Department of Educational Leadership

&

Policy Analysis

Student Handbook

2017

The Department of Educational Leadership & Policy Analysis'

mission is to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world.

The department advances this mission through a comprehensive set of graduate programs, faculty scholarship, and a wide variety of faculty service activities. In executing its mission, ELPA pursues the following strategic directions:

- Expand and enhance the focus on equity, diversity, and difference in instruction, as well as within the faculty, staff, and student body.

- Provide professional development opportunities and research-based support to the profession that advances the quality of administrative practice and policy.

- Continue to build on and integrate our strengths in research productivity, extramural funding, and high quality teaching, including the expanded use of technology in administrative practice.

> The Department offers the following degrees and programs:
>
> Master's of Science Degree
> Master's of Science in Global Higher Education
> Ph.D. Degree
> Educational Specialist Certificate in Educational Leadership and Policy Analysis
> Administrative Certification Programs

The department's programs are organized around three tracks:

Higher, Postsecondary and Continuing Education
focused on the effective administration of post-secondary institutions

K-12 Leadership
emphasizing the effective administration of primary and secondary institutions

Educational Policy
stressing effective formation and analysis of policies governing the administration of all educational institutions

All three degrees offered by the department are intended to provide graduates with professional knowledge and skills essential for educational leadership, and to prepare persons for leadership positions at all levels of education: preschool, elementary, secondary, special education, vocational and technical schools, and colleges and universities, both public and private.

INDEX

Enrollment Deadlines

Enrollment Holds

Enrollment Requirements (full-time/part-time)

Enrollment Verification

Faculty/Staff Contact Information

Fellowships and Scholarships

Field Experience

Final Oral Exam (Ph.D.)

Finances and Money

Funding International Students

Funding Resources and Links

Grades

Graduate Assistantships

Graduate School Funding Opportunities

Graduate School Policies, Procedures and Forms

Graduate School Resources and Individual Development Plan

Graduate Student Lounge (Obtain Access)

Graduation and Commencement

Grievances and Appeals

Guide to Preparing your Dissertation (formatting)

Housing (University)

ID Card

Incompletes

Independent Study

International Student Services (including F1 Employment)

Job/Career Placement and Planning

Job Center (Student)

Late Enrollment

L.E.A.D.S. (ELPA Student Organization)

Leave of Absence

Licensure

Listserve

Master's Degree Programs

Maximum Credits Per Term

McBurney Resource Disability Center

Minimum Standards and Progress Toward the Degree

Minor

Multicultural Graduate Network

National Education Conferences

Overload Approval

Parking

PhD Program

Portfolio Requirement

Posting of Degrees

Preliminary Exam (Ph.D.)

Professional Development

Programs Plans

Program Requirements

Proposal Defense (see Preliminary Exam)

Qualifying Exam (Ph.D.)

Questions

Registrar's

Residence for Tuition Purposes

Research (IRB Approval; SSCC; DRP)

Scheduling Exams (Qualifying, Preliminary, Final Oral)

Student Privacy Rights (FERPA)

Textbook Information

Time to Completion

Timetables

Transcripts

Transfer Graduate Coursework from Other Institutions

Travel Support (ELPA and Graduate School)

Tuition and Fee Information

University Health Services

UW-Madison and UW-Whitewater Cooperative Program in K12 Leadership

Wisconsin Executive Ph.D. Cohort in K12 Leadership

Withdrawal

Writing Center

Academic Calendar

http://www.secfac.wisc.edu/academic-calendar.htm

Academic Misconduct

The university holds graduate students to a high standard of academic integrity and believes that misconduct may warrant university discipline in addition to sanctions imposed by an instructor. Graduate students who have been found by their instructors to commit academic misconduct can expect that the Division of Student Life will consider whether to impose a further disciplinary sanction of university probation, suspension, or expulsion.

Chapter 14 of the University of Wisconsin Administrative Code defines academic misconduct as follows:

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance; or
- assists other students in any of these acts. UWS 14.03(1)

Examples of academic misconduct include but are not limited to:

- cutting and pasting text from the Web without quotation marks or proper citation;
- paraphrasing from the Web without crediting the source;
- using notes or a programmable calculator in an exam when such use is not allowed;
- using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator;
- stealing examinations or course materials;
- changing or creating data in a lab experiment;
- altering a transcript;
- signing another person's name to an attendance sheet;
- hiding a book knowing that another student needs it to prepare for an assignment;
- collaboration that is contrary to the stated rules of the course; or
- tampering with a lab experiment or computer program of another student.

The full text of the state statute governing academic misconduct, UWS 14, Student Academic Disciplinary Procedures, as well as the UW-campus procedures for implementing the provisions of UWS 14 - http://www.students.wisc.edu/doso/docs/uws_chapter_14.pdf - and general information about academic misconduct, are available at:

or from the Division of Student Life, 75 Bascom Hall 608-263-5700.

⬤ Academic Opportunities

- **Network**   The Wisconsin Collaborative Education Research Network (the Network) aims to create a collaborative, interdisciplinary network that advances and elevates education by connecting people, mobilizing knowledge, translating research, and facilitating innovation. The Network intends on achieving this, in part, by creating an integrated online repository of educational resources and professionals. In 2014, the Network began through combined efforts of the State of Wisconsin's Department of Public Instruction, University of Wisconsin-Madison's School of Education and Wisconsin Center for Education Research to build relationships and share resources for the transformation of preK-16 education.

- **ITP Program**   (Interdisciplinary Training Program) At many large universities, graduate programs in education and the social sciences are located in different areas of campus. This results in few natural opportunities for graduate students in different schools or departments to network, brainstorm and support each other's research interests.

  The Wisconsin Center for Education Research's (WCER) Interdisciplinary Training Program (ITP) in the Education Sciences provides a rare opportunity for graduate students from several disciplines to create a research community. A select group of students from sociology, economics, psychology, political science, and social welfare learn to design, carry out, and analyze specialized research in education issues.

  Perhaps most importantly, they learn to produce evidence about what education programs and policies can benefit students.

- **Doctoral Research Program**   The DRP at UW-Madison offers a cross-disciplinary program of professional enrichment designed for School of Education graduate students, who intend to pursue careers as researchers in education and education-related fields. The program consists of an introductory course on problems and approaches in education research followed by a set of modular course offerings focused on meeting the professional development needs of graduate students. The program is open to anyone in the School of Education who is interested in developing their skills as researchers and pursuing the educational opportunities and close contact with faculty the program provides.

- **WCER** The Wisconsin Center for Education Research (WCER) is one of the oldest, largest, and most productive university-based education research centers in the world. WCER is committed to improving educational outcomes for the nation's diverse student population, positively impacting education practice, and fostering collaboration among

disciplines and with practitioners.

- [American Education Week](#) Held each year in November.

Adding/Dropping Classes

WARNING! PAY ATTENTION TO THE DEADLINES

Students should consult the Office of the Registrar's website for essential information and important deadlines. Courses may be added, dropped, or swapped through MyUW Student Center at: my.wisc.edu, before and during the first 2 weeks of a semester (the first week in the general 8-week summer session). Find further instructions to add, drop, or swap courses after these deadlines at: http://registrar.wisc.edu.

If a student drops a course, swaps out of a course, decreases credits in a variable credit course (via the "edit" function), or withdraws from the university, tuition and fee refunds are dispensed following a strict schedule detailed at: http://registrar.wisc.edu/tuition_&_fees.htm. Modular courses and summer session courses have a shorter refund period.

International students are not allowed to drop below full-time enrollment unless they have first received authorization from International Student Services (ISS). This will ensure that they remain in compliance with Department of Homeland Security (DHS) visa regulations. ISS is located at 217 Armory and Gymnasium (Red Gym), 716 Langdon Street, and may be contacted at 608-262-2044, iss@studentlife.wisc.edu. For more information visit the ISS website at http://iss.wisc.edu. International students holding graduate assistantships, fellowships, and traineeships must meet minimum enrollment requirements.

