New Program Proposal

Date Submitted: 03/28/19 3:42 pm

Viewing: Educational Policy Analysis & Evaluation

Parent Plan: MAJ: Ed Leadership & Pol Anlys MS

Last edit: 04/26/19 5:51 pm

Changes proposed by: jmead

Name of the school or college academic planner who you consulted with on this proposal.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Kelley - EDU</td>
</tr>
</tbody>
</table>

In Workflow

1. ELPA Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. APIR Admin
8. Registrar

Approval Path

1. 03/27/19 2:59 pm
   Carolyn J Kelley (ckelley): Rollback to Initiator
2. 03/29/19 10:24 am
   Shari L Smith (ssmith7): Approved for ELPA Dept. Approver
3. 04/11/19 4:33 pm
   Carolyn J Kelley (ckelley): Approved for EDU School Admin Reviewer
4. 04/17/19 2:41 pm
   Carolyn J Kelley (ckelley): Approved for EDU School Approver

https://next-guide.wisc.edu/programadmin/
Proposal Abstract/Summary:

ELPA has an approved master’s program with a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. This named option (Educational Policy Analysis & Evaluation) formalizes an academic specialization within our approved and existing academic major within the department. It is also responds to our ten-year review and GFEC recommendations to create named options. Students in this named option have a sequence of courses and experiences that are substantially unique within the department. Creating this named option allows students to differentiate and highlight their area of specialization, which will benefit them in their academic plans and into the labor market.

**Basic Information**

Type of Program: Named Option

Parent Program: MAJ: Ed Leadership & Pol Anlys MS

Parent Audience: Graduate or professional

Parent Home Department: ELPA

Parent School/College: School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes

SIS Code:

SIS Description:

Transcript Title: Educational Policy Analysis & Evaluation

Named Options: 273MSWIDEA: WI Idea Principal Prep
               CP-WW: Coop Program UW-Whitewater
               GHE: Global Higher Education
               Sub Plan 1056: No Title Found
Does the parent program offer this as an additional major as well? No

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Jackson, Jerlando</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Jackson, Jerlando</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Smith, Shari</td>
<td><a href="mailto:slsmith7@wisc.edu">slsmith7@wisc.edu</a></td>
<td>608/263-2701</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Mead, Julie</td>
<td><a href="mailto:jmead@wisc.edu">jmead@wisc.edu</a></td>
<td>608/263-3405</td>
<td></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Policy Studies (ED POL ST)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery:
Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university? No

Will instruction take place at a location geographically separate from UW-Madison? No

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation. No

First term of student enrollment: Fall 2020 (1212)
When will the application for the first term of enrollment open?

Fall 2019 (1202)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>07/01</td>
</tr>
<tr>
<td>Spring</td>
<td>12/01</td>
</tr>
<tr>
<td>Summer</td>
<td>4/01</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFEC (3 years after first student enrollment):

2024

Year of first program review (5 years after first student enrollment):

2026

If this proposal is approved, describe the implementation plan and timeline.

Because this named option merely formalizes a track within an existing program, communications and advising systems are largely in place.

**Rationale and Justifications**

How does the named option relate to the major and to other named options in the major, if relevant?

ELPA has a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. We are seeking approval to formalize each of these strands into three named options: K-12 Leadership; Higher Education; and Educational Policy Analysis & Evaluation. The department has four existing named options that are distinct from the three informal strands and do not overlap: (1) MS Educational Leadership and Policy Analysis, Named Option: Global Higher Education; (2) PhD Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Executive Ph.D. Program; (3) MS Educational Leadership and Policy Analysis, Named Option: UW-Whitewater Cooperative Program; and (4) MS Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Principal Preparation Program. Adding this named option (Educational Policy Analysis & Evaluation -MS) formalizes this academic specialization within our approved and existing academic majors within the department.
Why is the program being proposed? What is its purpose?

The purpose of the named option is to formalize an academic specialization within our approved and existing academic major within the department. This provides students a way to communicate their formal specialization in the labor market and/or other graduate programs. The named option will also allow the department to capture enrollment data for this specialization for analysis and tracking purposes. Students in this named option have an interest in program evaluation or other approaches to the analysis of educational policy (e.g. legal).

Do current students need or want the program? Provide evidence.

The number of students enrolling in this proposed named option has been growing, and students have expressed interest in documenting their specialization on their transcript. The ten-year review and GFEC response to that review also recommended formalizing the specialization through the named options process. By adding this named option, our department will be better situated to recruit students and craft our academic offerings around the growing demand in this area.

What is the market, workforce, and industry need for this program? Provide evidence.

The department has served this population of students for many years. It serves an existing need with a stable number of students admitted each year. This named option is designed for students interested in program evaluation or other approaches to the analysis of educational policy (e.g. legal).

What gap in the program array is it intended to fill?

This program array is not intended to fill a "gap." This named option formalizes a longstanding informal "track" in the Department's Master's degree.

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borman, Geoffrey D</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Diamond, John B</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
</tbody>
</table>
What resources are available to support faculty, staff, labs, equipment, etc.?

Existing Fund 101 resources will support this program. As a formalization of an existing program, no new resources are needed.

Program advisor(s) with title and departmental affiliation(s).
Describe how student services and advising will be supported.

This named option formalizes an academic specialization within our approved and existing academic major within the department. We will continue to use faculty to advise admitted students.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

This named option formalizes an academic specialization within our approved and existing academic major. As such, the funding of the program relies on existing resources. Dean Hess is committed to providing appropriate resources for the program.

Are new Library resources needed to support this program?

No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Students admitted to this program will not be funded as a general rule. As are all graduate students, students admitted to this program may apply for various RA, TA, and PA positions on campus. Shari Smith, Senior Student Services Coordinator, and department faculty will advise those students who seek funding on options available to them.

Curriculum and Requirements
Parent Plan Admissions/How To Get In Requirements

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

Admission to the department is based, in part, on the following criteria: undergraduate GPA in the last 60 hours of undergraduate work, 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.

The GRE is not required for admission to the Master's degree program.

For information regarding admissions criteria, deadlines and the application process, see Admissions on the department website.

Approved Shared Content from /shared/graduate-school-admissions/

Graduate School Admissions

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.
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<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Deadline</strong></td>
<td>July 1</td>
</tr>
<tr>
<td><strong>Spring Deadline</strong></td>
<td>December 1</td>
</tr>
<tr>
<td><strong>Summer Deadline</strong></td>
<td>April 1</td>
</tr>
<tr>
<td><strong>GRE (Graduate Record Examinations)</strong></td>
<td>Not required.</td>
</tr>
<tr>
<td><strong>English Proficiency Test</strong></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>
</tr>
<tr>
<td><strong>Other Test(s) (e.g., GMAT, MCAT)</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Letters of Recommendation</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Applications to the Educational Policy Analysis and Evaluation Named Option of the Master of Science in Educational Leadership and Policy Analysis will be accepted on a rolling basis according to the following schedule:

- **Domestic Applicant Deadlines**
  - Rolling Admissions
  - Last application deadline fall - July 1
  - Last application deadline spring - December 1
  - Last application deadline summer - April 1
- **International Applicant Deadlines**
  - Rolling Admissions
  - Last application deadline fall - April 1

Admission to the department is based, in part, on the following criteria: undergraduate GPA in the last 60 hours of undergraduate work, 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. The GRE is not required for admission to the Master's degree program.
Describe plans for recruiting students to this program.

We don't intend any additional recruitment activities. Students are recruited to the program using the department's website and period informational webinars.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>30</td>
</tr>
<tr>
<td>Year 2</td>
<td>30</td>
</tr>
<tr>
<td>Year 3</td>
<td>30</td>
</tr>
<tr>
<td>Year 4</td>
<td>30</td>
</tr>
<tr>
<td>Year 5</td>
<td>30</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 50

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

*MS program plan - ed policy analysis and evaluation.docx*

Parent Requirements

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

**MODE OF INSTRUCTION**

https://next-guide.wisc.edu/programadmin/
### Mode of Instruction Definitions

**Approved Shared Content from */shared/graduate-school-mode-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

**University General Education Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Credit Requirement</strong></td>
<td>30 credits</td>
</tr>
<tr>
<td><strong>Minimum Residence Credit Requirement</strong></td>
<td>16 credits</td>
</tr>
<tr>
<td><strong>Minimum Graduate Coursework Requirement</strong></td>
<td>24 credits out of 30 total credits must be completed in graduate-level coursework.</td>
</tr>
<tr>
<td><strong>Overall Graduate GPA Requirement</strong></td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td><strong>Other Grade Requirements</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Assessments and Examinations</strong></td>
<td>Contact the program for information on required assessments and examinations.</td>
</tr>
</tbody>
</table>
Language

Contact the program for information on any language requirements.

Required Courses

Select a Named Option for courses required.

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.

View as list

View as grid

Educational Leadership and Policy Analysis: Cooperative Program with UW-Whitewater, M.S.

Educational Leadership and Policy Analysis: Global Higher Education, M.S.

Educational Leadership and Policy Analysis: Wisconsin Idea Principal Preparation, M.S.

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Named Option Requirements

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/

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</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
</tbody>
</table>
**Requirements**

**Minimum Graduate Coursework**

24 credits out of 30 total 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/](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**

Contact the program for information on required assessments and examinations.

### Required Courses

**Foundations Core (6 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP A 870</td>
<td>The Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 961</td>
<td>Critical Issues in Educational Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Methods of Policy Analysis (3-9 credits):** If pursuing a concentration in educational policy evaluation, select 822, 823, and a third course of your choosing (9 credits). If pursuing a concentration in education law, select one course (3 credits). If NOT pursuing either concentration, select 2 courses (6 credits).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP A 725</td>
<td>Research Methods and Procedures in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELP A/ED PSYCH 822</td>
<td>Introduction to Quantitative Inquiry in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 823</td>
<td>Data Management for Education Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ELP A/ED PSYCH 827</td>
<td>Surveys and Other Quantitative Data Collection Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ELP A/COUN PSY/CURRIC/ED POL/ED PSYCH/ RP &amp; SE 788</td>
<td>Qualitative Research Methods in Education: Field Methods I</td>
<td>3</td>
</tr>
<tr>
<td>ELP A/COUN PSY/CURRIC/ED POL/ED PSYCH/ RP &amp; SE 719</td>
<td>Introduction to Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**B. Depth Courses (12 - 15 Credits):** If pursuing a concentration in educational policy evaluation, select 890 and 3 additional courses (12 credits). If pursuing a concentration in education law, select 840, 1 additional law course (841,842, or 910), and 3 additional courses. (15 credits). If NOT pursuing either concentration, select 4 courses (12 credits).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP A 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ELPA 701</td>
<td>Introduction to Higher and Post-Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 702</td>
<td>Introduction to Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/ED POL/PUB AFFR  795</td>
<td>Economics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 831</td>
<td>Financing Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 832</td>
<td>Resource Allocation for Equity and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 840</td>
<td>Public School Law</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 841</td>
<td>Legal Aspects of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 842</td>
<td>Legal Foundations of Special Education and Pupil Services</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 848</td>
<td>Professional Development and Organizational Learning</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 860</td>
<td>Organizational Theory and Behavior in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 863</td>
<td>Race, Class and Educational Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 875</td>
<td>Theory and Practice of Educational Planning</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 881</td>
<td>Ideas of the University: Images of Higher Learning for the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 887</td>
<td>Diversity and Inequality in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 890</td>
<td>Applied Research in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 910</td>
<td>Seminar in Educational Law</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
</tbody>
</table>

C. Electives (6 credits) - Select any relevant substantive or methods courses from ELPA or other departments.

Total credits required: 30

Parent Plan Graduate Policies

Approved Shared Content from /shared/graduate-school-policies/

Graduate School Policies

The Graduate School’s Academic Policies and Procedures 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 is the repository for all of the program's policies and requirements.

Prior Coursework

Graduate Work from Other Institutions

https://next-guide.wisc.edu/programadmin/
If applicable to the program completing, and with program approval, students are allowed to count no more than 9 credits of graduate coursework in educational leadership from other institutions and 6 credits of graduate coursework in areas other than educational leadership from other institutions. Coursework earned five or more years prior to admission to the master’s degree is not allowed to satisfy requirements.

**UW–Madison Undergraduate**

If applicable to the program completing and with program approval, 6 credits of coursework numbered 500 or above from a UW–Madison undergraduate degree are allowed to count toward the degree. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

**UW–Madison University Special**

With program approval, students are allowed to count no more than 6 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 need to be converted to graduate credits. Once converted, students are assessed the difference in tuition between special and graduate tuition. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

**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. 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. 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. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.

