

UNIVERSITY OF WISCONSIN-MADISON
Department of Educational Leadership & Policy Analysis
DOCTOR OF PHILOSOPHY PROGRAM

The following minimal requirements will satisfy the Ph.D. degree in Educational Leadership & Policy Analysis. The student's program is to be developed in consultation with a departmental advisor.

The Ph.D. degree is the highest academic degree awarded by the Department and the University of Wisconsin-Madison. It requires at least three (3) years of study and research beyond the bachelor's degree.

Overall, doctoral students must take 75 credits of course work, distributed across the categories as described below. Courses may only be counted in one category. **At least 39 credits of the total program have to be in Educational Leadership & Policy Analysis courses.**

TRANSFER students from other institutions must enroll for **at least 39 credits from UW-Madison**; no more than 6 credits of special student work is applicable toward degree requirements.

COURSE REQUIREMENTS

Category	Credits
I. Introduction to the Field	6
II. Core Knowledge	12
III. Program Depth	9
IV. Electives	15
V. Minor	12
VI. Research Methods and Design	12
VII. Research/Thesis	9
TOTAL	75

I. INTRODUCTION TO THE FIELD (6 credits)

These introductory courses lay the foundational framework for work in the department. The Doctoral Inquiry class is to be taken during the first year 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 Introduction to the Field (either 701 or 702) at the beginning of their studies as well. Select 2 courses of the 3 courses listed in consultation with your advisor.

ELPA 940	Doctoral Inquiry
ELPA 701	Introduction to Higher and Post-Secondary Education (EA 715 through Fall '97 meets this requirement).
ELPA 702	Introduction to Elementary & Secondary Education Administration

II. CORE KNOWLEDGE (12 credits)

The department believes that students in educational administration should be familiar with four program areas of knowledge: Organizations and Planning; Program and Instructional Leadership and Management; Politics, Policy and Finance; Learning and Diversity. 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. Therefore the department requires that students take one listed course in each of the four program areas. (12 credits total).

A. Organizations and Planning

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.

Primary Courses:

ELPA 730	Program Development in Continuing Education
ELPA/LSC 750	Evaluation of Continuing Education Programs
ELPA 860	Organizational Theory and Behavior in Education
ELPA 875	Theory and Practice of Educational Planning

II. CORE KNOWLEDGE (continued)

B. Program and Instructional Leadership and Management

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.

Primary Courses:

ELPA/IS 705	Community Building, Action, and Learning: Leadership Dynamics
ELPA 715	Governance and Administration of Colleges and Universities (fall '97 or later)
ELPA 811	Leadership and Coordination of Continuing and Technical Education
ELPA 847	Instructional Leadership and School Improvement

C. Politics, Policy and Finance

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.

Primary Courses:

ELPA 830	Financing Elementary and Secondary Education
ELPA 831	Financing Post-secondary Education
ELPA 840	Legal Aspects of Elementary & Secondary Education
ELPA 870	The Politics of Education

D. Learning and Diversity

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.

Primary Courses:

ELPA 735	Student Services and Diversity in Elementary/Secondary Education
ELPA 736	Administration of Student Services in Higher Education
ELPA/C&I 746	The Adult Learner: Implications for Curriculum & Instruction
ELPA 880	Academic Programs in Colleges and Universities
ELPA 848	Professional Development and Organizational Learning

III. PROGRAM DEPTH (9 credits)

The department believes that students should have depth in at least one of the four program areas. Therefore, the department requires that students in Educational Leadership & Policy Analysis take at least three ADDITIONAL courses in one of the four program areas: Organizations and Planning; Program and Instructional Leadership and Management; Politics, Policy and Finance; and Learning and Diversity. At least one of the three additional courses must be in Educational Administration.