Contacting ISS will ensure that a student's authorization from ISS to drop below full-time enrollment does NOT exempt an international student from meeting the enrollment requirement for a Teaching Assistantship (TA), Program/ Project Assistantship (PA), Research Assistantship (RA), fellowship, traineeship, or dissertator status.

If students enroll for a course and do not attend, they must drop the class or receive a grade of NW (No Work) or, for audited classes, NR (No Report). If students make a course change after the fee refund deadlines (including audited, modular, and zero-credit courses), they may be charged a fee even if the total number of credits for which they are enrolled does not change. The Bursar's Office will notify students if they owe additional fees or are entitled to a refund.

Students should be aware that "swap" is a drop action combined with an add action, allowing them to swap from one section to another section within the same course, or swap one course for another course. Some cautions related to swapping courses:

- Because swap is a DROP and an ADD, the refund and assessment schedules and the dropped (DR) grade notation on the transcript deadline dates apply.

- All session add/drop deadlines are adhered to as detailed in the key deadlines chart located at http://registrar.wisc.edu/documents/key_deadlines_fall.pdf.

- Class eligibility controls and prerequisites will be adhered to. If the class is closed or a student is not eligible for that class, then the swap will NOT occur.

Consult the Registrar's Office for detailed information regarding swap functionality.

Advising

Expectations and responsibilities in the advising relationship.
-checking in with faculty if you are signed up for an independent study
-two-week turnabout window on submitted work
-students should respond fully to feedback prior to requesting additional feedback
-come to meetings prepared
-good times/reasons to check in with your advisor

Students are assigned an advisor upon admission to the department. All Master's Higher, Postsecondary and Continuing Education students are advised by the HPCE Clinical Professor. All Master's K12 Leadership students are advised by the Senior Student Services Coordinator. All Master's Educational Policy students are advised by individual faculty in the policy strand of the department. Students in the Global Higher Education Master's program are advised by the Director of the GHE program. Ph.D. students are assigned individual advisors. Educational Specialist Certificate program students are advised by the K12 Clinical Professor.

Should you wish to change advisors, you need to find a faculty member who is willing to accept you as their advisee. An advisor agreement form is required to change advisors. Once signed, the form is returned to the Student Services Coordinator. The form is available at http://elpa.education.wisc.edu/docs/WebDispenser/elpa-documents/advisor-agreement-form0AB2B3EBD46DE779F2F669AA.pdf?sfvrsn=7

Attendance Policy

EACH INDIVIDUAL ELPA FACULTY MEMBER DETERMINES THEIR ATTENDANCE POLICY.
It is against university policy to attend classes without being enrolled. Faculty and instructors may require enrolled students to attend scheduled meetings of a class and/or to participate in other course-related activities, including distance learning. Students are responsible for materials presented in such meetings or activities. Because courses are designed and conducted in diverse ways, faculty and instructors should inform students in writing at the beginning of each course if there are specific expectations for attendance/participation, including whether any component of the grade is based on such attendance/participation.

Bus Pass

Information on obtaining your student bus pass and bus routes is available at:
http://www.asm.wisc.edu/buspass.html

Campus Map

http://www.map.wisc.edu/

Campus Safety

http://safeu.wisc.edu/

SAFE night time services: http://transportation.wisc.edu/transportation/safeservices.aspx

SAFEwalk provides walking escorts throughout the entire campus except the far west side (UW Hospital and Eagle Heights): http://transportation.wisc.edu/transportation/safeservices_walk.aspx

To request a SAFEwalk please call 262-5000.

Campus Software Library

http://it.wisc.edu/services/software/

UW-Madison provides no-charge software through our Campus Software Library and low-cost software at the DoIT Tech Store.

Capstone Requirement (HPCE Master's Only)

The HPCE master's program is anchored in a culminating scholarly project in which each student is expected to demonstrate their growth and development as reflected in their accomplishments and scholarship proficiency in the following four domains: foundations; administration, organization, and governance; teaching and learning; and policy and research.

Each project will be reviewed and judged by two HPCE faculty members (i.e., major professor and one additional faculty). The document should be approximately 50 pages written in paragraph format using APA writing style guidelines. You have at least two options to fulfill this requirement. First, you may do so within the parameters of a course. For this option, you would register for ELPA 777: HPCE Capstone Seminar. Second, you can work independently with your major professor. For this option, you would register for ELPA 999: Independent Reading. Capstone project options include: integrative research reviews; program/project evaluation; and publishable manuscript.

Additional information about the capstone requirement is available at http://elpa.education.wisc.edu/elpa/academics/current-student-information/capstone-hpce

Certification Programs K12

Principal

Director of Instruction

Director of Special Education and Pupil Services

Superintendent

http://elpa.education.wisc.edu/elpa/academics/K12Certification

Office of Child Care and Family Services

http://occfr.wisc.edu/child_care.htm

Counseling and Consultation Services

http://www.uhs.wisc.edu/services/counseling/

The mission of the Counseling and Consultation Services is to support students like you and help them be as successful as possible. They understand the complexities of student life -- and the many ways life can interfere when you're trying to be a student. They also know that many students have never been to a mental health counselor before, and are happy to explain the process and answer any questions you may have.

Course Descriptions (Graduate Catalog)

http://grad.wisc.edu/catalog/index.htm

Credit Requirements

Ph.D. Program

Overall, doctoral students must take 75 credits of course work, distributed across 4 categories. Courses may only be counted in one category. At least 39 credits of the total program have to be in Educational Leadership & Policy Analysis courses completed at UW-Madison. Students must also adhere to the Graduate Credit Requirements (pertaining to items listed below).

minimum graduate residence credit requirement

minimum graduate degree credit requirement

minimum graduate course work (50%) requirement

maximum credits per term

prior course work requirement

Master's Program

K12 Leadership Master's program is 30 credits.

HCPE Master's requires a minimum of 30 credits.

Educational Policy Master's requires a minimum of 30 credits.

Students must also adhere to the [Graduate Credit Requirements](#) (pertaining to items listed below).

minimum graduate residence credit requirement
minimum graduate degree credit requirement
minimum graduate course work (50%) requirement
maximum credits per term
prior course work requirement

Degree Completion and/or Verification Letters

Ph.D. Students: If you have completed all degree requirements and deposited your dissertation and are waiting until the next degree conferral date to receive your degree, you may request and receive a letter indicating that all requirements have been completed. Please contact us at degreeaudit@em.wisc.edu to request a degree completion letter.

Degree Verification Letters
Once your degree has been posted to your student record/transcript, you can obtain an official PDF degree verification letter through self-service in your Student Center. The PDF version is an official letter. The PDF will be available for immediate download after following these steps:

1. Login to your Student Center via [My UW](#)
2. Go to "My Academics"
3. Click on "View my degrees"
4. Click on "Print degree letter"
5. Download PDF degree verification

If the PDF option doesn't fulfill your needs because you require a paper copy, need additional text in the letter, or something else, please contact us at certs@em.wisc.edu with additional questions.

Diplomas

Diplomas are mailed out approximately eight (8) weeks after your school/college has notified the Office of the Registrar that you have completed all your degree requirements.

Diplomas are NOT mailed out for students who have a hold(s) on their record. Please clear up any holds on your record as soon as possible so that you may receive your diploma in a timely manner. You can find information about holds in your Student Center. If you clear your hold after the commencement date, please contact us at degreeaudit@em.wisc.edu to have your diploma mailed out.