A committee often accomplishes advising for the students in the early stages of their studies.

**CREDITS PER TERM ALLOWED**

12 credits

**Time Constraints**

Master’s degree students who have been absent for five 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
Other

Funding is not offered along with offers for admission.

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Graduate School Policies

The Graduate School’s Academic Policies and Procedures 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

Graduate Program Handbook

The Graduate Program Handbook is the repository for all of the program’s policies and requirements.

Prior Coursework

Graduate Work from Other Institutions

If applicable to the program completing, and with program approval, students are allowed to count no more than 9 credits of graduate coursework in educational leadership from other institutions and 6 credits of graduate coursework in areas other than educational leadership from other institutions. Coursework earned five or more years prior to admission to the master’s degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

If applicable to the program completing and with program approval, 6 credits of coursework numbered 500 or above from a UW–Madison undergraduate degree are allowed to count toward the degree. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

UW–Madison University Special

With program approval, students are allowed to count no more than 6 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 need to be converted to graduate credits. Once converted, students are assessed the difference in tuition between special and graduate tuition. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.
**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. 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. 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. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. A committee often accomplishes advising for the students in the early stages of their studies.

**CREDITS PER TERM ALLOWED**

12 credits

**Time Constraints**

Master’s degree students who have been absent for five 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.

**Other**

Funding is not offered along with offers for admission.

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Full time students can complete the program in 2 years.

**Program Learning Outcomes and Assessment**

Parent Program
Learning Outcomes
Articulates, critiques, or elaborates the theories, research methods, and approaches to scholarly inquiry or practice in educational settings.
Identifies sources and assembles evidence pertaining to questions or challenges in the field of study or field of practice.
Demons tr a t es understanding of the primary field of study or field of practice in a historical, social, or global context.
Demons tr a t es understanding of how to identify and address social inequalities in educational opportunities and outcomes through a field of study or field of practice.
Selects and/or utilizes the most appropriate methodologies and practices.
E va lu a t es or s yn thesiz es in f or ma on pert a ning to ques ons or chal lenge s in the f i el d of study or ﬁeld of practice.
C ommunic a t es clearly in ways appropriate to the field of study or field of practice.
R ec ognizes and applies principles of ethical and professional conduct.

Summarize the assessment plan.

The department’s assessment plan for this named option relies on 2 methods: Evaluation of the required capstone paper and periodic collection of data by means of an alumni survey.
Capstone/portfolio rubric: Master’s students’ capstone paper, course performance, and/or culminating portfolios will be assessed using a rubric. This is a direct measure of assessment.
Alumni survey: Every three years, ELPA will conduct a short online survey examining alumni’s perceptions of the extent to which their ELPA M.S. experience contributes to each of the intended learning goals since their graduation. This is an indirect measure of assessment.

**Commitments**

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes
Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

**Supporting Information**

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

**Approvals**

*Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.*

Enter any notes about approval here:

Proposal approved by ELPA Department on February 19, 2018.

Entered by: Carolyn Kelley
Date entered: 4/11/19

*School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.*

Enter any notes about approval here:

Proposal approved by the SoE Programs Committee on April 5, 2019.
Proposal approved by the SoE Academic Planning Council on April 17, 2019.

Entered by and date: Carolyn Kelley
Date entered: 4/17/19
**GFEC Approval** - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:
Date entered:

**UAPC Approval** - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:
Date entered:

---

**For Administrative Use**

Admin Notes:

Guide URL:

Effective date:

SIS Short Description:

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:
Reviewer

Comments

Carolyn J Kelley (ckelley) (03/27/19 2:59 pm): Rollback: Edits to guide content as discussed.
New Program Proposal

Date Submitted: 03/28/19 5:39 pm

Viewing: 

**Educational Policy Analysis & Evaluation**

Parent Plan: MAJ: Ed Leadership & Pol Anlys PHD

Last edit: 04/17/19 2:39 pm

Changes proposed by: jmead

Name of the school or college academic planner who you consulted with on this proposal.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Kelley - EDU</td>
</tr>
</tbody>
</table>

In Workflow

1. ELPA Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. APIR Admin
8. Registrar

Approval Path

1. 03/27/19 2:58 pm
   Carolyn J Kelley (ckelley): Rollback to Initiator
2. 03/29/19 10:24 am
   Shari L Smith (slsmith7):
   Approved for ELPA Dept. Approver
3. 04/11/19 4:13 pm
   Carolyn J Kelley (ckelley): Approved for EDU School Admin Reviewer
4. 04/17/19 2:40 pm
   Carolyn J Kelley (ckelley): Approved for EDU School Approver
Proposal Abstract/Summary:

ELPA has an approved doctoral program with a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. This named option (Educational Policy Analysis & Evaluation - Ph.D.) formalizes an academic specialization within our approved and existing academic major within the department. It is also responds to our ten-year review and GFEC recommendations to create named options. Students in this named option have a sequence of courses and experiences that are substantially unique within the department. Creating this named option allows students to differentiate and highlight their area of specialization, which will benefit them in their academic plans and into the labor market.

**Basic Information**

<table>
<thead>
<tr>
<th>Type of Program:</th>
<th>Named Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Program:</td>
<td>MAJ: Ed Leadership &amp; Pol Anlys PHD</td>
</tr>
<tr>
<td>Parent Audience:</td>
<td>Graduate or professional</td>
</tr>
<tr>
<td>Parent Home Department:</td>
<td>ELPA</td>
</tr>
<tr>
<td>Parent School/College:</td>
<td>School of Education</td>
</tr>
</tbody>
</table>

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes

SIS Code:

SIS Description:

Transcript Title: Educational Policy Analysis & Evaluation

Named Options: WIE: Wisconsin Idea Exec PhD Cohort

Sub Plan 1061: No Title Found

Sub Plan 1063: No Title Found

Sub Plan 1064: No Title Found
Does the parent program offer this as an additional major as well? Yes

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Jackson, Jerlando F L</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Jackson, Jerlando F L</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Smith, Shari L</td>
<td><a href="mailto:slsmith7@wisc.edu">slsmith7@wisc.edu</a></td>
<td>608/263-2701</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Mead, Julie F</td>
<td><a href="mailto:jmead@wisc.edu">jmead@wisc.edu</a></td>
<td>608/263-3405</td>
<td></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Policy Studies (ED POL ST)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery:
Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university? No

Will instruction take place at a location geographically separate from UW-Madison? No

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation. No

First term of student enrollment: Fall 2020 (1212)

When will the application for the first term of enrollment open? Fall 2019 (1202)
Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>12/01</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFEC (3 years after first student enrollment):

2024

Year of first program review (5 years after first student enrollment):

2026

If this proposal is approved, describe the implementation plan and timeline.

Because this named option merely formalizes a track within an existing program, there is limited communication needed for students, and program communication and advising structures are already in place.

**Rationale and Justifications**

How does the named option relate to the major and to other named options in the major, if relevant?

ELPA has a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. We are seeking approval to formalize each of these strands into three named options: K-12 Leadership; Higher Education; and Educational Policy Analysis & Evaluation. The department has four existing named options that are distinct from the three informal strands and do not overlap: (1) MS Educational Leadership and Policy Analysis, Named Option: Global Higher Education; (2) PhD Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Executive Ph.D. Program; (3) MS Educational Leadership and Policy Analysis, Named Option: UW-Whitewater Cooperative Program; and (4) MS Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Principal Preparation Program. Adding this named option (Educational Policy Analysis and Evaluation - PhD.) formalizes this academic specialization within our approved and existing academic majors within the department.
Why is the program being proposed? What is its purpose?

The purpose of the named option (Educational Policy Analysis & Evaluation- Ph.D.) is to formalize an academic specialization within our approved and existing academic major within the department. This provides students a way to communicate their formal specialization in the labor market and/or other graduate programs. The named option will also allow the department to capture enrollment data for this specialization for analysis and tracking purposes.

Do current students need or want the program? Provide evidence.

The number of students enrolling in this proposed named option is stable and students have expressed interest in documenting their specialization on their transcript. The ten-year review and GFEC response to that review also recommended formalizing the specialization through the named options process. By adding this named option, our department will be better situated to recruit students and craft our academic offerings around the growing demand in this area.

What is the market, workforce, and industry need for this program? Provide evidence.

The department has served this population of students for many years. It serves an existing need with a stable number of students admitted each year. This named option is designed for students pursuing a Ph.D. who are interested in various positions in educational policy analysis and evaluation. These may include serving as professors, working for research institutes, and working for federal or state agencies.

What gap in the program array is it intended to fill?

This program array is not intended to fill a "gap." This named option formalizes a longstanding informal "track" in the Department's doctoral program.

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borman, Geoffrey D</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Diamond, John B</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
</tbody>
</table>
### Name (Last, First)  |  Department                        |  Title
---|---|---
Goff, Peter T  |  Ed Leadership & Policy Analysis (ELPA)  |  Assistant Professor
Hillman, Nicholas William  |  Ed Leadership & Policy Analysis (ELPA)  |  Associate Professor
Kelley, Carolyn J  |  Ed Leadership & Policy Analysis (ELPA)  |  Professor
Mead, Julie F  |  Ed Leadership & Policy Analysis (ELPA)  |  Professor
Smith, Shari L  |  Ed Leadership & Policy Analysis (ELPA)  |  Senior Student Services Coordinator
Underwood, Julie K  |  Ed Leadership & Policy Analysis (ELPA)  |  Professor

What resources are available to support faculty, staff, labs, equipment, etc.? 

Existing Fund 101 resources will support this program. As a formalization of an existing program, no new resources are needed.

Program advisor(s) with title and departmental affiliation(s).
Describe how student services and advising will be supported.

This named option formalizes an academic specialization within our approved and existing academic major within the department. We will continue to use faculty to advise admitted students.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

**Resources, Budget, and Finance**

Is this a revenue program? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

This named option formalizes an academic specialization within our approved and existing academic major. As such, the funding of the program relies on existing resources. Dean Hess is committed to providing appropriate resources for the program.

Are new Library resources needed to support this program? No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

The School of Education is transitioning to offering all admitted doctoral students at least four years of funding at .5 FTE. Students admitted to this program of doctoral study will be offered 4 years of funding at .5 FTE. They will be offered some combination of fellowship support, scholarship, or appointment as teaching assistant, research assistant or project assistant. All funding offers will include tuition remission in addition to the stipend. Funding sources will include Graduate School resources (e.g., university fellowships), School of Education resources (e.g. Education Graduate Research Scholarships), and departmental resources (e.g., alumni fellowships created through gift funds, assignment to externally funded research grants, revenues from 131 programs). Funding decisions will be made by the Department’s admissions committee in consultation with departmental faculty.
Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Ph.D. in Educational Leadership and Policy Analysis through one of the named options: K-12 Leadership, Wisconsin Idea Executive Ph.D. Cohort, Higher Education, Educational Policy Analysis and Evaluation. 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.

For information regarding admissions criteria, deadlines and the application process, see Admissions on the department website.

Approved Shared Content from /shared/graduate-school-admissions/

Graduate School Admissions

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.
Graduate School Admissions

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Graduate Admissions Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</td>
</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>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>3</td>
</tr>
</tbody>
</table>

Required

Applications to the Educational Policy Analysis and Evaluation 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.

For information regarding admissions criteria, deadlines and the application process, see [Admissions](https://grad.wisc.edu/apply/requirements/) on the department website.

Describe plans for recruiting students to this program.

