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 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/), focusing on the 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.

ADDITIONAL NAMED OPTIONS EFFECTIVE FALL 2020

- Higher Education (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-higher-education-phd/)
- K–12 Leadership (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-k-12-leadership-phd/)
- Educational Policy Analysis & Evaluation (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-educational-policy-analysis-evaluation-phd/)
- Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, Ph.D. (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, Ph.D. (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-educational-leadership-policy-analysis-higher-education-phd/)
- Educational Leadership and Policy Analysis: K–12 Leadership, Ph.D. (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-educational-leadership-policy-analysis-k-12-leadership-phd/)

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.

MAJOR REQUIREMENTS CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
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</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>
<tr>
<td>Minimum Graduate Coursework Requirement</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>

ADMISSIONS

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

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 Ph.D. in Educational Leadership and Policy Analysis must select one of the following named options:

- EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS: EDUCATIONAL POLICY ANALYSIS & EVALUATION, PH.D. (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/educational-leadership-policy-analysis-evaluation-phd/)
- EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS: HIGHER EDUCATION, PH.D. (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, PH.D. (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 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

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

- Educational Leadership and Policy Analysis: Educational Policy Analysis & Evaluation, Ph.D (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/educational-leadership-policy-analysis-evaluation-phd/)
- Educational Leadership and Policy Analysis: Higher Education, Ph.D. (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, Ph.D. (http://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/educational-leadership-policy-analysis-k-12-leadership-phd/)
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 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, Salzman