Additional information on mailing diplomas is available at http://registrar.wisc.edu/diploma.htm

Dissertation Defense (see Final Oral Exam)

Dissertator Status

Dissertator is a unique fee status for students who have completed all requirements for a doctoral degree except for the dissertation. To be eligible for dissertator fee status, a student must:

- Pass the preliminary examination(s);
- Satisfy the doctoral minimum graduate residence credit requirement;
- Complete all minor requirements, if the major program requires a minor;
- Complete all program requirements except the dissertation;
- Clear all Incomplete grades or Progress grades in non-research courses (progress grades in 990 research may remain);
- Earn at least a 3.0 cumulative graduate GPA;
- Return the signed and dated preliminary exam warrant to the Graduate School.

Dissertator status is effective at the start of the semester following completion of all dissertator requirements for the doctoral degree except for the dissertation. In order to initiate the change to dissertator status, the prelim warrant must be sent to the Graduate School in a timely fashion. Students can check on dissertator status by contacting the graduate program coordinator.

All dissertator requirements must be met before the first day of classes to be a dissertator for any given semester. If all dissertator requirements are completed before the first day of classes but the signed prelim warrant does not reach the Graduate School by that deadline, the student can still become a dissertator that semester. Submit the warrant to the Graduate School as soon as possible and enroll for at least 3 credits (usually 990 research) for that semester.

Removal of Dissertator Status: A dissertator who enrolls for more (or fewer) than 3 credits will be removed from dissertator status for the fall or spring term in which the enrollment is not exactly 3 credits. During the summer, however, an enrolled dissertator may ask their advisor to request an overload of 1-2 additional credits in a short session and still retain dissertator fee status, if the course is related to dissertation research or professional training that is not offered in regular semesters.

The removal of dissertator status may have the following consequences:

- Graduate assistant (TA/PA/RA) salary rates may have to be adjusted to the non-dissertator rate, or percent limitations
- Fees are assessed at the non-dissertator rate
- Full-time status may change to part-time, possibly affecting loan deferral, visa status, etc.

Educational Special Certificate Program

K12 Leadership/Superintendent Certification

http://elpa.education.wisc.edu/elpa/academics/EdSpecialistCertificate

Email Address Requirements

https://registrar.wisc.edu/email_address_requirements_student.htm

Enrolling in Classes

Enrollment is done on-line via My-UW Madison. If you are having trouble enrolling contact the Enrollment Helpline: (608) 262-3811 or registrar@em.wisc.edu

Enrollment Deadlines

https://registrar.wisc.edu/enrollment_deadlines_info.htm

Enrollment Holds

When using the enrollment system, students may encounter holds on their records, preventing them from enrolling in classes. Holds can also prevent students from obtaining a transcript, a degree completion letter, certification of status, or a diploma. Their enrollment notification will indicate the type of hold and where it must be cleared. Hold information is also available on MyUW at my.wisc.edu. Students should direct questions to the originator of the hold.

Enrollment Requirements/Full-Time Enrollment Status at a Glance

ALL of the following credit requirements (except F-1 and J-1 visa requirements) must be satisfied by graded courses taken at 300 or above; courses numbered below 300, audit, and pass/fail do not satisfy enrollment requirements.

Categories	Minimum enrollment for full-time status:Fall or Spring	Minimum enrollment for full-time status:Summer (general 8-week DHH session)
Dissertator	Exactly 3 credits directly related to research	Not required unless receiving summer degree or if graduate assistant, trainee, or fellow, 3 cr. required.
RA, non-dissertator	8 cr.	2 cr.
TA/Lecturer (SA) 33%, non-dissertator	6 cr.	Not required unless receiving summer degree, 2 cr. minimum.

TA/Lecturer (SA) 50%, non-dissertator	4 cr.	Not required unless receiving summer degree, 2 cr. minimum.
PA 33%, non-dissertator	6 cr.	Not required unless receiving summer degree, 2 cr. minimum.
PA 50%, non-dissertator	4 cr.	Not required unless receiving summer degree, 2 cr. minimum.
Fellow, non-dissertator	8 cr.	2 cr. for 12-month appointments. Not required for 9-month appointments.
Trainee, non-dissertator	8 cr.	2 cr.
International student (F-1/J-1 visa), non-dissertator, if no other category in this list	8 cr.	4 cr. when summer is admit semester (2 cr. when summer is admit semester and student holds RA appointment or at least 33% TA or PA appointment)
If none of the above, full time enrollment is:	8 cr.	4 cr.

* Credit requirements (except F-1 and J-1 visa requirements) must be satisfied by graded courses taken at 300 or above; courses numbered below 300, audit, and pass/fail do not satisfy enrollment requirements.

ALL of the following credit requirements (except F-1 and J-1 visa requirements) must be satisfied by graded courses taken at 300 or above; courses numbered below 300, audit, and pass/fail do not satisfy enrollment requirements.

Full-time enrollment: The Graduate School considers full-time enrollment to be 8-15 graded credits taken at 300 or above, excluding pass/fail and audit, during the fall and spring semesters (8-18 for master's programs in business: 2014-15 only, Fall 2015 reverts to 8-15), and 4-12 credits* during the summer term. If students elect not to enroll as full-time students as defined by the Graduate School, they are responsible for knowing about possible obligations that may require full-time status. Such obligations may include visa eligibility, fellowships, assistantships, external funding agencies, and program satisfactory progress requirements.

Maximum enrollment: The Graduate School considers full-time enrollment to be 8-15 graded credits taken at 300 or above, excluding pass/fail and audit, during the fall and spring semesters

(8-18 for master's programs in business: 2014-15 only, Fall 2015 reverts to 8-15), and 4-12 credits* during the summer term. Any exceptions to the maximum credit load permitted must be obtained via the Overload Request form.

Minimum enrollment: Non-dissertator minimum credit load is 2 credits* during the fall and spring semesters. Graduate students must be enrolled at least at the minimum requirement in the semester in which they receive a degree; master's degree students expecting a summer degree must enroll in a minimum of 2 graduate credits in any summer session*. Graduate students who do not need to maintain full-time status (including TAs and PAs) have a 2 credit enrollment minimum during fall and spring semesters. Minimum requirements must be fulfilled by courses taken for a grade (not pass/fail or audit) and must be taken at 300 or above.

Underload: During the fall and spring semesters, non-dissertators must enroll for a minimum of 2 credits of graded coursework numbered 300 or above. Audit and pass/fail courses do not satisfy this enrollment requirement. Dissertators are required to enroll for 3 graded credits taken at 300 or above and directly related to their dissertation research.

The specific situations listed below have special enrollment requirements.

Dissertators: Dissertators must enroll in exactly 3 credits* directly related to their dissertation (generally research and thesis or required seminars) during fall and spring semesters. Dissertators are considered full-time at 3 credits*. Dissertators who are summer RAs or trainees, or who expect to graduate in summer, must enroll in the general 8-week summer session (DHH) for 3 credits*. Additional courses for credit, audit, or pass/fail will result in removal of dissertator status and tuition assessment at the regular graduate rate.

Once dissertator status has been achieved, courses other than 990 must be directly related to the dissertation research and approved by the advisor. Dissertators must enroll during the semester or general 8-week summer session (DHH) in which they expect to earn a degree. Students must be enrolled during the semester when they defend the dissertation and when they deposit the dissertation. If defending and depositing in two different semesters, the student is required to be enrolled in both semesters. Students do not have to be dissertators during the semester or summer in which they expect to earn a doctoral degree, but they must be eligible for dissertator status before they complete the doctoral degree, and they must enroll in the semester in which they will graduate.

If a student enrolls before the dissertator status is approved, the enrollment system may indicate they are not eligible for that course. The enrollment system does not care if students are dissertators. If students had problems getting into a course, it is probably because permission has not been entered into the enrollment system. Most individualized study courses, such as research and thesis, require instructor's permission and online authorization before enrollment is possible. If students have trouble with enrollment, they should contact the Registrar's help line, 608-262-0920.