We don't intend any additional recruitment activities. Students are recruited to the program using the department's website and periodic informational webinars.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>20</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/programadmin/
<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>20</td>
</tr>
<tr>
<td>Year 3</td>
<td>20</td>
</tr>
<tr>
<td>Year 4</td>
<td>20</td>
</tr>
<tr>
<td>Year 5</td>
<td>20</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 30

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent Requirements

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Mode of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
<td>Yes</td>
</tr>
<tr>
<td>Evening/Weekend</td>
<td>Yes</td>
</tr>
<tr>
<td>Online</td>
<td>No</td>
</tr>
<tr>
<td>Hybrid</td>
<td>No</td>
</tr>
<tr>
<td>Accelerated</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-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

### University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</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>
<tr>
<td>Minimum Graduate Coursework</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>
<tr>
<td>Other Grade Requirements</td>
<td>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.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>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.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Contact the program for information on any language requirements.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth Requirements</td>
<td>Doctoral students must complete a doctoral minor. Minor coursework is completed in areas that serve to enhance the major coursework.</td>
</tr>
</tbody>
</table>

### Required Courses
Select a Named Option for courses required.

**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.

**View as list**

**View as grid**

**Educational Leadership and Policy Analysis: Wisconsin Idea Executive Ph.D. Cohort, Ph.D.**

Guide Requirements tab

<table>
<thead>
<tr>
<th>Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/</th>
</tr>
</thead>
</table>

**Minimum Graduate School Requirements**

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

**Named Option Requirements**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Approved Shared Content from /shared/graduate-school-mode-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

**University General Education Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>75 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>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. (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>Students must earn a B or above in all coursework (300 or above, not including research credits) taken as a graduate student.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Required Coursework**

**INTRODUCTION TO THE FIELD** 6 credits

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.
CORE KNOWLEDGE 12 credits
The department believes that students in educational administration should be familiar with four program areas of knowledge:

(1) Organizations and Planning; (2) Program and Instructional Leadership and Management; (3) Politics, Policy and Finance; and (4) 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. 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.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA/INTER-HE 730</td>
<td>Program Development in Continuing Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 860</td>
<td>Organizational Theory and Behavior in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 875</td>
<td>Theory and Practice of Educational Planning</td>
<td>3</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.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 715</td>
<td>Governance and Administration of Colleges and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 845</td>
<td>School-Level Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 847</td>
<td>Instructional Leadership and Teacher Capacity</td>
<td>3</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.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 831</td>
<td>Financing Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 832</td>
<td>Resource Allocation for Equity and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 840</td>
<td>Public School Law</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 841</td>
<td>Legal Aspects of Higher Education</td>
<td>3</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.

### Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 735</td>
<td>Leadership for Equity and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 736</td>
<td>Administration of Student Services in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/CURRIC 746</td>
<td>The Adult Learner: Implications for Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 848</td>
<td>Professional Development and Organizational Learning</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 880</td>
<td>Academic Programs in Colleges and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 887</td>
<td>Diversity and Inequality in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### PROGRAM DEPTH – 9 credits

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

### Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA/INTER‑HE 826</td>
<td>Evaluation for Administrative Decision Making in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 860</td>
<td>Organizational Theory and Behavior in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 875</td>
<td>Theory and Practice of Educational Planning</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>M H R 872</td>
<td>Seminar in Organizational Behavior and Design</td>
<td>3</td>
</tr>
<tr>
<td>SOC 632</td>
<td>Sociology of Organizations</td>
<td>3-4</td>
</tr>
<tr>
<td>OTM 770</td>
<td>Sustainable Approaches to System Improvement</td>
<td>4</td>
</tr>
</tbody>
</table>

#### PROGRAM AND INSTRUCTIONAL LEADERSHIP AND MANAGEMENT

### Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELPA 715</td>
<td>Governance and Administration of Colleges and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 785</td>
<td>Staff Personnel Systems in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 844</td>
<td>Technology and School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 845</td>
<td>School-Level Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 846</td>
<td>The School Superintendency</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 847</td>
<td>Instructional Leadership and Teacher Capacity</td>
<td>3</td>
</tr>
</tbody>
</table>
### Code | Title | Credits
---|---|---
ELPA 848 | Professional Development and Organizational Learning | 3
ELPA 863 | Race, Class and Educational Inequality | 3
ELPA 864 | Urban Education Leadership | 3
ELPA 915 | Seminar: College and University Administration | 3
ELPA 940 | Special Topics Seminar in Educational Leadership | 3
ELPA 710 | Introduction to Intercollegiate Athletics Administration | 3
ELPA 726 | Data-Based Decision-Making for Educational Leadership | 3
ELPA/INTER-HE 730 | Program Development in Continuing Education | 3
ELPA 885 | Leadership for Study Abroad Programs and International Student Services | 3

**POLITICS, POLICY, AND FINANCE**

### Code | Title | Credits
---|---|---
ELPA/INTER-HE 770 | Community, Opportunity, and Justice | 3
ELPA 831 | Financing Postsecondary Education | 3
ELPA 832 | Resource Allocation for Equity and Social Justice | 3
ELPA 840 | Public School Law | 3
ELPA 841 | Legal Aspects of Higher Education | 3
ELPA 842 | Legal Foundations of Special Education and Pupil Services | 3
ELPA 870 | The Politics of Education | 3
ELPA/ED POL 872 | Educational Policy Research Design and Implementation | 3
ELPA 910 | Seminar in Educational Law | 3
ELPA 960 | Seminar in Educational Finance | 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
ECON 711 | Economic Theory-Microeconomics Sequence | 3
ECON 712 | Economic Theory-Macroeconomics Sequence | 3
ECON 741 | Theory of Public Finance and Fiscal Policy | 3
ECON 742 | Theory of Public Finance and Fiscal Policy | 3
PUB AFFR 869 | Workshop in Public Affairs | 3
PUB AFFR/POLI SCI 871 | Public Program Evaluation | 3
PUB AFFR/POLI SCI/URB R PL 874 | Policy-Making Process | 3
PUB AFFR 974 | Topics in Public Affairs | 3
PUB AFFR 880 | Microeconomic Policy Analysis | 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
PUB AFFR 891 | State and Local Government Finance | 3

**LEARNING AND DIVERSITY**

### Course List

### Code | Title | Credits
---|---|---
ELPA 848 | Professional Development and Organizational Learning | 3
ELPA 863 | Race, Class and Educational Inequality | 3
ELPA 864 | Urban Education Leadership | 3
ELPA 915 | Seminar: College and University Administration | 3
ELPA 940 | Special Topics Seminar in Educational Leadership | 3
ELPA 710 | Introduction to Intercollegiate Athletics Administration | 3
ELPA 726 | Data-Based Decision-Making for Educational Leadership | 3
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ELPA 885 | Leadership for Study Abroad Programs and International Student Services | 3

**POLITICS, POLICY, AND FINANCE**

### Code | Title | Credits
---|---|---
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ELPA 832 | Resource Allocation for Equity and Social Justice | 3
ELPA 840 | Public School Law | 3
ELPA 841 | Legal Aspects of Higher Education | 3
ELPA 842 | Legal Foundations of Special Education and Pupil Services | 3
ELPA 870 | The Politics of Education | 3
ELPA/ED POL 872 | Educational Policy Research Design and Implementation | 3
ELPA 910 | Seminar in Educational Law | 3
ELPA 960 | Seminar in Educational Finance | 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
ECON 711 | Economic Theory-Microeconomics Sequence | 3
ECON 712 | Economic Theory-Macroeconomics Sequence | 3
ECON 741 | Theory of Public Finance and Fiscal Policy | 3
ECON 742 | Theory of Public Finance and Fiscal Policy | 3
PUB AFFR 869 | Workshop in Public Affairs | 3
PUB AFFR/POLI SCI 871 | Public Program Evaluation | 3
PUB AFFR/POLI SCI/URB R PL 874 | Policy-Making Process | 3
PUB AFFR 974 | Topics in Public Affairs | 3
PUB AFFR 880 | Microeconomic Policy Analysis | 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
PUB AFFR 891 | State and Local Government Finance | 3

**LEARNING AND DIVERSITY**

### Course List
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.

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.

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 (ELPA 825). Substitutions for 825 are not allowed.

**Statistical Methods**

### Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA/ED PSYCH 822</td>
<td>Introduction to Quantitative Inquiry in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 823</td>
<td>Data Management for Education Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/ED PSYCH 827</td>
<td>Surveys and Other Quantitative Data Collection Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/ED PSYCH 964</td>
<td>Hierarchical Linear Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>ED PSYCH 760</td>
<td>Statistical Methods Applied to Education I</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 761</td>
<td>Statistical Methods Applied to Education II</td>
<td>3</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC 360</td>
<td>Statistics for Sociologists I</td>
<td>4</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC 361</td>
<td>Statistics for Sociologists II</td>
<td>3</td>
</tr>
<tr>
<td>STAT 301</td>
<td>Introduction to Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>STAT 302</td>
<td>Accelerated Introduction to Statistical Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Qualitative Methods**

### Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</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>
<td>3</td>
</tr>
<tr>
<td>ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/ RP &amp; SE 788</td>
<td>Qualitative Research Methods in Education: Field Methods I</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/ RP &amp; SE 789</td>
<td>Qualitative Research Methods in Education: Field Methods II</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 824</td>
<td>Field Research Designs &amp; Methodologies in Educational Administratn</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>ED POL/C&amp;E SOC/SOC 755</td>
<td>Methods of Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 718</td>
<td>Introduction to Narrative Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 802</td>
<td>Discourse Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Design**

### Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 825</td>
<td>Advanced Research Methods in Educational Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thesis – 9 credits**

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.

### Course List

https://next-guide.wisc.edu/programadmin/
Total credits required:

75

Parent Plan Graduate Policies

### Approved Shared Content from /shared/graduate-school-policies/

#### Graduate School Policies

The Graduate School’s Academic Policies and Procedures 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 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://next-guide.wisc.edu/programadmin/).

##### Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or I during an academic year (900 days) and fulfills a course requirement.
incomplete in a graduate course (3.0 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 by require to take another preliminary examination and to be admitted to candidacy a second time.

**Other**

Funding offers, when available, will be included in offers for admission.

Guide Graduate Policies tab

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**Approved Shared Content from /shared/graduate-school-policies/**

**Graduate School Policies**

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**Named Option-Specific Policies**

---

**Graduate Program Handbook**

https://next-guide.wisc.edu/programadmin/
The **Graduate Program Handbook** 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.

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### 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.

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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 by require to take another preliminary examination and to be admitted to candidacy a second time.

Other

n/a

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The latest data available from the Graduate Schools shows that students in our Ph.D. program complete their degrees in an average of 5.7 years (2016). It should be noted that we have a mix of full and part-time students.

Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes
Articulates research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of study.
Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within the field of study.
Creates research or scholarship that makes a substantive contribution.
Demonstrates breadth within their learning experiences.
Advances contributions to society in the field of study or field of practice.
Communicates complex ideas in a clear and understandable manner.
Fosters ethical and professional conduct.
Summarize the assessment plan.

The department’s assessment plan for this named option relies on 3 methods: Evaluation of the dissertation, the number of student publications and presentations, and periodic collection of data by means of an alumni survey. Dissertation Rubric: Following the ELPA Ph.D. dissertation defense, each dissertation committee member will assess the written document and oral presentation/defense using a rubric. The ELPA department currently has a rubric that is implemented in this fashion. This rubric will be reviewed and revised to further align with the learning goals. This is a direct measure of assessment.

Student publications and presentations: The department will document and report a count of the research papers published and conference presentations made by its students. This is an indirect measure of assessment.

Alumni survey: Every three years, ELPA will conduct a short online survey examining alumni’s perceptions of the extent to which their ELPA PhD experience contributes to each of the intended learning goals since their graduation. This is an indirect measure of assessment.

**Commitments**

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes
Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

*Department Approval -* This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The ELPA Department approved this proposal on February 19, 2018.

Entered by: Carolyn Kelley
Date entered: 4/11/19

*School/College Approval *- This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The SoE Programs Committee approved this proposal on April 5, 2019.
The SoE Academic Planning Council approved this proposal on April 17, 2019.

Entered by and date: Carolyn Kelley
Date entered: 4/17/19

*GFEC Approval *- This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval
UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

Guide URL:

Effective date:

SIS Short Description:

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Reviewer Comments

Carolyn J Kelley (ckelley) (03/27/19 2:58 pm): Rollback: Edits to guide content as discussed.
New Program Proposal

Date Submitted: 03/21/19 3:58 pm

Viewing: Higher Education

Parent Plan: MAJ: Ed Leadership & Pol Anlys MS

Last edit: 04/26/19 3:05 pm

Changes proposed by: jmead

Name of the school or college academic planner who you consulted with on this proposal.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Kelley - EDU</td>
</tr>
</tbody>
</table>

Approval Path

1. 03/25/19 8:17 am
   Shari L Smith (slsmith7): Approved for ELPA Dept. Approver

2. 03/27/19 2:59 pm
   Carolyn J Kelley (ckelley): Rollback to ELPA Dept. Approver for EDU School Admin Reviewer

3. 03/29/19 10:24 am
   Shari L Smith (slsmith7): Approved for ELPA Dept. Approver

4. 04/11/19 5:01 pm
   Carolyn J Kelley (ckelley): Approved for EDU School Admin Reviewer
Proposal Abstract/Summary:

The Department of Educational Leadership and Policy Analysis (ELPA) has an approved master's program with a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. This named option (Higher Education- MS) formalizes an academic specialization within our approved and existing academic major within the department. It is also responds to our ten-year review and GFEC recommendations to create named options. Students in this named option have a sequence of courses and experiences that are substantially unique within the department. Creating this named option allows students to differentiate and highlight their area of specialization, which will benefit them in their academic plans and into the labor market.