A. Organizations and Planning

Planning for Quality and Productivity Improvement

ELPA 730	Program Development in Continuing Education
ELPA 826	Evaluation for Administrative Decision Making in Education
ELPA 875	Theory and Practice of Educational Planning
ELPA 970	Seminar in Educational Planning
Business 769	Contemporary Topics (by topic)
Business 770	Intro. to Quality and Productivity and Improvement

Organizational Analysis

ELPA/LSC 750	Evaluation of Continuing Education Programs
ELPA 860	Organizational Theory and Behavior in Education
ELPA 950	Seminar - Organizational Theory and Behavior in Education
ELPA 635	The Sociology of School Organization
Business 900 level Seminar	in Organizational Theory and Strategy
Sociology 632	Complex Organization

B. Program and Instructional Leadership and Management

ELPA/IS 660	Foundations of Education to Work
ELPA/IS 661	Organization and Operation of Education to Work Programs
ELPA/IS 662	Designing Education for Work Programs
ELPA/IS 705	Community Building, Action, and Learning: Leadership Dynamics
ELPA 715	Governance and Administration of Colleges and Universities
ELPA 780	Administration of Community Education in School Settings
ELPA 785	Staff Personnel Systems in Education
ELPA 811	Leadership and Coordination of Continuing and Technical Education

B. Program and Instructional Leadership and Management (continued)

ELPA 814	Technology in Continuing and Higher Education
ELPA 845	The School Principalship
ELPA 846	The School Superintendency
ELPA 847	Instructional Leadership and Management and School Improvement
ELPA 848	Professional Development and Organizational Learning
ELPA 915	Seminar: College and University Administration
ELPA 940	Seminar in Educational Leadership & Policy Analysis (by topic)

C. Politics, Policy and Finance***Politics and Policy***

ELPA 770	School-Community Relations: Communication, Marketing, and Politics
ELPA 850	Technical College and K-12 STW School Policy and Reform
ELPA 870	The Politics of Education
ELPA 872	Educational Policy Research and Implementation
ELPA 965	Seminar in the Politics of Education
ELPA 940	Seminar in Educational Leadership & Policy Analysis (by topic)
EPS 600	Issues in Educational Policy Analysis (by topic)
EPS 920	Seminar in Education and Public Policy (by topic)
Pub Aff 869	Introduction to Policy Analysis
Pub Aff 871	Public Policy Evaluation
Pub Aff 874	Policy-Making Process
Pub Aff 974	Seminar: Politics and Public Policy
Child and Family 501	The Family and Public Policy

Finance

ELPA 820	Business Administration of School Systems
ELPA 830	Financing Elementary and Secondary Education
ELPA 831	Financing Postsecondary Education
ELPA 960	Seminar in Educational Finance
ELPA 940	Seminar in Educational Leadership and Policy Analysis (by topic)
Econ 711	Economic Theory - Macroeconomics Sequence I
Econ 712	Economic Theory - Macroeconomics Sequence II
Econ 741	Theory of Public Finance and Fiscal Policy I (advanced course)
Econ 742	Theory of Public Finance and Fiscal Policy II (advanced course)
Pub Aff 880	Microeconomic Policy Analysis
Pub Aff 881	Benefit Cost Analysis
Pub Aff 890	Tax and Budget Policy
Pub Aff 891	State and Local Government Finance

Legal

ELPA 840	Legal Aspects of Elementary and Secondary Education
ELPA 841	Legal Aspects of Higher Education
ELPA 842	Legal Aspects of Special Education and Pupil Services

D. Learning and Diversity***K-12***

ELPA 703	Evaluating and Supporting Quality Classroom Teaching
ELPA 735	Student Services and Diversity in Elementary/Secondary Education
ELPA 835	Leadership for Inclusive Schooling
ELPA 848	Professional Development and Organizational Learning
ELPA 940	Seminar in Educational Leadership & Policy Analysis (by topic)
C&I 662	Elementary School Curriculum
C&I 704	Curriculum Planning
Ed Psych 795	Cognition and Classroom Learning

Higher Education

ELPA 736	Administration of Student Services in Higher Education
ELPA 836	Advanced Topics in Student Affairs Administration
ELPA 880	Academic Programs in Colleges and Universities
ELPA 881	Ideas of the University
ELPA 940	Seminar in Educational Leadership & Policy Analysis (by topic)
ELPA 915	Seminar: College and University Administration

K-12 and Higher Education

ELPA/Coun Psych 655	Career Development Throughout the Lifespan
ELPA 746	The Adult Learner: Implications for Curriculum & Instruction
ELPA 742	Facilitating Learning for Adults
ELPA/C&I 749	Proseminar: Issues and Problems in Teaching-Learning in Adult Education
ELPA 817	Reflective Practice in Higher, Postsecondary, and Continuing Education
ELPA 940	Seminar in Educational Leadership & Policy Analysis (by topic)
Ed Psych 708	The Study of Teaching

IV. ELECTIVES (15 credits)

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.