If dissertator status is not processed by the segregated fee deadline, students pay regular non-dissertator graduate fees. The fee difference will be refunded for that semester when dissertator status is indicated in the system.

Assistantship appointees: It is against university policy to hold an assistantship without being appropriately enrolled. Assistantships include those at UW-Madison as well as any UW System institution, including UW-Extension. (Updated 12/2/14)

RA (Research Assistant): RAs are required to carry a full load each semester (8 to 15 credits* including research or thesis credits for non-dissertators, 3 credits* for dissertators) and at least 2 credits* during the general 8-week summer session (DHH) (3 credits* for dissertators). Dissertators who hold assistantships are considered full-time with 3 credits* directly related to their dissertation.

TA (Teaching Assistant) and PA (Project or Program Assistant):

Minimum enrollment for PAs and TAs is 2 credits* (3 credits* for dissertators) during the fall and spring semesters.

- To be considered full-time by the Registrar for loan deferment and for certification of student immigration status, non-dissertator PAs and TAs who hold an appointment of at least 33.33% must be enrolled for 6 credits*, or those who hold an appointment of at least 50% must be enrolled for 4 credits*.
- Dissertator PAs and TAs are considered full-time with 3 credits* directly related to their dissertation (generally research and thesis or required seminars).
- Maximum enrollment for PAs and TAs is 15 credits* during the fall and spring.
- The Graduate School has no enrollment requirement for the summer session for PAs and TAs, but individual programs may.

Fellows: Non-dissertator graduate students holding fellowships that are payrolled through the university must be enrolled full-time: 8 credits* during the fall and spring semester. Fellows who are non-dissertators with 12-month appointments must also enroll in 2 credits* during the general 8-week summer session (DHH). Those who are not payrolled as fellows over the summer are not required to be enrolled. Fellows who are dissertators must enroll in 3 credits* during the fall and spring semesters. Fellows with 12-month appointments who are dissertators must also enroll in 3 credits* during the general 8-week summer session (DHH).

Trainees: Trainees must carry a full load each fall and spring semester of 8 to 15 credits* including research or thesis credits for non-dissertators (3 credits* for dissertators), and at least 2 credits* during the general 8-week summer session (DHH) (3 credits* for dissertators).

International students: Both F-1 and J-1 student visa regulations require students to be enrolled full-time each fall and spring semester (8 credits, not taken as audit). Summer enrollment is not required by the U.S. federal government regulations for F-1/J-1 visa holders.

However, summer enrollment may be required due to other circumstances; see summer enrollment requirements for assistantships, fellowships, traineeships, and graduating students. Failure to maintain full-time status can result in loss of F-1/J-1 student benefits, including on-campus employment and practical/academic training options. Any exceptions to full-time enrollment must be authorized by International Student Services (ISS), 217 Armory and Gymnasium (Red Gym), 716 Langdon Street, 608-262-2044, iss@studentlife.wisc.edu. Visit the ISS web page at:http://iss.wisc.edu, to learn more about visa requirements. Permission from ISS to drop below full-time enrollment does NOT exempt an international student from meeting the enrollment requirement determined by a Teaching Assistantship (TA), Program/Project Assistantship (PA), Research Assistantship (RA), fellowship, traineeship, or dissertator status.

International students-online (distance learning) credit limit: F-1 and J-1 student visa holders have restrictions regarding the number of online (or distance learning) credits that can be taken during the semester as it relates to fulfilling the full-time enrollment requirement. There are also restrictions regarding online enrollment during the final term of study-especially when the final term for completion is in summer. For more information, see the Online Course Enrollment section of the International Student Services website: http://iss.wisc.edu/faculty/online-course-enrollment

Summer enrollment requirements: Students must be enrolled at UW-Madison if they are using university facilities, including faculty and staff time.

- Dissertators defending and/or depositing dissertation (completing their degree) in summer must enroll for 3 credits* in the general 8-week summer session (DHH).
- Non-dissertators completing a summer doctoral degree must enroll for at least 2 credits* in the general 8-week summer session (DHH).
- Master's candidates, who expect to graduate in summer must enroll for at least 2 credits* in any session, short session or general 8-week summer session (DHH).
- International students who are completing a summer degree are required to enroll for at least 2 credits* in the general 8-week summer session (DHH).
- Dissertator RAs must enroll for 3 credits* in the general 8-week summer session (DHH).
- Dissertator fellows with 12-month appointments are required to enroll for at least 3 credits* in the general 8-week summer session (DHH).
- Dissertator trainees are required to enroll for at least 3 credits* in the general 8-week summer session (DHH).
- Non-dissertator RAs must enroll for 2 credits* in the general 8-week summer session (DHH).
- Non-dissertator TAs and PAs not receiving a summer degree have no enrollment requirement. However, those who held such an appointment during the previous semester may qualify for summer tuition remission and are advised to consult with their department if they wish to enroll.
- Non-dissertator fellows with 12-month appointments are required to enroll for at least 2 credits* in the general 8-week summer session (DHH).

- Non-dissertator trainees are required to enroll for at least 2 credits* in the general 8-week summer session (DHH).
- International students who are RAs in the summer are required to enroll for at least 2 credits* in the general 8-week summer session (DHH).
- International students who are not completing a summer degree and who are not RAs have no summer enrollment requirement mandated by the U.S. federal government regulations for F-1/J-1 visa holders.

Financial aid, loan deferral: In most cases, students are eligible for federal loans and federal loan payment deferral when enrolled at least half-time, which is 4 credits* for the fall and spring semesters. However, individual cases may vary, and students are advised to seek individual advice at the UW-Madison Office of Student Financial Aid, 333 East Campus Mall, room 9701, 608-262-3060, finaid@finaid.wisc.edu.

Enrollment Verification
https://registrar.wisc.edu/enrollment_verification_forms_students.htm

Faculty and Staff
http://elpa.education.wisc.edu/elpa/people/faculty-and-staff-directory

Dr. Geoffrey Borman, Professor
Quantitative Methods; The Social Organization of Schools; Evaluation of Policies and Programs for Improving the Educational Outcomes of Poor and Minority Children

Dr. Eric M. Camburn, Professor
School Improvement; Instructional Improvement; Urban Schools; Quantitative Methods; Mixed Methods

Dr. Colleen A. Capper, Professor
Leadership for Equity and Diversity, Leadership for Inclusive Schooling, Organizational Theory and Behavior, Advanced Organizational Theory for Leadership & Diversity, Qualitative Research Methods, Research Methods and Advanced Research Methods, the Preparation and Developement of Educational Leaders for Social Justice

Dr. Clifton F. Conrad, Professor
Qualitative Methods; Academic Programs in Higher Education; Minority-Serving Institutions of Higher Education; Ideas of the University

Dr. Elton J. Crim, Clinical Professor
Higher, Postsecondary and Continuing Education; Teaching, Directing and Advising of Students; Coordinates Higher Education Practicum Experiences for Students

Dr. John Diamond, Associate Professor
The influence of race and class on students' educational experiences and outcomes, leadership and organizational change, educational policy, policy implementation, sociology of education, the relationship between schools and communities

Kari Dickinson, WISCAPE Communications Manager
Oversees WISCAPE's outreach efforts and manages development of publications, the website, and social media. She has broad experience with nonprofit outreach and marketing and has also been an editor of college textbooks and educational materials.