Basic Information

Type of Program: Named Option
Parent Program: MAJ: Ed Leadership & Pol Anlys MS
Parent Audience: Graduate or professional
Parent Home Department: ELPA
Parent School/College: School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes
SIS Code:
SIS Description:
Transcript Title: Higher Education

Named Options:
- 273MSWIDEA: WI Idea Principal Prep
- CP-WW: Coop Program UW-Whitewater
- GHE: Global Higher Education
- Sub Plan 1056: No Title Found
- Sub Plan 1057: No Title Found
- Sub Plan 1059: No Title Found

Does the parent program offer this as an additional major as well? No

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Jackson, Jerlando F L</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Jackson, Jerlando F L</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Smith, Shari L</td>
<td><a href="mailto:slsmith7@wisc.edu">slsmith7@wisc.edu</a></td>
<td>608/263-2701</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Mead, Julie F</td>
<td><a href="mailto:jmead@wisc.edu">jmead@wisc.edu</a></td>
<td>608/263-3405</td>
<td></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Policy Studies (ED POL ST)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery:
- Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university? No
Will instruction take place at a location geographically separate from UW-Madison? No
Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation. No

First term of student enrollment: Fall 2020 (1212)

When will the application for the first term of enrollment open? Fall 2019 (1202)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>07/01</td>
</tr>
<tr>
<td>Spring</td>
<td>12/01</td>
</tr>
<tr>
<td>Summer</td>
<td>04/01</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFEC (3 years after first student enrollment): 2024

Year of first program review (5 years after first student enrollment): 2026

If this proposal is approved, describe the implementation plan and timeline.

Because this named option merely formalizes an track within an existing program, communications and advising systems are already in place.

**Rationale and Justifications**
How does the named option relate to the major and to other named options in the major, if relevant?

ELPA has a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. We are seeking approval to formalize each of these strands into three named options: K-12 Leadership; Higher Education; and Educational Policy Analysis & Evaluation. The department has four existing named options that are distinct from the three informal strands and do not overlap: (1) MS Educational Leadership and Policy Analysis, Named Option: Global Higher Education; (2) PhD Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Executive Ph.D. Program; (3) MS Educational Leadership and Policy Analysis, Named Option: UW-Whitewater Cooperative Program; and (4) MS Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Principal Preparation Program. Adding this named option (Higher Education-MS) formalizes this academic specialization within our approved and existing academic majors within the department.

Why is the program being proposed? What is its purpose?

The purpose of the named option is to formalize an academic specialization within our approved and existing academic major within the department. This provides students a way to communicate their formal specialization in the labor market and/or other graduate programs. The named option, Higher Education, will also allow the department to capture enrollment data for this specialization for analysis and tracking purposes. This named option is designed for students interested in various leadership positions in institutions of higher of education, including student affairs, academic advising, athletic administration, and general administration.

Do current students need or want the program? Provide evidence.

The number of students enrolling in this proposed named option has been growing, and students have expressed interest in documenting their specialization on their transcript. The ten-year review and GFEC response to that review also recommended formalizing the specialization through the named options process. By adding this named option, our department will be better situated to recruit students and craft our academic offerings around the growing demand in this area.

What is the market, workforce, and industry need for this program? Provide evidence.

The department has served this population of students for many years. It serves an existing need with a stable number of students admitted each year. This named option is designed for students interested in various leadership positions in institutions of higher of education, including student affairs, academic advising, athletic administration, and general administration.
What gap in the program array is it intended to fill?

This program array is not intended to fill a "gap." This named option formalizes a longstanding informal "track" in the Department's Master's degree.

## Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conrad, Clifton F</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Crim Jr, Elton J</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Clinical Professor</td>
</tr>
<tr>
<td>Jackson, Jerlando F L</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Hillman, Nicholas William</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Smith, Shari L</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Senior Student Services Coordinator</td>
</tr>
<tr>
<td>Wang, Xueli</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Winkle-Wagner, Rachelle L</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

What resources are available to support faculty, staff, labs, equipment, etc. ?

Existing Fund 101 resources will support this program. As a formalization of an existing program, no new resources are needed.

Program advisor(s) with title and departmental affiliation(s).

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crim Jr, Elton J</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Clinical Professor</td>
</tr>
</tbody>
</table>
Describe how student services and advising will be supported.

This named option formalizes an academic specialization within our approved and existing academic major within the department. We will continue to use faculty to advise admitted students.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

This named option formalizes an academic specialization within our approved and existing academic major. As such, the funding of the program relies on existing resources. Dean Hess is committed to providing appropriate resources for the program.

Are new Library resources needed to support this program? No
Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Students admitted to this program will not be funded as a general rule. As are all graduate students, students admitted to this program may apply for various RA, TA, and PA positions on campus. Shari Smith, Senior Student Services Coordinator, and department faculty will advise those students who seek funding on options available to them.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements


Admission to the department is based, in part, on the following criteria: undergraduate GPA in the last 60 hours of undergraduate work, 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. The GRE is not required for admission to the Master's degree program.

For information regarding admissions criteria, deadlines and the application process, see Admissions on the department website.

Approved Shared Content from /shared/graduate-school-admissions/

Graduate School Admissions

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.
Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/

Graduate School Admissions

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.

Graduate Admissions Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>July 1 for domestic applicants; April 1 for international applicants</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>April 1</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</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>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>3</td>
</tr>
</tbody>
</table>

Applications to the Higher Education Named Option of the Master of Science in Educational Leadership and Policy Analysis will be accepted on a rolling basis.

- To be eligible for admission for Fall semester, the application must be received by July 1.
- To be eligible for admission for Spring semester, the application must be received by December 1.
- To be eligible for admission for Summer classes, the application must be received by April 1. International applicants Deadline - April 1 for admission for Fall semester.

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, 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.

The GRE is not required for admission to the Master's degree program.

For information regarding admissions criteria, deadlines and the application process, see Admissions on the department website.

Describe plans for recruiting students to this program.

We don't intend any additional recruitment activities. Students are recruited to the program using the department's website and period informational webinars.
Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>50</td>
</tr>
<tr>
<td>Year 2</td>
<td>50</td>
</tr>
<tr>
<td>Year 3</td>
<td>50</td>
</tr>
<tr>
<td>Year 4</td>
<td>50</td>
</tr>
<tr>
<td>Year 5</td>
<td>50</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 70

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent Requirements

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions
Approved Shared Content from /shared/graduate-school-mode-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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>24 credits out of 30 total credits must be completed in graduate-level coursework.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>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.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Contact the program for information on required assessments and examinations.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Contact the program for information on any language requirements.</td>
</tr>
</tbody>
</table>

Required Courses
Select a Named Option for courses required.

**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.

View as list

View as grid

**Educational Leadership and Policy Analysis: Cooperative Program with UW–Whitewater, M.S.**

**Educational Leadership and Policy Analysis: Global Higher Education, M.S.**

**Educational Leadership and Policy Analysis: Wisconsin Idea Principal Preparation, M.S.**

Guide Requirements tab

<table>
<thead>
<tr>
<th>Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/</th>
<th></th>
</tr>
</thead>
</table>

**Minimum Graduate School Requirements**

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.
Named Option Requirements

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Mode of Instruction Definitions**

**Approved Shared Content from /shared/graduate-school-mode-instruction-defineds/**

**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**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Credit Requirement</td>
<td>24 credits out of 30 total 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 (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
</tbody>
</table>
R equire m e n ts

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

Contact the program for information on required assessments and examinations.

---

**Required Courses**

**Foundations (3 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP A 701</td>
<td>Introduction to Higher and Post-Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Areas (18 Credits)**

**A. Administration Organization & Governance (3-6 credits):** If pursuing a concentration in Intercollegiate Athletic Administration, CHOOSE 710 AND 1 other course. Otherwise - CHOOSE 1 course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP A 710</td>
<td>Introduction to Intercollegiate Athletics Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 715</td>
<td>Governance and Administration of Colleges and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ELP A/INTER-HE 730</td>
<td>Program Development in Continuing Education</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 736</td>
<td>Administration of Student Services in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 831</td>
<td>Financing Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 878</td>
<td>The American Community College</td>
<td>3</td>
</tr>
</tbody>
</table>

**B. Teaching and Learning (3-6 Credits):** If pursuing a concentration in Student Affairs Administration, CHOOSE 883 AND 1 other course. Otherwise - CHOOSE 1 course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP A/INTER-HE 742</td>
<td>Facilitating Learning for Adults</td>
<td>3</td>
</tr>
<tr>
<td>ELP A/CURRIC 746</td>
<td>The Adult Learner: Implications for Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 880</td>
<td>Academic Programs in Colleges and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 881</td>
<td>Ideas of the University: Images of Higher Learning for the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 883</td>
<td>Perspectives on College Student Identity and Development</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 887</td>
<td>Diversity and Inequality in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 888</td>
<td>Assessment in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**C. Policy and Research (3-6 credits):** If pursuing a concentration in Two Year Colleges, CHOOSE 878 AND 1 other course. Otherwise - CHOOSE 1 course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP A 725</td>
<td>Research Methods and Procedures in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 824</td>
<td>Field Research Designs &amp; Methodologies in Educational Administratn</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ELPA 831</td>
<td>Financing Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 841</td>
<td>Legal Aspects of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 870</td>
<td>The Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 878</td>
<td>The American Community College</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 888</td>
<td>Assessment in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**D. Equity & Diversity (6 credits): CHOOSE 2**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 882</td>
<td>Minority-Serving Institutions of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 883</td>
<td>Perspectives on College Student Identity and Development</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 878</td>
<td>The American Community College</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 887</td>
<td>Diversity and Inequality in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Additional Coursework (3-6 credits):** Option of completing course work outside of Educational Leadership & Policy Analysis OR completing additional ELPA course work. Consult with advisor prior to selecting courses. If completing a field experience, only 3 credits of additional course work is required.

**Field Experience - Optional (0-4 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 700</td>
<td>Field Experience in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 990</td>
<td>Research or Thesis</td>
<td>1-12</td>
</tr>
</tbody>
</table>

**Capstone Learning Project - Required (3 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 777</td>
<td>Higher and Post-Secondary Education Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 999</td>
<td>Independent Reading</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Total credits required:

30

Parent Plan Graduate Policies

---

**Approved Shared Content from /shared/graduate-school-policies/**

**Graduate School Policies**

The Graduate School’s Academic Policies and Procedures 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 is the repository for all of the program's policies and requirements.

**Prior Coursework**

**Graduate Work from Other Institutions**

If applicable to the program completing, and with program approval, students are allowed to count no more than 9 credits of graduate coursework in educational leadership from other institutions and 6 credits of graduate coursework in areas other than educational leadership from other institutions. Coursework earned five or more years prior to admission to the master’s degree is not allowed to satisfy requirements.

**UW–Madison Undergraduate**

If applicable to the program completing and with program approval, 6 credits of coursework numbered 500 or above from a UW–Madison undergraduate degree are allowed to count toward the degree. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

**UW–Madison University Special**

With program approval, students are allowed to count no more than 6 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 need to be converted to graduate credits. Once converted, students are assessed the difference in tuition between special and graduate tuition. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

**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. 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. 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. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.

A committee often accomplishes advising for the students in the early stages of their studies.
CREDITS PER TERM ALLOWED

12 credits

Time Constraints

Master’s degree students who have been absent for five 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.

Other

Funding is not offered along with offers for admission.

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Graduate School Policies

The Graduate School’s Academic Policies and Procedures 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

Graduate Program Handbook

The Graduate Program Handbook is the repository for all of the program’s policies and requirements.

Prior Coursework

Graduate Work from Other Institutions

If applicable to the program completing, and with program approval, students are allowed to count no more than 9 credits of graduate coursework in educational leadership from other institutions and 6 credits of graduate coursework in areas other than educational leadership from other institutions. Coursework earned five or more years prior to admission to the master’s degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

If applicable to the program completing and with program approval, 6 credits of coursework numbered 500 or above from a UW–Madison undergraduate degree are allowed to count toward the degree. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy
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**Other**

Funding is not offered along with offers for admission.

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Full time students can complete the program in 2 years.
Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes
Articulates, critiques, or elaborates the theories, research methods, and approaches to scholarly inquiry or practice in educational settings.
Identifies sources and assembles evidence pertaining to questions or challenges in the field of study or field of practice.
Demonstrates understanding of the primary field of study or field of practice in a historical, social, or global context.
Demonstrates understanding of how to identify and address social inequalities in educational opportunities and outcomes through a field of study or field of practice.
Selects and/or utilizes the most appropriate methodologies and practices.
Evaluates or synthesizes information pertaining to questions or challenges in the field of study or field of practice.
Communicates clearly in ways appropriate to the field of study or field of practice.
Recognizes and applies principles of ethical and professional conduct.