V. MINOR/SUPPORTING COURSEWORK (12 credits)

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 course work 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.

VI. RESEARCH METHODS AND DESIGN (12 credits)

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.

a. Statistical Methods

Ed Psych 760/761 - Statistical Methods Applied to Education I/II

Sociology 360/361 - Statistics for Sociologists I/II

Statistics 301/302 - Introduction to Statistical Methods I/II

Or equivalent

b. Qualitative Methods

ELPA 824 - Field Research Design & Methodologies in Educational Administration

EPS 755 - Methods of Qualitative Research

CI 717 - Introduction to Qualitative Research

CI 916 - Introduction to Narrative Inquiry

CI 975 - Discourse Analysis & Education

And other appropriate courses

c. Research Design

ELPA 825 - Advanced Research Methods in Educational Administration

VII. RESEARCH / THESIS (9 credits)

Students may enroll for up to a maximum of nine credits of research/thesis and/or independent reading.

EA 990 - Research or Thesis

EA 999 - Independent Reading

Or equivalent in other departments

EXAMINATIONS

The Ph.D. qualifying examination must be passed as a partial requirement for completion of the Ph.D. degree. The student may take the exam after the completion of at least 18 credits in Educational Leadership & Policy Analysis coursework and must take the exam no later than the semester in which 24 credits in Educational Leadership & Policy Analysis courses are completed. The qualifying exam must be passed prior to scheduling the preliminary exam.

The Ph.D. preliminary examination must be passed as a partial requirement for completion of the degree. The student must have completed or must expect to complete the research requirements during the semester in which the preliminary exam is taken. The student's program plan, research requirement plan, and minor option plan must have been approved by the Department prior to taking the preliminary examination. The preliminary examination is an oral examination based on the departmentally approved program requirements and the dissertation proposal. The Examination Committee is composed of three faculty members, two of which must be from the Department of Educational Leadership & Policy Analysis. For more information see <http://www.education.wisc.edu/elpa/reference/READYPRELIMSMay2006.pdf>

The final oral examination must be passed as a partial and final requirement for completion of the degree. The student must have completed or expect to complete **ALL** program requirements during the semester in which the final oral examination is taken. Certification of program completion must have been obtained from the Departmental Chairperson prior to scheduling the examination. The final oral examination committee is composed of a three member reading committee and two additional professors (non-readers) who make up the five member final oral committee. At least three of the final oral committee members must be from the Department of Educational Leadership & Policy Analysis. If a student follows the Minor Option A plan, then at least one member must be from the Option A department. In both Option A and Option B plans at least one member must be from outside the Department of Educational Leadership & Policy Analysis. For more information see <http://www.education.wisc.edu/elpa/reference/READYFINALORALS.pdf>

MINIMUM STANDARDS AND PROGRESS TOWARD THE DEGREE

A minimum of seventy five graduate credits must be completed in the Doctor of Philosophy degree program with an overall GGPA of at least 3.00. The student must maintain a minimum overall GGPA of 3.00 in educational administration coursework between admission and the time of the Preliminary Examination.

The qualifying examination may be taken after the completion of 18 credits and shall be taken no later than the completion of 24 credits of coursework in Educational Leadership & Policy Analysis and before filing to take the preliminary examination. If failure results, the qualifying examination may be repeated one time. After a failure the student is required to complete a minimum of six (6) additional credits in Educational Leadership & Policy Analysis before retaking the examination.

Three professors must agree to serve on the student's dissertation writing committee.

The preliminary examination must be passed within seven years from the date of admission to the program. The dissertation must be satisfactorily completed within five years of passing the preliminary examination.

The Graduate School requires that after completion of the preliminary examination and all program requirements the student enroll for at least three graduate credits each semester as a "dissertator" until completion of the final oral examination.

Any student who fails to maintain satisfactory progress toward the degree will be declared "inactive." Students declared "inactive" will be ineligible for any final examination or degree in the Department. "Inactive" students must have a new graduate program approved and must meet the new program and examination requirements in effect at that time.

Students declared "inactive" for three years may be dropped from the Ph.D. program. Students who have been dropped must seek readmission and meet all existing admission, program, and examination requirements.

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