Jenny Ferry, Financial Specialist
Support for main office, purchasing, and outreach programs

Phillip Galpa
Support for main office, timetable

Dr. Peter Trabert Goff, Assistant Professor
School Leadership (assessment, evaluation, and labor market); School Finance; Experimental and Quasi-experimental Research Methods

Dr. Richard Halverson, Professor
Instructional Leadership Practice; Technology and Reflective Practice

Dr. Nicholas Hillman, Associate Professor
Higher education finance; public policymaking; student financial aid policy; college access and equity

Dr. Jerlando F.L. Jackson, Professor
Organizational and Administrative Theory in Higher Education; Workforce Diversity and Workplace Discrimination in Higher Education

Dr. Carolyn J. Kelley, Professor
Educational Politics and Policy; Organizational Theory and Behavior; Teacher Compensation; Organizational Leadership; Research Methods

Dr. M. Bruce King, Faculty Associate
Instructional Reform and Leadership; Professional Development; Outreach Program Coordinator

Dr. Weijia Li, Director Global Higher Education Program
Overseeing Global Higher Education Master of Science Program, teaching courses on Internationalization of Higher Education; development of relationships with universities and educational institutions worldwide

Dr. Julie Mead, Professor, Department Chair
Legal Aspects of Education; Special Education Law; Special Educational Administration; Legal Aspects of School Choice

Dr. Peter M. Miller, Professor
Community-based educational leadership: Leadership theory; Education in contexts of homelessness: Social capital; School-community collaboration

Dr. Claudia Persico, Assistant Professor
Economics and neuroscience-oriented policy scholar with interests in inequality, education policy and early childhood health

Arthur Rainwater, Clinical Professor
School District Leadership, Educational Planning, Addressing the student achievement gap through system improvement, issues of Social Justice and Diversity

Dr. Noel Radomski, Associate Researcher and Managing Director WISCAPE(Wisconsin Center for the Advancement of Postsecondary Education)

Shari L. Smith, Senior Student Services Coordinator
Academic advising, admissions, student academic matters

Dr. Julie Underwood, Professor
Professor of Educational Leadership & Policy Analysis and Educational Policy Studies

Jim Vannes, Information Processing Consultant
Computer hardware support and network security

Dr. Xueli Wang, Associate Professor
College Student Experience and Success; Community Colleges and Transfer Students; Psychological Development of Students; Assessment in Higher Education

Dr. Rachelle Winkle-Wagner, Associate Professor
Underrepresented students' access and success in college; Doctoral education for students of color; The influence of race and gender on college experiences; Critical qualitative methods; Sociology of high education; Identity development

Barbara Wipperfurth, Department Administrator
Purchasing, payrolls, personnel, budgeting, office administration, & support for department chair

Affiliated Faculty
Aaron Brower, Interim Provost and Vice Chancellor of UW Extension, Special Assistant to the

President for Educational Strategies of the UW System, Professor, School of Social Work; and Harold C. Bradley Faculty Fellow

Matthew T. Hora, Affiliate Assistant Professor, Division of Continuing Studies, Liberal Arts and Applied Studies and Research Scientist, WCER

Robert D. Mathieu, Affiliate Professor; Vilas Distinguished Professor of Astronomy; Director of the Wisconsin Center for Education Research (WCER), Associate Dean for Research for the School of Education

UW-Whitewater Cooperative Program Faculty
Rick Mason, Professor, UW-Whitewater

Fellowships and Scholarships

Department and School of Education fellowship and scholarship competition is held each spring for the following academic year. In early February the department sends students information about available ELPA and School of Education fellowships/scholarships, which includes the criteria, application process and application deadline.   Students are notified in April/May if they have been selected to receive an award.

Campus
UW Graduate School Fellowship

Student Research Grants Competition Information

AASA Scholarships

Knapp House Program

School of Education (awarded by SOE)
Advanced Opportunity/Graduate Research Scholar Fellowship

Arvil S. Barr Graduate Fellowships (Academic Year and Summer)

Henry Wisconsin Distinguished Graduate Fellowship

Homme Wick Scholarship

Christine & Philip Lowewick Graduate Fellowship

SOE Minority Scholarship (Trust)

Educational Leadership & Policy Analysis (awarded by ELPA)

[Support for Student Travel](#)

[Henry C. Ahrnsbrak Scholarship](#)

[Roy Fairbrother Fellowship](#)

[Theodora Herfurth Kubly Graduate Fellowship](#)

[Earl E. Hoffmann Graduate Fellowship](#)

[Lanore A. Netzer and Glen G. Eye Scholarships](#)

[Mary Pockat Graduate Fellowship](#)

[George Tipler School Law Study Program](#)

[Glenn T. and Barbara S. Thompson](#)

[Wisconsin Distinguished Graduate Fellowship in Technical College Leadership](#)

Graduate Research Seminars (nomination from ELPA faculty)

[David L. Clark National Graduate Student Research Seminar](#)

[Barbara L. Jackson Scholars Program (UCEA)](#)

[ASHE Public Policy Seminar for advance graduate students](#)

Field Experience

K12 Leadership

The primary goal of educational administrators is to improve teaching and learning so that all children can learn. The goal of the class, Educational Administration 700/900, is to help students use their field experience to become instructional leaders, who are committed to equity, reflection and inquiry in the practice of educational administration. A reflective administrator thinks critically about administrative practice, relates theory to practice and uses reflection to improve practice. Administrative practice in this class is described in terms of specific administrative skills (finance, scheduling, discipline, human resources, group process, public speaking etc.) and critical thinking in identifying and evaluating problems and solutions in school settings

The Field Experience in Educational Leadership (practicum) is the culminating experience for all students seeking certification as a Principal, Director of Instruction, Director of Special Education and Pupil Services, or Superintendent. Practical experience in a school setting provided under the guidance of the University Supervisor and the School Based Mentor, provides an opportunity for the student to integrate theory and practice.

As a culminating experience, the practicum reflects the mission and values of the Department of Educational Leadership and Policy Analysis. To actualize the department's mission and values the practicum activities are individually designed by the student in collaboration with the site-based mentor to promote instructional leadership focused on equity, inquiry and reflection. The responsibility for a successful practicum or internship rests primarily with the student supported by the site-based mentor and University supervisor.

Students in the practicum will experience a wide variety of administrative responsibilities and activities designed to improve teaching and learning. The internship/practicum is designed to address each of the five domains of the Comprehensive Assessment of Leadership for Learning (CALL).   The CALL provides an organizing structure for the practicum experience that is congruent with the structure of the student's course work and experiences in the Master's degree program.

The practicum is legally required by the Wisconsin Department of Public Instruction is based on the Wisconsin Standards for Administrator Development and Licensure and meet the time requirements as prescribed by state law. Students must document 150 hours of supervised experience for the primary administrative license and 75 hours for other administrative licenses. Students seeking multiple licenses, i.e. Principal license and a Director of Instruction license, only enroll in the 700 course one time. The student is not required to enroll in ELPA 700 for additional licenses.

Further information about the requirement is available at
http://elpa.education.wisc.edu/elpa/academics/current-student-information/field-experience-k12

HPCE Field Experiences are also available. Students should contact their academic advisor for further information regarding HPCE field experience opportunities.

Final Oral Exam Ph.D. (also called Dissertation Defense)

The Ph.D. final oral exam must be passed as a partial and final requirement for completion of the degree. The student must have completed or expect to complete ALL program requirements during the semester in which the final oral examination is taken. This includes coursework, the qualifying exam and preliminary exam. Certification of program completion must have been obtained from the Departmental Chairperson prior to scheduling the examination. The final oral examination committee is composed of a minimum of a three member reading committee and one additional professor (non-readers) who make up the four member final oral committee. At least two of the final oral committee members must be from the Department of Educational Leadership & Policy Analysis. If a student follows the Minor Option A plan, then at least one member must be from the Option A department. In both

Option A and Option B plans at least one member must be from outside the Department of Educational Leadership & Policy Analysis.

When Can I Complete My Final Oral?
During the fall and spring term, all preliminary and final oral Ph.D. exams and must be scheduled between the first day of the semester though commencement. During summer, preliminary and final oral Ph.D. exams must be scheduled during the eight-week summer session (typically the third Monday in June through the first Friday in August). See the summer timetable for exact dates.