Summarize the assessment plan.

The department’s assessment plan for this named option relies on 2 methods: Evaluation of the required capstone project and periodic collection of data by means of an alumni survey.
Capstone/portfolio rubric: Master’s students’ capstone paper, course performance, and/or culminating portfolios will be assessed using a rubric. This is a direct measure of assessment.
Alumni survey: Every three years, ELPA will conduct a short online survey examining alumni’s perceptions of the extent to which their ELPA M.S. experience contributes to each of the intended learning goals since their graduation. This is an indirect measure of assessment.

Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.
Yes

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

---

**Supporting Information**

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

---

**Approvals**

*Department Approval* - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The ELPA Department approved this proposal on February 19, 2018.

Entered by: Carolyn Kelley
Date entered: 4/11/19
School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:
Approved by the SoE Programs Committee on April 5, 2019.
Approved by the SoE Academic Planning Council on April 17, 2019.

Entered by and date: Carolyn Kelley 4/17/19

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by date entered:

For Administrative Use

Admin Notes:

Guide URL:

Effective date:

SIS Short

Description:
Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Reviewer Comments

Carolyn J Kelley (ckelley) (03/27/19 2:59 pm): Rollback: Edits to guide content as discussed.

Key: 1056
New Program Proposal

Date Submitted: 03/25/19 3:28 pm

Viewing: Higher Education

Parent Plan: MAJ: Ed Leadership & Pol Anlys PHD

Last edit: 04/17/19 2:44 pm
Changes proposed by: jmead

Name of the school or college academic planner who you consulted with on this proposal.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Kelley - EDU</td>
</tr>
</tbody>
</table>

In Workflow

1. ELPA Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. APIR Admin
8. Registrar

Approval Path

1. 03/25/19 4:50 pm
   Shari L Smith (slnsmith7): Approved for ELPA Dept. Approver
2. 03/27/19 2:59 pm
   Carolyn J Kelley (ckkelley): Rollback to ELPA Dept. Approver for EDU School Admin Reviewer
3. 03/29/19 10:25 am
   Shari L Smith (slnsmith7): Approved for ELPA Dept. Approver
4. 04/11/19 5:26 pm
   Carolyn J Kelley (ckkelley): Approved for EDU School Admin Reviewer
Proposal Abstract/Summary:

ELPA has an approved doctoral program with a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. This named option formalizes an academic specialization within our approved and existing academic major within the department. It is also responds to our ten-year review and GFEC recommendations to create named options. Students in this named option (Higher Education - Ph.D.) have a sequence of courses and experiences that are substantially unique within the department. Creating this named option allows students to differentiate and highlight their area of specialization, which will benefit them in their academic plans and into the labor market.

Basic Information

Type of Program: Named Option
Parent Program: MAJ: Ed Leadership & Pol Anlys PHD
Parent Audience: Graduate or professional
Parent Home Department: ELP A
Parent School/College: School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No
Parent is in the Graduate School: Yes

SIS Code:
SIS Description:
Transcript Title: Higher Education
Named Options: WIE: Wisconsin Idea Exec PhD Cohort
   Sub Plan 1061: No Title Found
   Sub Plan 1063: No Title Found
   Sub Plan 1064: No Title Found

Does the parent program offer this as an additional major as well? Yes

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Jackson, Jerlando F L</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Jackson, Jerlando F L</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Smith, Shari L</td>
<td><a href="mailto:slsmith7@wisc.edu">slsmith7@wisc.edu</a></td>
<td>608/263-2701</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Mead, Julie F</td>
<td><a href="mailto:jmead@wisc.edu">jmead@wisc.edu</a></td>
<td>608/263-3405</td>
<td></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Policy Studies (ED POL ST)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery:
   Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university? No

Will instruction take place at a location geographically separate from UW-Madison? No

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation. No
First term of student enrollment: Fall 2020 (1212)

When will the application for the first term of enrollment open? Fall 2019 (1202)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>12/01</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFEC (3 years after first student enrollment): 2024

Year of first program review (5 years after first student enrollment): 2026

If this proposal is approved, describe the implementation plan and timeline.

Because this named option merely formalizes a track within an existing program, communications and advising systems are already largely in place.

**Rationale and Justifications**

How does the named option relate to the major and to other named options in the major, if relevant?

ELPA has a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. We are seeking approval to formalize each of these strands into three named options: K-12 Leadership; Higher Education; and Educational Policy Analysis & Evaluation. The department has four existing named options that are distinct from the three informal strands and do not overlap: (1) MS Educational Leadership and Policy Analysis, Named Option: Global Higher Education; (2) PhD Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Executive Ph.D. Program; (3) MS Educational Leadership and Policy Analysis, Named Option: UW-Whitewater Cooperative Program; and (4) MS Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Principal Preparation Program. Adding this named option (Higher Education-PhD) formalizes this academic specialization within our approved and existing academic majors within the department.
Why is the program being proposed? What is its purpose?

The purpose of the named option is to formalize an academic specialization within our approved and existing academic major within the department. This provides students a way to communicate their formal specialization in the labor market and/or other graduate programs. The named option will also allow the department to capture enrollment data for this specialization for analysis and tracking purposes.

Do current students need or want the program? Provide evidence.

The number of students enrolling in this proposed named option has been stable for many years. Students have expressed interest in documenting their specialization on their transcript. The ten-year review and GFEC response to that review also recommended formalizing the specialization through the named options process. By adding this named option, our department will be better situated to recruit students and craft our academic offerings around the growing demand in this area.

What is the market, workforce, and industry need for this program? Provide evidence.

The department has served this population of students for many years. It serves an existing need with a stable number of students admitted each year. This named option is designed for students interested in various leadership positions in institutions of higher of education, including student affairs, academic advising, athletic administration, and general administration, as well as those who wish to enter the professoriate and continue the study of Higher Education.

What gap in the program array is it intended to fill?

This program array is not intended to fill a "gap." This named option formalizes a longstanding informal "track" in the Department's doctoral degree.

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conrad, Clifton F</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Crim Jr, Elton J</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Clinical Professor</td>
</tr>
</tbody>
</table>
### Program Advisor(s) with Title and Departmental Affiliation(s)

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conrad, Clifton F</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Crim Jr, Elton J</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Clinical Professor</td>
</tr>
<tr>
<td>Hillman, Nicholas William</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Jackson, Jerlando F L</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Wang, Xueli</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Winkle-Wagner, Rachelle L</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

### What resources are available to support faculty, staff, labs, equipment, etc.?  

Existing Fund 101 resources will support this program. As a formalization of an existing program, no new resources are needed.
Describe how student services and advising will be supported.

This named option formalizes an academic specialization within our approved and existing academic major within the department. We will continue to use faculty to advise admitted students.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes

---

**Resources, Budget, and Finance**

Is this a revenue program? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

This named option formalizes an academic specialization within our approved and existing academic major. As such, the funding of the program relies on existing resources. Dean Hess is committed to providing appropriate resources for the program.

Are new Library resources needed to support this program? No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Students admitted to this program of doctoral study will be offered 4 years of funding at .50 FTE. They will be offered some combination of fellowship support, scholarship, or appointment as teaching assistant, research assistant or project assistant. All funding offers will include tuition remission in addition to the stipend. Funding sources will include Graduate School resources (e.g., university fellowships), School of Education resources (e.g. Education Graduate Research Scholarships), and departmental resources (e.g., alumni fellowships created through gift funds, assignment to externally funded research grants, revenues from 131 programs). Funding decisions will be made by the Department’s admissions committee in consultation with departmental faculty.

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**Curriculum and Requirements**
Parent Plan Admissions/How To Get In Requirements

Students apply to the Ph.D. in Educational Leadership and Policy Analysis through one of the named options: K-12 Leadership, Wisconsin Idea Executive Ph.D. Cohort, Higher Education, Educational Policy Analysis and Evaluation. 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.

For information regarding admissions criteria, deadlines and the application process, see Admissions on the department website.

---

**Approved Shared Content from /shared/graduate-school-admissions/**

**Graduate School Admissions**

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.
Graduate School Admissions

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<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</td>
</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>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td></td>
</tr>
</tbody>
</table>

Applications to the Higher Education 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 (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](https://grad.wisc.edu/apply/requirements/#english-proficiency) on the department website.

Describe plans for recruiting students to this program.

We don't intend any additional recruitment activities. Students are recruited to the program using the department's website and periodic informational webinars.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>40</td>
</tr>
<tr>
<td>Year</td>
<td>Projected Enrollment</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Year 2</td>
<td>40</td>
</tr>
<tr>
<td>Year 3</td>
<td>40</td>
</tr>
<tr>
<td>Year 4</td>
<td>40</td>
</tr>
<tr>
<td>Year 5</td>
<td>40</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 50

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent Requirements

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-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

University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>75 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</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>
<tr>
<td>Other Grade Requirements</td>
<td>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.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>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.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Contact the program for information on any language requirements.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth</td>
<td>Doctoral students must complete a doctoral minor. Minor coursework is completed in areas that serve to enhance the major coursework.</td>
</tr>
</tbody>
</table>

Required Courses
Select a Named Option for courses required.

**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.

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**Educational Leadership and Policy Analysis: Wisconsin Idea Executive Ph.D. Cohort, Ph.D.**

Guide Requirements tab

- **Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/**

- **Minimum Graduate School Requirements**

  Review the Graduate School minimum [academic progress and degree requirements](https://next-guide.wisc.edu/programadmin/), in addition to the program requirements listed below.

**Named Option Requirements**

**Major Requirements**

---

**MODE OF INSTRUCTION**
Mode of Instruction Definitions

**Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/**

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
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**CURRICULAR REQUIREMENTS**

**University General Education Requirements**

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Doctoral Minor/Breadth

Doctoral students must complete a doctoral minor. Minor coursework is completed in areas that serve to enhance the major coursework.

Required Coursework

INTRODUCTION TO THE FIELD 6 credits

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.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 810</td>
<td>Doctoral Inquiry in Educational Leadership and Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 701</td>
<td>Introduction to Higher and Post-Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

CORE KNOWLEDGE 12 credits

The department believes that students in educational administration should be familiar with four program areas of knowledge:

1. Organizations and Planning;
2. Program and Instructional Leadership and Management;
3. Politics, Policy and Finance;
4. 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. 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.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA/INTER-HE 730</td>
<td>Program Development in Continuing Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 860</td>
<td>Organizational Theory and Behavior in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 875</td>
<td>Theory and Practice of Educational Planning</td>
<td>3</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.

### Course List

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ELPA 715</td>
<td>Governance and Administration of Colleges and Universities</td>
<td>3</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.

### Course List

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ELPA 831</td>
<td>Financing Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 841</td>
<td>Legal Aspects of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 870</td>
<td>The Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/ED POL 872</td>
<td>Educational Policy Research Design and Implementation</td>
<td>3</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.

