
- Educational Leadership and Policy Analysis: Higher Education, PhD (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/educational-leadership-policy-analysis-higher-education-phd/)
- Educational Leadership and Policy Analysis: K-12 Leadership, PhD (http://guide.wisc.edu/graduate/educational-leadership-policy-
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 Anjalé (AJ) Welton (chair); Professors Conrad, Eckes, Halverson, Kelley, Miller, Wang, Winkle-Wagner; Associate Professors Burt, Hillman; Assistant Professors Grooms, Henry, McQuillan, Saldana, Yu; Clinical Professors Crim, Li, Sramek, Salzman, Soffa-Jimenez