Step #1
Determine if you are ready.

- To be eligible for your final oral exam you need to meet the following requirements:
- You must be registered for 3 credits of research. If you want to defend and/or deposit your dissertation in the summer term, you must register for 3 credits of research for the eight-week session.

Step #2
Schedule your exam.

- Contact your advisor several weeks prior the actual date of your defense to determine your two additional committee members (a minimum of 5 members is required) and the day and time for your exam. At least one committee member must be from outside of ELPA.
- At least three weeks prior to your final oral exam:
Contact Shari Smith, Senior Student Services Coordinator, 253B Education Building, ssmith@education.wisc.edu and provide the names of your additional committee members and the day/time of your exam and your proposed title. A room will be assigned for your exam.

 What happens next?
The Department will request a warrant from the Graduate School that allows you to complete your final oral exam.

Step #3
Submit your dissertation.
At least two weeks (determine the exact date for submission with your advisor) prior to your final oral exam submit copies of your dissertation to your advisor and committee members.

Defense Day

- Bring your laptop. Rooms are equipped with AV equipment; however, you will need to bring your own lap top if doing a presentation.
- Plan on arriving a half hour early to prepare the room. Technical assistance is available for connecting your laptop to the system.
- Guests are welcome.
- Defenses last about two hours.

Step #5
Depositing Your Dissertation
Dissertations are deposited electronically. See http://grad.wisc.edu/education/completedegree/etd.pdf. In addition to electronically depositing dissertations, students need to make an appointment with the Graduate School to hand carry their signed warrant and two completed surveys to the Graduate School.

Finances and Money
Office of Student Financial Aid
http://finaid.wisc.edu/

Bursar's Office (tuition related concerns)
http://www.bussvc.wisc.edu/bursar/bursar.html

Student Employment
http://www.wisc.edu/student-life/employment.php

Funding for International Students
http://grad.wisc.edu/studentfunding/international

Funding Resources and Links
http://grad.wisc.edu/studentfunding/resources

Grades
Grades are assigned only by instructors and are reported only by letter grade. Plus and minus grades are not accepted.
The university uses the following grading system:

Grade   Grade-points per credit

A   Excellent   4

AB Intermediate 3.5

B   Good   3

BC Intermediate 2.5

C   Fair   2

D   Poor   1

F   Failure   0

The following grades have no associated grade points and are excluded from the graduate Grade Point Average (GPA):

S   Satisfactory

U   Unsatisfactory

I   Incomplete (a temporary grade when work   is not completed)

P   Progress

Graduate Assistantships

Types: There are three types of graduate assistantships on campus:

- Teaching Assistantships (instructional positions that include such duties as lecturing, grading papers, supervising laboratories, leading discussion sections, or developing course curriculum).
- Program/Project Assistantships (project-related assignments such as coordinating programs, organizing events, analyzing data, or supporting student services).
- Research Assistantships (research under the guidance of a faculty member).

Benefits of Assistantships: Graduate assistantships listed at 33.3% or higher (>13 hours/week) provide multiple benefits:

- monthly stipend; stipend levels vary (see chart below for details)
- remission of both resident and non-resident tuition; students will still need to pay segregated fees (roughly $550/semester); and
- eligibility for health insurance; health insurance options for a reasonable premium are among the country's best group health insurance plans.

The department funds approximately 20 Ph.D. students with graduate assistantships. Students with graduate assistantships work directly with faculty and are required to work a predetermined number of hours based upon the percentage of their appointment. For example, a 50% appointment would require 20 hours of work per week.

Students interested in assistantships should provide their resume to the Student Services Coordinator. Should positions become available, the department refers to the resumes on file.

Graduate School Funding Opportunities
http://grad.wisc.edu/studentfunding/currentstudents

Graduate School Policies, Procedures and Forms
https://grad.wisc.edu/acadpolicy/

Graduate School Resources and Individual Development Plan
http://grad.wisc.edu/pd/

Graduate Student Lounge
The ELPA graduate student lounge is located on the 3rd floor of the School of Education. To request access to the lounge complete and submit the form available at http://go.wisc.edu/n5mo0z or follow the QR code posted on the door of the lounge.

Graduation and Commencement
Students can complete degrees in May, August and December. Commencement ceremonies are only held in May and December. August graduates can attend either the May or December ceremony.

- All students must register themselves if they wish to participate in commencement. Information for registering, date, time, location and ordering caps and gowns is available at http://www.commencement.wisc.edu/

- To receive a master's degree, students contact their program coordinator at the beginning of the term in which they intend to graduate. The program coordinator will check that they have met program requirements and will request a warrant from the Graduate School on the student's behalf. Students need to be enrolled for a minimum of 2 credits (graded courses taken at 300 or above; audits and pass/fails do not satisfy this requirement) during the term in which they intend to graduate.

- Doctoral candidates' major programs should request a final doctoral warrant at least 3 weeks before the anticipated date of their final dissertation defense. Doctoral

candidates must be enrolled during the term in which they intend to defend or graduate.

Grievances and Appeals

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the university offers several avenues to resolve the grievance. Students' concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). Many departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first.

In addition, the following administrative offices have procedures available for addressing various concerns:

Division of Student Life (for all grievances involving students)
75 Bascom Hall
608-263-5700

Office for Equity and Diversity (for discrimination or harassment issues)
179A Bascom Hall
608-262-2378

Employee Assistance (for conflicts involving graduate assistants and other employees)
256 Lowell Hall
608-263-2987

Ombuds Office for Faculty and Staff (for graduate students and post-docs, as well as faculty and staff)
523-524 Lowell Center
608-265-9992

Ombuds Office for Medical School and Public Health (for students, faculty, and staff in the MSPH)
2262 Health Sciences Learning Center
608-265-9666

Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
217 Bascom Hall
500 Lincoln Drive
Madison, WI 53706-1380
608-262-2433

Graduate School Appeal Process

An official review of procedures can be initiated by the Graduate School if a student feels that their grievance was not appropriately handled or resolved at the program/department or school/college level or through consultation with other resources listed above. Initial contact may be made through an Associate Dean of the Graduate School or through the Assistant Dean of Graduate Admissions and Academic Services (AAS; 608-262-2433).

If the student wishes to file an official appeal of a grievance decision, they should consult with the Assistant Dean of AAS and then send the following material to the Assistant Dean in 217 Bascom Hall:

- A detailed statement on the situation of the grievance and efforts to resolve the situation
- Copies of any previous communications regarding the situation
- Any determinations or actions taken by the program/department/School/College or other resource office.

Upon receipt of all of the above materials:

- The Assistant Dean will forward the formal grievance to an appropriate Associate Dean of the Graduate School for consultation and follow-up.
- The student will be notified in writing, within 20 days after the materials arrive in the Graduate School, acknowledging the receipt of the formal appeal and giving the student a time line for the review to be completed.
- If necessary, the Associate Dean will request additional materials relevant to the issues raised in a student's grievance from the student and/or the program/department (i.e., departmental handbook explaining grievance procedures).
- If necessary, the Associate Dean will arrange a meeting with the student and an appropriate designee of the Graduate School's Office of Admissions and Academic Services.
- If necessary, the Associate Dean will arrange a meeting with the advisor and/or program/department chair and the same member of the Graduate School's Office of Admissions and Academic Services.
- The Associate Dean will meet with the Graduate School Associate Dean(s) and Associate Vice Chancellor's for Research who will vote on a decision. The Dean of the Graduate School and the Vice Chancellor for Research do not vote on this decision.
- The Associate Dean will notify the student, the advisor and/or program/department chair, in writing, of the decision, with a copy to the Assistant Dean for AAS.