### Course List

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<tr>
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<tbody>
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<td>ELPA 736</td>
<td>Administration of Student Services in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/CURRIC 746</td>
<td>The Adult Learner: Implications for Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 880</td>
<td>Academic Programs in Colleges and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 887</td>
<td>Diversity and Inequality in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**PROGRAM DEPTH – 9 credits**

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**

### Course List

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<tr>
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</thead>
<tbody>
<tr>
<td>ELPA/INTER-HE 826</td>
<td>Evaluation for Administrative Decision Making in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 860</td>
<td>Organizational Theory and Behavior in Education</td>
<td>3</td>
</tr>
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<td>ELPA 875</td>
<td>Theory and Practice of Educational Planning</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
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<td>--------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MHR 872</td>
<td>Seminar in Organizational Behavior and Design</td>
<td>3</td>
</tr>
<tr>
<td>SOC 632</td>
<td>Sociology of Organizations</td>
<td>3-4</td>
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<tr>
<td>OTM 770</td>
<td>Sustainable Approaches to System Improvement</td>
<td>4</td>
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**PROGRAM AND INSTRUCTIONAL LEADERSHIP AND MANAGEMENT**

**Course List**

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<tr>
<td>ELPA 715</td>
<td>Governance and Administration of Colleges and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 785</td>
<td>Staff Personnel Systems in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 863</td>
<td>Race, Class and Educational Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 915</td>
<td>Seminar: College and University Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>ELPA 710</td>
<td>Introduction to Intercollegiate Athletics Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/INTER-HE 730</td>
<td>Program Development in Continuing Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 885</td>
<td>Leadership for Study Abroad Programs and International Student Services</td>
<td>3</td>
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**POLITICS, POLICY, AND FINANCE**

**Course List**

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</tr>
<tr>
<td>ELPA/ED POL 872</td>
<td>Educational Policy Research Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 910</td>
<td>Seminar in Educational Law</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 960</td>
<td>Seminar in Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 965</td>
<td>Seminar in the Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>ED POL 600</td>
<td>Problems in Educational Policy</td>
<td>1-3</td>
</tr>
<tr>
<td>ED POL/ELPA/PUB AFFR 765</td>
<td>Issues in Educational Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECON 711</td>
<td>Economic Theory-Microeconomics Sequence</td>
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<tr>
<td>ECON 712</td>
<td>Economic Theory-Macroeconomics Sequence</td>
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</tr>
<tr>
<td>ECON 741</td>
<td>Theory of Public Finance and Fiscal Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 742</td>
<td>Theory of Public Finance and Fiscal Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 869</td>
<td>Workshop in Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI 871</td>
<td>Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI/URB R PL 874</td>
<td>Policy-Making Process</td>
<td>3</td>
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<tr>
<td>PUB AFFR 974</td>
<td>Topics in Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 880</td>
<td>Microeconomic Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/A A E/ENVIR ST/POP HLTH 881</td>
<td>Benefit-Cost Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI/URB R PL 890</td>
<td>Federal Budget and Tax Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 891</td>
<td>State and Local Government Finance</td>
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</tbody>
</table>

**LEARNING AND DIVERSITY**
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<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>ELPA 817</td>
<td>Reflective Practice in Higher, Postsecondary and Continuing Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 863</td>
<td>Race, Class and Educational Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 880</td>
<td>Academic Programs in Colleges and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 881</td>
<td>Ideas of the University: Images of Higher Learning for the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 882</td>
<td>Minority-Serving Institutions of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 886</td>
<td>Internationalization of Higher Education</td>
<td>3</td>
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<td>ELPA 887</td>
<td>Diversity and Inequality in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 888</td>
<td>Assessment in Higher Education</td>
<td>3</td>
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<tr>
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<td>ELPA 940</td>
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<td>1-3</td>
</tr>
</tbody>
</table>

**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.

**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.

**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 (ELPA 825). Substitutions for 825 are not allowed.

**Statistical Methods**

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https://next-guide.wisc.edu/programadmin/
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<tr>
<td><strong>ELPA/ED PSYCH 822</strong></td>
<td>Introduction to Quantitative Inquiry in Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELPA 823</strong></td>
<td>Data Management for Education Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELPA/ED PSYCH 827</strong></td>
<td>Surveys and Other Quantitative Data Collection Strategies</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELPA/ED PSYCH 964</strong></td>
<td>Hierarchical Linear Modeling</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELPA 940</strong></td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td><strong>ED PSYCH 760</strong></td>
<td>Statistical Methods Applied to Education I</td>
<td>3</td>
</tr>
<tr>
<td><strong>ED PSYCH 761</strong></td>
<td>Statistical Methods Applied to Education II</td>
<td>3</td>
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<tr>
<td><strong>SOC/C&amp;E SOC 360</strong></td>
<td>Statistics for Sociologists I</td>
<td>4</td>
</tr>
<tr>
<td><strong>SOC/C&amp;E SOC 361</strong></td>
<td>Statistics for Sociologists II</td>
<td>3</td>
</tr>
<tr>
<td><strong>STAT 301</strong></td>
<td>Introduction to Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>STAT 302</strong></td>
<td>Accelerated Introduction to Statistical Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Qualitative Methods**

<table>
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<tr>
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<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/ RP &amp; SE 719</strong></td>
<td>Introduction to Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/ RP &amp; SE 788</strong></td>
<td>Qualitative Research Methods in Education: Field Methods I</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELPA/COUN PSY/CURRIC/ED POL/ED PSYCH/ RP &amp; SE 789</strong></td>
<td>Qualitative Research Methods in Education: Field Methods II</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELPA 824</strong></td>
<td>Field Research Designs &amp; Methodologies in Educational Administratn</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELPA 940</strong></td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td><strong>ED POL/C&amp;E SOC/SOC 755</strong></td>
<td>Methods of Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>CURRIC 718</strong></td>
<td>Introduction to Narrative Inquiry</td>
<td>3</td>
</tr>
<tr>
<td><strong>CURRIC 802</strong></td>
<td>Discourse Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Design**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELPA 825</strong></td>
<td>Advanced Research Methods in Educational Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thesis – 9 credits**

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELPA 990</strong></td>
<td>Research or Thesis</td>
<td>1-12</td>
</tr>
<tr>
<td><strong>ELPA 999</strong></td>
<td>Independent Reading</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Total credits required: 75
Parent Plan Graduate Policies

Approved Shared Content from /shared/graduate-school-policies/

Graduate School Policies

The Graduate School’s Academic Policies and Procedures 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 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.

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 by require to take another preliminary examination and to be admitted to candidacy a second time.

Other

Funding offers, when available, will be included in offers for admission.

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Graduate School Policies

The Graduate School's Academic Policies and Procedures 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

Graduate Program Handbook

The Graduate Program Handbook 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.

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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.

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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 by require to take another preliminary examination and to be admitted to candidacy a second time.
Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The latest data available from the Graduate Schools shows that students in our Ph.D. program complete their degrees in an average of 5.7 years (2016). It should be noted that we have a mix of full and part-time students.

**Program Learning Outcomes and Assessment**

Parent Program

Learning Outcomes

Articulates research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of study.

Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within the field of study.

Creates research or scholarship that makes a substantive contribution.

Demonstrates breadth within their learning experiences.

Advances contributions to society in the field of study or field of practice.

Communicates complex ideas in a clear and understandable manner.

Fosters ethical and professional conduct.

Summarize the assessment plan.

The department’s assessment plan for this named option relies on 3 methods: Evaluation of the dissertation, the number of student publications and presentations, and periodic collection of data by means of an alumni survey. Dissertation Rubric: Following the ELPA Ph.D. dissertation defense, each dissertation committee member will assess the written document and oral presentation/defense using a rubric. The ELPA department currently has a rubric that is implemented in this fashion. This rubric will be reviewed and revised to further align with the learning goals. This is a direct measure of assessment.

Student publications and presentations: The department will document and report a count of the research papers published and conference presentations made by its students. This is an indirect measure of assessment.

Alumni survey: Every three years, ELPA will conduct a short online survey examining alumni’s perceptions of the extent to which their ELPA PhD experience contributes to each of the intended learning goals since their graduation. This is an indirect measure of assessment.

**Commitments**

All required courses are approved through the school/college level.
Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

*Department Approval* - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval
The ELPA Department approved this proposal on February 19, 2018.

Entered by: Carolyn Kelley  
Date entered: 4/11/19

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Approved by the SoE Programs Committee on April 5, 2019.  
Approved by the SoE Academic Planning Council on April 17, 2019.

Entered by and date: Carolyn Kelley  
Date entered: 4/17/19

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:  
Date entered:

For Administrative Use

Admin Notes:

Guide URL:

https://next-guide.wisc.edu/programadmin/
Effective date:

SIS Short

Description:

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Reviewer Comments

Shari L Smith (slsmith7) (03/25/19 4:50 pm): Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program. The department formally approved the this named option by a unanimous vote at the department meeting held on 2/19/2018.

Carolyn J Kelley (ckelley) (03/27/19 2:59 pm): Rollback: Edits to guide content as discussed.
New Program Proposal

Date Submitted: 03/22/19 10:29 am

Viewing: K-12 Leadership

Parent Plan: MAJ: Ed Leadership & Pol Anlyses MS

Last edit: 04/26/19 3:07 pm

Changes proposed by: jmead

Name of the school or college academic planner who you consulted with on this proposal.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Kelley - EDU</td>
</tr>
</tbody>
</table>

In Workflow

1. ELPA Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. APIR Admin
8. Registrar

Approval Path

1. 03/25/19 8:17 am
   Shari L Smith (slsmith7):
   Approved for ELPA Dept. Approver

2. 03/27/19 3:00 pm
   Carolyn J Kelley (ckelly):
   Rollback to ELPA Dept. Approver for EDU School Admin Reviewer

3. 03/29/19 10:25 am
   Shari L Smith (slsmith7):
   Approved for ELPA Dept. Approver

4. 04/11/19 7:06 pm
   Carolyn J Kelley (ckelly):
   Approved for EDU School Admin Reviewer
Proposal Abstract/Summary:

ELPA has an approved master’s program with a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. This named option formalizes an academic specialization within our approved and existing academic major within the department. It is also responds to our ten-year review and GFEC recommendations to create named options. Students in this named option have a sequence of courses and experiences that are substantially unique within the department. Creating this named option (K-12 Leadership) allows students to differentiate and highlight their area of specialization, which will benefit them in their academic plans and into the labor market.

Basic Information

Type of Program: Named Option
Parent Program: MAJ: Ed Leadership & Pol Anlys MS
Parent Audience: Graduate or professional
Parent Home Department: ELPA
Parent School/College: School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes

SIS Code:

SIS Description:

Transcript Title: K-12 Leadership
Named Options: 273MSWIDEA: WI Idea Principal Prep
CP-WW: Coop Program UW-Whitewater
GHE: Global Higher Education
Sub Plan 1056: No Title Found
Sub Plan 1057: No Title Found
Sub Plan 1059: No Title Found

Does the parent program offer this as an additional major as well? No

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Jackson, Jerlando F L</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Jackson, Jerlando F L</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Smith, Shari L</td>
<td><a href="mailto:sismsith7@wisc.edu">sismsith7@wisc.edu</a></td>
<td>608/263-2701</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Mead, Julie F</td>
<td><a href="mailto:jmead@wisc.edu">jmead@wisc.edu</a></td>
<td>608/263-3405</td>
<td></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery:
  Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university? No

Will instruction take place at a location geographically separate from UW-Madison? No

Parent has outside accreditation: No
Grades of parent program seek licensure or certification after graduation.

First term of student enrollment: Fall 2020 (1212)

When will the application for the first term of enrollment open? Fall 2019 (1202)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>04/01</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFEC (3 years after first student enrollment): 2024

Year of first program review (5 years after first student enrollment): 2026

If this proposal is approved, describe the implementation plan and timeline.

Because this named option merely formalizes a track within an existing program, communications and advising supports are already in place.

**Rationale and Justifications**

How does the named option relate to the major and to other named options in the major, if relevant?

ELPA has a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. We are seeking approval to formalize each of these strands into three named options: K-12 Leadership; Higher Education; and Educational Policy Analysis & Evaluation. The department has four existing named options that are distinct from the three informal strands and do not overlap: (1) MS Educational Leadership and Policy Analysis, Named Option: Global Higher Education; (2) PhD Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Executive Ph.D. Program; (3) MS Educational Leadership and Policy Analysis, Named Option: UW-Whitewater Cooperative Program; and (4) MS Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Principal Preparation Program. Adding this named option (K-12 Leadership-MS) formalizes this academic specialization within our approved and existing academic majors within the department.
Why is the program being proposed? What is its purpose?

The purpose of the named option is to formalize an academic specialization within our approved and existing academic major within the department. This provides students a way to communicate their formal specialization in the labor market and/or other graduate programs. The named option will also allow the department to capture enrollment data for this specialization for analysis and tracking purposes. This named option is designed to train individuals for school leadership positions, particularly school principals.

Do current students need or want the program? Provide evidence.

The number of students enrolling in this proposed named option has been stable for many years. Both public and private schools require highly trained school leaders. Students have expressed interest in documenting their specialization on their transcript. The ten-year review and GFEC response to that review also recommended formalizing the specialization through the named options process. By adding this named option, our department will be better situated to recruit students and craft our academic offerings around the growing demand in this area.

What is the market, workforce, and industry need for this program? Provide evidence.

The department has served this population of students for many years. It serves an existing need with a stable number of students admitted each year. This named option is designed for students interested in various leadership positions in elementary and secondary schools.

What gap in the program array is it intended to fill?

This program array is not intended to fill a "gap." This named option formalizes a longstanding informal "track" in the Department's Master's degree.

**Faculty and Staff Resources**

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diamond, John B</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Goff, Peter T</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Name (Last, First)</td>
<td>Department</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Halverson, Richard R</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Kelley, Carolyn J</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>King, M Bruce</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Clinical Professor</td>
</tr>
<tr>
<td>Mead, Julie F</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Miller, Peter M</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Rainwater, Arthur L</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Clinical Professor</td>
</tr>
<tr>
<td>Smith, Shari L</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Senior Student Services Coordinator</td>
</tr>
<tr>
<td>Underwood, Julie K</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

What resources are available to support faculty, staff, labs, equipment, etc.? 

Existing Fund 101 resources will support this program. As a formalization of an existing program, no new resources are needed.

Program advisor(s) with title and departmental affiliation(s).
Describe how student services and advising will be supported.

This named option formalizes an academic specialization within our approved and existing academic major within the department. We will continue to use academic staff to advise admitted students.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?
Standard resident/MN/nonresident graduate tuition

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

This named option formalizes an academic specialization within our approved and existing academic major. As such, the funding of the program relies on existing resources. Dean Hess is committed to providing appropriate resources for the program.

Are new Library resources needed to support this program? No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Students admitted to this program will not be funded as a general rule. As are all graduate students, students admitted to this program may apply for various RA, TA, and PA positions on campus. Shari Smith, Senior Student Services Coordinator, and department faculty will advise those students who seek funding on options available to them. Most students interested in this program will be teachers who are working full-time and therefore will not likely seek funding.

Curriculum and Requirements
Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Educational Leadership and Policy Analysis through one of the named options:
Admission to the department is based, in part, on the following criteria: undergraduate GPA in the last 60 hours of undergraduate work, 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.
The GRE is not required for admission to the Master's degree program.
For information regarding admissions criteria, deadlines and the application process, see Admissions on the department website.

**Approved Shared Content from /shared/graduate-school-admissions/**

**Graduate School Admissions**

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.
Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/

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Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.

### Graduate Admissions Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Deadline</strong></td>
<td>July 1</td>
</tr>
<tr>
<td><strong>Spring Deadline</strong></td>
<td>December 1</td>
</tr>
<tr>
<td><strong>Summer Deadline</strong></td>
<td>April 1</td>
</tr>
<tr>
<td><strong>GRE (Graduate Record Examinations)</strong></td>
<td>Not required.</td>
</tr>
</tbody>
</table>

**English Proficiency Test**

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 (https://grad.wisc.edu/apply/requirements/#english-proficiency).

**Other Test(s) (e.g., GMAT, MCAT)** n/a

**Letters of Recommendation** 3

**Required**

The K-12 Leadership Named Option of the Master of Science in Educational Leadership admits students for a summer admission to the program only. Applications are due April 1. Courses for this program are delivered on the Madison campus. (Students interested in taking classes at UW-Whitewater should apply to the UW-Whitewater Cooperative Program Named Option. Students interested in taking courses in Green Bay should apply to the Wisconsin Idea Principal Preparation Program Named Option.)

Admission to the department is based, in part, on the following criteria: undergraduate GPA in the last 60 hours of undergraduate work, 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.

The GRE is not required for admission to the Master's degree program.

For information regarding admissions criteria, deadlines and the application process, see Admissions on the department website.

Describe plans for recruiting students to this program.

We don't intend any additional recruitment activities. Students are recruited to the program using the department's website and period informational webinars. We also send out email blasts to area superintendents and principals and attend state conferences for educators to advertise the program.

Projected Annual Enrollment:

https://next-guide.wisc.edu/programadmin/
Year | Projected Enrollment
---|---
Year 1 | 25
Year 2 | 25
Year 3 | 25
Year 4 | 25
Year 5 | 25

Maximum enrollment that can be supported with existing instructional and student services resources: 30

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent Requirements

**Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/**

**Minimum Graduate School Requirements**

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

**Major Requirements**

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

**Approved Shared Content from /shared/graduate-school-mode-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

**University General Education Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>24 credits out of 30 total credits must be completed in graduate-level coursework.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>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.</td>
</tr>
<tr>
<td>Assessments and Examinations Requirements</td>
<td>Contact the program for information on required assessments and examinations.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Contact the program for information on any language requirements.</td>
</tr>
</tbody>
</table>

**Required Courses**

Select a Named Option for courses required.

**Named Options (Sub-Majors)**

https://next-guide.wisc.edu/programadmin/
A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral.

View as list

View as grid

**Educational Leadership and Policy Analysis: Cooperative Program with UW–Whitewater, M.S.**

**Educational Leadership and Policy Analysis: Global Higher Education, M.S.**

**Educational Leadership and Policy Analysis: Wisconsin Idea Principal Preparation, M.S.**

Guide Requirements tab

| Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/ |
| Minimum Graduate School Requirements |
| Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below. |

**Named Option Requirements**

**MODE OF INSTRUCTION**
## Mode of Instruction

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

### Mode of Instruction Definitions

**Approved Shared Content from /shared/graduate-school-mode-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

### University General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Credit Requirement</strong></td>
<td>30 credits</td>
</tr>
<tr>
<td><strong>Minimum Residence Credit Requirement</strong></td>
<td>16 credits</td>
</tr>
<tr>
<td><strong>Minimum Graduate Coursework Requirement</strong></td>
<td>24 credits out of 30 total 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 (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td><strong>Overall Graduate GPA Requirement</strong></td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td><strong>Other Grade Requirements</strong></td>
<td>Students must earn a B or above in all coursework (300 or above, not including research credits) taken as a graduate student.</td>
</tr>
<tr>
<td><strong>Assessments and Examinations</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

---

**Required Courses**

https://next-guide.wisc.edu/programadmin/
All courses are required. There are no electives in the program.

**1st Summer** - 9 credits  
[Note: Students may take 703 in the first summer and 847 in the second summer as determined by the department.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 735</td>
<td>Leadership for Equity and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 832</td>
<td>Resource Allocation for Equity and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 847</td>
<td>Instructional Leadership and Teacher Capacity</td>
<td>3</td>
</tr>
</tbody>
</table>

**1st Fall Semester** - 9 credits, Courses are delivered on Friday/Saturday - 5 weekends of face-to-face instruction with online activities between scheduled weekends.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 700</td>
<td>Field Experience in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 845</td>
<td>School-Level Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 863</td>
<td>Race, Class and Educational Inequality</td>
<td>3</td>
</tr>
</tbody>
</table>

**1st Spring** - 9 credits, Friday/Saturday - Courses are delivered on 5 weekends of face-to-face instruction with online activities between scheduled weekends.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 700</td>
<td>Field Experience in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/INTER-HE 770</td>
<td>Community, Opportunity, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 840</td>
<td>Public School Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**2nd Summer**, 3 required credits [note: Students may take 847 in the second summer and 703 in the first summer as determined by the department.] [For those who wish to complete coursework for licensure as a Director of Special Education and Pupil Services, ADD 835. For those who wish to complete coursework for licensure as a Director of Instruction, ADD 860.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 703</td>
<td>Evaluating and Supporting Quality Classroom Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/RP &amp; SE 835</td>
<td>Leadership for Inclusive Schooling</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 860</td>
<td>Organizational Theory and Behavior in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**2nd FALL**, Optional - NO REQUIRED COURSES [For those who wish to complete coursework for licensure as a Director of Special Education and Pupil Services, ADD 842. For those who wish to complete coursework for licensure as a Director of Instruction, ADD 875.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 842</td>
<td>Legal Foundations of Special Education and Pupil Services</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 875</td>
<td>Theory and Practice of Educational Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits required: 30
Parent Plan Graduate Policies

Approved Shared Content from /shared/graduate-school-policies/

Graduate School Policies

The Graduate School’s Academic Policies and Procedures 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 is the repository for all of the program’s policies and requirements.

Prior Coursework

Graduate Work from Other Institutions
If applicable to the program completing, and with program approval, students are allowed to count no more than 9 credits of graduate coursework in educational leadership from other institutions and 6 credits of graduate coursework in areas other than educational leadership from other institutions. Coursework earned five or more years prior to admission to the master’s degree is not allowed to satisfy requirements.

UW–Madison Undergraduate
If applicable to the program completing and with program approval, 6 credits of coursework numbered 500 or above from a UW–Madison undergraduate degree are allowed to count toward the degree. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

UW–Madison University Special
With program approval, students are allowed to count no more than 6 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 need to be converted to graduate credits. Once converted, students are assessed the difference in tuition between special and graduate tuition. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

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. 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. 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. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.
A committee often accomplishes advising for the students in the early stages of their studies.

CREDITS PER TERM ALLOWED

12 credits

Time Constraints

Master’s degree students who have been absent for five 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.

Other

Funding is not offered along with offers for admission.

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

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Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

Articulates, critiques, or elaborates the theories, research methods, and approaches to scholarly inquiry or practice in educational settings.

Identifies sources and assembles evidence pertaining to questions or challenges in the field of study or field of practice.

Demonstrates understanding of the primary field of study or field of practice in a historical, social, or global context.

Demonstrates understanding of how to identify and address social inequalities in educational opportunities and outcomes through a field of study or field of practice.

Selects and/or utilizes the most appropriate methodologies and practices.

Evaluates or synthesizes information pertaining to questions or challenges in the field of study or field of practice.

Communicates clearly in ways appropriate to the field of study or field of practice.

Recognizes and applies principles of ethical and professional conduct.

Summarize the assessment plan.

The department’s assessment plan for this named option relies on 2 methods: Evaluation of the required reflective portfolio demonstrating leadership competencies aligned with state principal licensure requirements and periodic collection of data by means of an alumni survey.

Portfolio rubric: Master’s students’ culminating portfolios and course performance will be assessed using a rubric. This is a direct measure of assessment.

Alumni survey: Every three years, ELPA will conduct a short online survey examining alumni’s perceptions of the extent to which their ELPA M.S. experience contributes to each of the intended learning goals since their graduation. This is an indirect measure of assessment.
Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals
Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The ELP A Department approved this program on February 19, 2018.

Entered by: Carolyn Kelley
Date entered: 4/11/19

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Approved by the SoE Programs Committee on April 5, 2019.
Approved by the SoE Academic Planning Council on April 17, 2019.

Entered by and date: Carolyn Kelley Date entered: 4/17/19

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:
Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:
Date entered:
For Administrative Use

Admin Notes:

Guide URL:

Effective date:

SIS Short Description:

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Reviewer Comments

Carolyn J Kelley (ckelley) (03/27/19 3:00 pm): Rollback: Edits to guide content as discussed.
New Program Proposal

Date Submitted: 03/28/19 8:30 pm

Viewing: K-12 Leadership

Parent Plan: MAJ: Ed Leadership & Pol Anlys PHD

Last edit: 04/17/19 2:47 pm

Changes proposed by: jmead

Name of the school or college academic planner who you consulted with on this proposal.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Kelley - EDU</td>
</tr>
</tbody>
</table>

In Workflow

1. ELPA Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. APIR Admin
8. Registrar

Approval Path

1. 03/27/19 3:00 pm
   Carolyn J Kelley (ckelley): Rollback to Initiator
2. 03/29/19 10:25 am
   Shari L Smith (slsmith7): Approved for ELPA Dept. Approver
3. 04/11/19 7:14 pm
   Carolyn J Kelley (ckelley): Approved for EDU School Admin Reviewer
4. 04/17/19 2:47 pm
   Carolyn J Kelley (ckelley): Approved for EDU School Approver
Proposal Abstract/Summary:

ELPA has an approved doctoral program with a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. This named option formalizes an academic specialization within our approved and existing academic major within the department. It is also responds to our ten-year review and GFEC recommendations to create named options. Students in this named option (K-12 Leadership - Ph.D.) have a sequence of courses and experiences that are substantially unique within the department. Creating this named option allows students to differentiate and highlight their area of specialization, which will benefit them in their academic plans and into the labor market.