Graduate School Final Appeal Process

If a student is not satisfied with the initial appeal to the Graduate School Associate Dean, they may make a final appeal to the Graduate Faculty Executive Committee (GFEC) within 30 days of date of the above written decision:

- The student should send a request for a final appeal to the Assistant Dean for AAS, asking to reopen their file and including any new information pertinent to the appeal.
- The Assistant Dean for AAS will forward the complete file to the Dean of the Graduate School for follow-up.
- The Dean of the Graduate School will appoint five members from GFEC to review the appeal. At least two of the members, but not all the members should be representative of the student's academic division. One of the two divisional members will chair the committee. The Graduate School Associate Dean(s) will not be a part of the appointed GFEC subcommittee.
- The Dean of the Graduate School will issue an official charge and an appropriate time frame (usually two to three months during the academic year) for completing a review.
- The GFEC subcommittee will review the student's final appeal, including all materials previously submitted, and will determine if additional information and/or meeting with the student and/or program/department is needed.
- Once determined, the subcommittee will report its recommendation to the next appropriate GFEC meeting. (Meetings occur every October, November, December, February, March, April, and sometimes May.) The full GFEC, excluding the Dean of the Graduate School, the Associate Dean(s) of the Graduate School, and Associate Vice Chancellor's for Research, will vote on the appeal and advise the Dean of the Graduate School of its recommendation. The final decision, made on the basis of this recommendation and all other pertinent material, will be conveyed in writing by the Dean of the Graduate School to the student and the program, with a copy to the Assistant Dean for AAS.

Guide to Preparing your Dissertation (formatting)
http://grad.wisc.edu/currentstudents/doctoralguide

Housing (University)
http://www.housing.wisc.edu/

ID Card
Once enrolled in courses you will be able to obtain your ID card. Visit the WiscCard website
http://wiscard.wisc.edu/

Incomplete Grades
If students are unable to complete coursework by the end of the semester, instructors may assign temporary I (Incomplete) grades. Students receive a warning message from the Graduate School upon receipt of an I grade, reminding them that students are not permitted to graduate with an I grade on their transcripts. Graduate students are allowed the subsequent semester of enrollment to complete the coursework before the Graduate School will place the student on probation. Programs may impose more stringent rules for satisfactory progress.

In consultation with the program, students may be suspended from the Graduate School for failing to complete coursework and receive a final grade in a timely fashion.

All Incomplete grades must be resolved before dissertator status or a degree is granted.

Unresolved Incomplete grades lapse to a grade of Permanent Incomplete (PI) after five years.

Independent Study

Independent study requires approval from faculty. Students requesting an independent study meet with a particular faculty to determine the content of the independent study. An independent study is designed to allow students to complete work that is unique. An independent study cannot be taken to substitute for a class that is regularly offered. Independent studies range from 1-3 credits. Permission to enroll in independent studies is required.

International Student Services

http://iss.wisc.edu/

International Student Services (ISS) offers a wide variety of services and programs to international students at the University of Wisconsin-Madison. The ISS staff provides information and programs to international students about the campus and community and provide support and assistance concerning visas and related immigration issues.

F1 Visa Employment
Curricular Practical Training (CPT)
Optional Practical Training (OPT)
http://iss.wisc.edu/employment/f1-employment

Job/Career Placement and Planning

http://careers.education.wisc.edu/HigherEd/Menu.cfm

The School of Education Portfolios & Career Services offers the following lifelong services to our graduate students:

- CV review
- Cover letter review
- Interview preparation & practice
- Advice on generating job leads
- Career counseling

Requesting Letters of Recommendation From Faculty
Students needing letters of recommendation from faculty should contact faculty well in advance of the application deadlines and provide your resume, areas of strength, a position description, and submission instructions.

Job Center
http://jobcenter.wisc.edu/

Late Enrollment
ELPA does not support late enrollment unless there are extenuating circumstances. "I forgot" is not an extenuating circumstance.

It is against university policy to participate in classes or hold an RA/TA/PA, fellowship, or traineeship, without being enrolled. It is a student's responsibility to be aware of the deadlines for enrollment each term. These deadlines are available in the deadlines section of the Schedule of Classes at http://www.registrar.wisc.edu/schedule_of_classes.htm. If students enroll after the first week of class, they are subject to late payment fees. Permission to enroll late does not excuse students from paying late initial enrollment and/or late payment penalties. Exceptions to the published deadlines will be granted only in the case of truly mitigating circumstances. The procedures to apply for late enrollment are:

- Complete the Graduate School Course Change Form at https://grad.wisc.edu/acadpolicy/wp-content/uploads/sites/15/2014/01/CourseChangeFormNEW.pdf;
- Print form; obtain signatures;
- Submit written requests from both the faculty advisor and department chair identifying unique circumstances and requesting permission for the late enrollment;
- Submit completed Course Change Form at https://grad.wisc.edu/acadpolicy/wp-content/uploads/sites/15/2014/01/CourseChangeFormNEW.pdf with advisor and chair letters to 217 Bascom Hall;
- Pay fees, which may include late initial enrollment and/or late payment penalties. Students appealing the late initial enrollment fee should send an email to tuition@bussvc.wisc.edu.

For more information about late enrollment, contact the Graduate School Office of Admissions and Academic Services Office, 217 Bascom Hall, 608-262-2433.

L.E.A.D.S.
L.E.A.D.S. is the graduate student organization in the Department of Educational Leadership and Policy Analysis (ELPA). Take a look around the site for information about who we are, what we do, and how we can support you in developing as an educational leader. https://elpaleads.wordpress.com/

Leave of Absence
Students should notify their graduate program of their intention to take a leave of absence. The Graduate School does not have a formal policy on leave of absence for pre-dissertators.

If students have pre-enrolled for a future term and plan to take a leave of absence, they must be sure to drop all courses before the first day of class.

Previously enrolled students who wish to return to Graduate School should follow the instructions for Readmission to Graduate School. Any student who does not enroll for a fall or spring term is considered to be a reentry and must pay the Graduate School online application fee. Any student granted readmission must adhere to the most current requirements as listed in the Graduate School Academic Policies & Procedures. 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; however that coursework will not count toward Graduate School credit requirements. 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; however that coursework will not count toward Graduate School credit requirements.

Non-dissertators: The Graduate School has no formal policy regarding a leave of absence at the pre-dissertator level, although some programs do. Therefore, it is critical that students contact their major programs before considering a break in enrollment of one or more terms.

Dissertators: A candidate for a doctoral degree should be aware that failure to take the final oral examination and submit the dissertation within 5 years after passing the preliminary examination may require another preliminary examination and admittance to candidacy a second time. In addition, the Graduate School requires all dissertators to maintain continuous enrollment. In rare circumstances when this is not possible, a degree completion fee is assessed to recognize the inevitable use of university facilities (including faculty and staff time) up to and including the successful defense of the dissertation.

International Students: International students considering a leave of absence should check on their visa status with International Student Services (ISS), 217 Armory and Gymnasium (Red Gym), 716 Langdon Street, 608-262-2044.

Graduate Appointments: Students with Teaching Assistantships (TA), Program Assistantships (PA), or Research Assistantships (RA) should consult with their program, their PI and/or advisor. Students with Fellowships or Traineeships should contact their funding source.

Licensure (Eligibility and how to apply for an administrative license)
To be eligible for a Wisconsin administrative license, you need to complete a certification program, be eligible to hold a Wisconsin teaching license, have three years of classroom teaching experience, and have completed a PDP with the Department of Public Instruction.

All DPI license applications are online, however, prior to being able to complete the online application, you need UW-Madison to submit an endorsement for your license. To obtain the endorsement, you need to contact the Student Services Coordinator in ELPA who will forward your name to the University Certifying Officer who completes the official endorsement. Once

DPI enters your information into their database, you will be able to complete the online application.