**Basic Information**

Type of Program: Named Option

Parent Program: MAJ: Ed Leadership & Pol Anlys PHD

Parent Audience: Graduate or professional

Parent Home Department: ELPA

Parent School/College: School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes

SIS Code:

SIS Description:

Transcript Title: K-12 Leadership

Named Options: WIE: Wisconsin Idea Exec PhD Cohort
Sub Plan 1061: No Title Found
Sub Plan 1063: No Title Found
Sub Plan 1064: No Title Found
Does the parent program offer this as an additional major as well?  
Yes

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Jackson, Jerlando F L</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Jackson, Jerlando F L</td>
<td><a href="mailto:jfjackson@wisc.edu">jfjackson@wisc.edu</a></td>
<td>608/262-8866</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Smith, Shari L</td>
<td><a href="mailto:slsmith7@wisc.edu">slsmith7@wisc.edu</a></td>
<td>608/263-2701</td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Mead, Julie F</td>
<td><a href="mailto:jmead@wisc.edu">jmead@wisc.edu</a></td>
<td>608/263-3405</td>
<td></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date?  
Yes

Are all assessment plans in the home academic unit up to date?  
Yes

Are all assessment reports in the home academic unit up to date?  
Yes

Mode of Delivery:  
Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university?  
No

Will instruction take place at a location geographically separate from UW-Madison?  
No

Parent has outside accreditation:  
No

Graduates of parent program seek licensure or certification after graduation.  
No

First term of student enrollment:  
Fall 2020 (1212)

When will the application for the first term of enrollment open?  
Fall 2019 (1202)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?
Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

ELPA has a long history of training students in three informal strands: (1) K-12 Leadership; (2) Higher, Postsecondary, and Continuing Education; and (3) Educational Policy Analysis. We are seeking approval to formalize each of these strands into three named options: K-12 Leadership; Higher Education; and Educational Policy Analysis & Evaluation. The department has four existing named options that are distinct from the three informal strands and do not overlap: (1) MS Educational Leadership and Policy Analysis, Named Option: Global Higher Education; (2) PhD Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Executive Ph.D. Program; (3) MS Educational Leadership and Policy Analysis, Named Option: UW-Whitewater Cooperative Program; and (4) MS Educational Leadership and Policy Analysis, Named Option: Wisconsin Idea Principal Preparation Program. Adding this named option (K-12 Leadership - PhD) formalizes this academic specialization within our approved and existing academic majors within the department.

Why is the program being proposed? What is its purpose?

The purpose of the named option is to formalize an academic specialization within our approved and existing academic major within the department. This provides students a way to communicate their formal specialization in the labor market and/or other graduate programs. The named option will also allow the department to capture enrollment data for this specialization for analysis and tracking purposes.
Do current students need or want the program? Provide evidence.

The number of students enrolling in this proposed named option has been stable for many years. Students have expressed interest in documenting their specialization on their transcript. The ten-year review and GFEC response to that review also recommended formalizing the specialization through the named options process. By adding this named option, our department will be better situated to recruit students and craft our academic offerings around the growing demand in this area.

What is the market, workforce, and industry need for this program? Provide evidence.

The department has served this population of students for many years. It serves an existing need with a stable number of students admitted each year. This named option is designed for students interested in various leadership positions in elementary and secondary schools, governmental agencies, and research institutes. Many will also join the professoriate after program completion.

What gap in the program array is it intended to fill?

This program array is not intended to fill a "gap." This named option formalizes a longstanding informal "track" in the Department's doctoral degree.

---

**Faculty and Staff Resources**

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borman, Geoffrey D</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Diamond, John B</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Goff, Peter T</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Halverson, Richard R</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>King, M Bruce</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Clinical Professor</td>
</tr>
</tbody>
</table>
What resources are available to support faculty, staff, labs, equipment, etc.? 

Existing Fund 101 resources will support this program. As a formalization of an existing program, no new resources are needed.

Program advisor(s) with title and departmental affiliation(s).

<table>
<thead>
<tr>
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<td>Clinical Professor</td>
</tr>
<tr>
<td>Mead, Julie F</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Miller, Peter M</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Underwood, Julie K</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
</tbody>
</table>
Describe how student services and advising will be supported.

This named option formalizes an academic specialization within our approved and existing academic major within the department. We will continue to use faculty to advise admitted students.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

This named option formalizes an academic specialization within our approved and existing academic major. As such, the funding of the program relies on existing resources. Dean Hess is committed to providing appropriate resources for the program.

Are new Library resources needed to support this program? No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Students admitted to this program of doctoral study will be offered 4 years of funding at .50 FTE. They will be offered some combination of fellowship support, scholarship, or appointment as teaching assistant, research assistant or project assistant. All funding offers will include tuition remission in addition to the stipend. Funding sources will include Graduate School resources (e.g., university fellowships), School of Education resources (e.g. Education Graduate Research Scholarships), and departmental resources (e.g., alumni fellowships created through gift funds, assignment to externally funded research grants, revenues from 131 programs). Funding decisions will be made by the Department’s admissions committee in consultation with departmental faculty.

Curriculum and Requirements
Parent Plan Admissions/How To Get In Requirements

Students apply to the Ph.D. in Educational Leadership and Policy Analysis through one of the named options: K-12 Leadership, Wisconsin Idea Executive Ph.D. Cohort, Higher Education, Educational Policy Analysis and Evaluation. 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.

For information regarding admissions criteria, deadlines and the application process, see Admissions on the department website.

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**Approved Shared Content from /shared/graduate-school-admissions/**

**Graduate School Admissions**

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.
Guide Admissions/How to Get In tab

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Graduate School Admissions

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online.

Graduate Admissions Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</td>
</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>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>3</td>
</tr>
</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.

For information regarding admissions criteria, deadlines and the application process, see Admissions on the department website.

Describe plans for recruiting students to this program.

We don't intend any additional recruitment activities. Students are recruited to the program using the department's website and periodic informational webinars.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>40</td>
</tr>
<tr>
<td>Year</td>
<td>Projected Enrollment</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Year 2</td>
<td>40</td>
</tr>
<tr>
<td>Year 3</td>
<td>40</td>
</tr>
<tr>
<td>Year 4</td>
<td>40</td>
</tr>
<tr>
<td>Year 5</td>
<td>40</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 60

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent Requirements

**Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/**

**Minimum Graduate School Requirements**

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

**Major Requirements**

---

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Mode of Instruction Definitions**

**Approved Shared Content from /shared/graduate-school-mode-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.

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**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University General Education Requirements</strong></td>
<td></td>
</tr>
<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>
<tr>
<td>Other Grade Requirements</td>
<td>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.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>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.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Contact the program for information on any language requirements.</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth Requirements</td>
<td>Doctoral students must complete a doctoral minor. Minor coursework is completed in areas that serve to enhance the major coursework.</td>
</tr>
</tbody>
</table>

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**Required Courses**

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https://next-guide.wisc.edu/programadmin/
Select a Named Option for courses required.

**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.

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**Educational Leadership and Policy Analysis: Wisconsin Idea Executive Ph.D. Cohort, Ph.D.**

Guide Requirements tab

**Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/**

**Minimum Graduate School Requirements**

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

**Named option Requirements**

---

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/

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**CURRICULAR REQUIREMENTS**

### University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Credit Requirement</strong></td>
<td>74 credits</td>
</tr>
<tr>
<td><strong>Minimum Residence Credit Requirement</strong></td>
<td>32 credits</td>
</tr>
<tr>
<td><strong>Minimum Graduate Coursework Requirement</strong></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; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
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<td>3.00 GPA required.</td>
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</tr>
</tbody>
</table>
**Doctoral Requirements**

Doctoral students must complete a doctoral minor. Minor coursework is completed in areas that serve to enhance the major coursework.

**Ph.D. students** begin with the same foundational course before pursuing one of three named options (K-12 Leadership; Higher Education; or Educational Policy Analysis and Evaluation). They pick courses from the following list in consultation with their advisor.

**Required Coursework** (see existing page in the Guide or the attached document)

**INTRODUCTION TO THE FIELD** 6 credits

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 coursework, 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.

**Course List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP A 702</td>
<td>Introduction to Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 810</td>
<td>Doctoral Inquiry in Educational Leadership and Policy Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**CORE KNOWLEDGE** 12 credits

The department believes that students in educational administration should be familiar with four program areas of knowledge:

1. Organizations and Planning;
2. Program and Instructional Leadership and Management;
3. Politics, Policy and Finance;
4. 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. 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.

**Course List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP A/INTER-HE 730</td>
<td>Program Development in Continuing Education</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 860</td>
<td>Organizational Theory and Behavior in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELP A 875</td>
<td>Theory and Practice of Educational Planning</td>
<td>3</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.

**Course List**

https://next-guide.wisc.edu/programadmin/
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.

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.

PROGRAM DEPTH – 9 credits
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.]
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 785</td>
<td>Staff Personnel Systems in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 863</td>
<td>Race, Class and Educational Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>ELPA 844</td>
<td>Technology and School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 845</td>
<td>School-Level Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 846</td>
<td>The School Superintendency</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 726</td>
<td>Data-Based Decision-Making for Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 848</td>
<td>Professional Development and Organizational Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

**POLITICS, POLICY, AND FINANCE**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 870</td>
<td>The Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 832</td>
<td>Resource Allocation for Equity and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 840</td>
<td>Public School Law</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 842</td>
<td>Legal Foundations of Special Education and Pupil Services</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/ED POL 872</td>
<td>Educational Policy Research Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 910</td>
<td>Seminar in Educational Law</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 960</td>
<td>Seminar in Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 965</td>
<td>Seminar in the Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>ED POL 600</td>
<td>Problems in Educational Policy</td>
<td>1-3</td>
</tr>
<tr>
<td>ED POL/ELPA/PUB AFFR 765</td>
<td>Issues in Educational Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECON 711</td>
<td>Economic Theory-Microeconomics Sequence</td>
<td>3</td>
</tr>
<tr>
<td>ECON 712</td>
<td>Economic Theory-Macroeconomics Sequence</td>
<td>3</td>
</tr>
<tr>
<td>ECON 741</td>
<td>Theory of Public Finance and Fiscal Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 742</td>
<td>Theory of Public Finance and Fiscal Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 869</td>
<td>Workshop in Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI 871</td>
<td>Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI/URB R PL 874</td>
<td>Policy-Making Process</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 974</td>
<td>Topics in Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 880</td>
<td>Microeconomic Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/A A E/ENVIR ST/POP HLTH 881</td>
<td>Benefit-Cost Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI/URB R PL 890</td>
<td>Federal Budget and Tax Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 891</td>
<td>State and Local Government Finance</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/INTER-HE 770</td>
<td>Community, Opportunity, and Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

**LEARNING AND DIVERSITY**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA 863</td>
<td>Race, Class and Educational Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
</tbody>
</table>
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.

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.

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 (ELPA 825). Substitutions for 825 are not allowed.

Statistical Methods

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPA/ED PSYCH 822</td>
<td>Introduction to Quantitative Inquiry in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 823</td>
<td>Data Management for Education Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/ED PSYCH 827</td>
<td>Surveys and Other Quantitative Data Collection Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/ED PSYCH 964</td>
<td>Hierarchical Linear Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 940</td>
<td>Special Topics Seminar in Educational Leadership</td>
<td>1-3</td>
</tr>
</tbody>
</table>
Total credits required: 75

Parent Plan Graduate Policies

Approved Shared Content from /shared/graduate-school-policies/

Graduate School Policies

https://next-guide.wisc.edu/programadmin/
The Graduate School’s Academic Policies and Procedures 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 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.

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 by require to take another preliminary examination and to be admitted to candidacy a second time.

Other

Funding offers, when available, will be included in offers for admission.

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Graduate School Policies

The Graduate School’s Academic Policies and Procedures 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

Graduate Program Handbook

The Graduate Program Handbook 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://next-guide.wisc.edu/programadmin/).

**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 by require to take another preliminary examination and to be admitted to candidacy a second time.

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The latest data available from the Graduate Schools shows that students in our Ph.D. program complete their degrees in an average of 5.7 years (2016). It should be noted that we have a mix of full and part-time students.
Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes

- Articulates research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of study.
- Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within the field of study.
- Creates research or scholarship that makes a substantive contribution.
- Demonstrates breadth within their learning experiences.
- Advances contributions to society in the field of study or field of practice.
- Communicates complex ideas in a clear and understandable manner.
- Fosters ethical and professional conduct.

Summarize the assessment plan.

The department’s assessment plan for this named option relies on 3 methods: Evaluation of the dissertation, the number of student publications and presentations, and periodic collection of data by means of an alumni survey. Dissertation Rubric: Following the ELPA Ph.D. dissertation defense, each dissertation committee member will assess the written document and oral presentation/defense using a rubric. The ELPA department currently has a rubric that is implemented in this fashion. This rubric will be reviewed and revised to further align with the learning goals. This is a direct measure of assessment. Student publications and presentations: The department will document and report a count of the research papers published and conference presentations made by its students. This is an indirect measure of assessment. Alumni survey: Every three years, ELPA will conduct a short online survey examining alumni’s perceptions of the extent to which their ELPA PhD experience contributes to each of the intended learning goals since their graduation. This is an indirect measure of assessment.

Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.
Yes

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The ELPA Department approved this proposal on February 19, 2018.

Entered by: Carolyn Kelley
Date entered: 4/11/19
School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Approved by the SoE Programs Committee on April 5, 2019.
Approved by the SoE Academic Planning Council on April 17, 2019.

Entered by and Carolyn Kelley
date: Date entered: 4/17/19

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:
Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

Guide URL:

Effective date:

SIS Short
Description:
Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Reviewer Comments

Carolyn J Kelley (ckelley) (03/27/19 3:00 pm): Rollback: Edits to guide content as discussed.