The online application includes uploading an "employment verification form" that requires the signature of previous employers. I would suggest you complete and send this form to your employers well in advance of you intent to complete the online license application as you can't complete it without having the completed form in your possession.
http://tepdl.dpi.wi.gov/files/forms/pdf/pod1613.pdf

DPI frequently asked questions http://tepdl.dpi.wi.gov/licensing/elo-faqs

The DPI link with information for applying is http://tepdl.dpi.wi.gov/licensing/elo

Listserve

The Department of Educational Leadership & Policy Analysis runs a low traffic listserve to update present and future students, faculty, and alumni on available courses, conferences, financial aid opportunities and other news from the Department and field.

Joining the Department of Educational Leadership & Policy Analysis listserve will provide you helpful announcements from the Department, as well as keeping you informed of some news and employment opportunities both on campus and in the field of educational leadership. The average number of postings has been less than one a day.

To subscribe, e-mail join-elpacommunity@lists.wisc.edu.

To unsubscribe, e-mail leave-ELPAcommunity@lists.wisc.edu.

For support, e-mail ELPA@education.wisc.edu.

Master's Degree Programs

Global Higher Education Master's
http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/global-higher-education-master-s-program
Master's K12 Leadership
http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/previous-master's-k12-leadership-cohort-program
Master's Higher, Postsecondary and Continuing Education
http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/MastersHPCE
Master's Educational Policy
http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/MastersK12Policy

Maximum Credits Per Term

Non-dissertator students are allowed to enroll for a maximum of 15 credits. The enrollment system counts all credits in determining maximum credit loads. Even though pass/fail courses, audit courses, and 100- or 200-level courses are considered undergraduate level credits, they are counted in total credit load.

McBurney Resource Disability Center

http://mcburney.wisc.edu/

The McBurney Center mission is to utilize our expertise in disability and higher education, and work in partnership with the University of Wisconsin community to:

- deliver innovative and high quality services and classroom accommodations to UW students with disabilities
- facilitate and advocate for reasonable accommodations so that students have equal access to the programs, activities and services of the institution
- cultivate opportunities for students to articulate their strengths and advocate for necessary accommodations
- identify and respond to the dynamic nature of student needs and learning environments.

Minimum Standards and Progress Toward Degree

Ph.D.

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

The Ph.D. qualifying examination must be passed as a partial requirement for completion of the Ph.D. degree. The student may take the exam after the completion of at least 18 credits in Educational Leadership & Policy Analysis coursework and must have satisfied this requirement prior to scheduling the preliminary exam. Students have the option of completing a take-home written exam or writing a qualifying paper.

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

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

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

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

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; however that coursework will not count toward Graduate School credit requirements.

Master's
Graduate students must maintain a minimum overall GGPA of 3.00.

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; however that coursework will not count toward Graduate School credit requirements.

Minor (Ph.D.) (no Master's minor)

ELPA Ph.D. Minor options are as follows:

Option A (external): Requires a minimum of 12 credits in a minor program (single disciplinary or multi-disciplinary). Fulfillment of this option requires the approval of the minor program.

Option B (distributed): Requires a minimum of 12 credits in one or more programs forming a coherent topic, and can include coursework in the program. Fulfillment of this option requires the approval of the major program.

The Graduate School's minimum course requirements for the minor include:

- An average GPA of 3.00 on all minor coursework;
- Coursework must be graded courses numbered 300 or above; no audits or pass/fail;
- Maximum 3 credits of independent study (e.g., 699, 799, 899, 999);
- Research and thesis cannot be used to satisfy the minor (e.g., 790, 890, 990);

- No more than 5 credits of coursework completed more than 5 years prior to admission to the doctoral program; coursework taken 10 years ago or more may not be used.

Credits earned towards the minor may count towards the minimum graduate residence requirement, minimum graduate degree requirement, and the minimum graduate coursework (50%) requirement.

Multicultural Graduate Network

http://grad.wisc.edu/diversity/mgn

The Multicultural Graduate Network is your resource for social networking, learning and professional development. Housed within the Graduate School at the University of Wisconsin-Madison, we focus on the needs of graduate students of color, and also serve as an inclusive network for ALL graduate students!

National Education Conferences

UCEA

The University Council for Educational Administration (UCEA) is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children.

AERA

The American Educational Research Association (AERA), founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results.

ASHE

The Association for the Study of Higher Education (ASHE) promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications, including its highly regarded journal, The Review of Higher Education. ASHE is committed to diversity in its programs and membership, and has enjoyed extraordinary success in involving graduate students in Association activities.

Overload Requests

Beginning Fall 2014, the maximum credit load for graduate students is 15 credits (Fall/Spring) and 12 credits (Summer). During the summer the 12 credit maximum applies where the equivalent is 1 credit per week, regardless of the summer session. The enrollment system counts all credits when determining credit load; this includes courses taken as pass/fail or audit and undergraduate level courses (below 300). If you wish to go over the maximum credit limit, a credit overload is required. Complete and print the form below to request an overload. Then obtain your advisor's signature and submit the form to the Graduate School, room 217 Bascom Hall. **Include ALL courses for the enter semester on this form.** Form available at https://grad.wisc.edu/acadpolicy/wp-content/uploads/sites/15/2014/04/Overload.pdf

Parking

Information for applying/purchasing student parking is available at
http://transportation.wisc.edu/customergroups/student_parking.aspx

Afternoon Parking Options
Students are eligible to purchase an Afternoon Parking Permit that provides access to specific parking lots on campus from 2:00 p.m. – 7:00 a.m. Students with a valid Afternoon Permit may park in the following lots during the specified times:

    Lots 7, 17, 20, 29, 34, 36, 62, 76 and 83
    Monday through Friday, 2:00 p.m. – 7:00 a.m.
    All day Saturday and Sunday

    Lots 3, 5, 8, 9, 10, 11, 13, 18, 21, 27, 30, 44, 45 and 92
    Monday through Friday, 4:30 p.m. – 7:00 a.m.
    All day Saturday and Sunday

Afternoon Permits are not valid in lots controlled during Special Events. In the case of a Special Event, permit holders will be notified of alternate parking locations. Afternoon Permits are available for $250 and can be purchased on the Transportation Services eBusiness portal. For additional information please view our Afternoon Permit Policy.

Night Parking Options
Students are eligible to purchase a Night Parking Permits that provide access to specific parking garages and lots on campus. There are two different Night Permits available for purchase on the Transportation Services eBusiness portal.

Night Garage Specific Permit

- This permit is only valid in the specific garage as noted on the permit and is available for $40.
- Available for Lots 6, 7, 17, 20, 29, 36, 46, 76, 80 and 83
- Monday through Friday, 4:30 p.m. – 7:00 a.m.
- All day Saturday and Sunday

Night Surface Lot Permit

- This permit is valid in any of the surface lots included and is available for $125.
- Valid in Lots 3, 5, 8, 9, 10, 11, 12, 13, 18, 21, 22, 28, 30, 44, 48, 68, 69, 78, 81, 87, 88, 91, 92, 94 and surface stalls only in Lots 79 and 95.
- Monday through Friday, 4:30 p.m. – 7:00 a.m.
- All day Saturday and Sunday

Night Permits are not valid in lots controlled during Special Events. In the case of a Special Event, permit holders will be notified of alternate parking locations. For additional information please view our Night Permit Policy.

Student Accessible Parking
Students with a state DOT tag that wish to purchase a UW-DIS parking tag may purchase one at any of the Transportation Services Customer Service office locations. A one month temporary UW Accessible permit is also available for sale with a doctor's note.

Ph.D. (Doctor of Philosophy)

K12 Leadership
Higher Postsecondary and Continuing Education
Educational Policy
http://elpa.education.wisc.edu/elpa/academics/PhDDegreeRequirements/graduate-program

Portfolio Requirement (K12 Master's and Certification Only)

In accordance with PI 34, the Department has a portfolio requirement for all certification students. Students seeking initial certification as Principal, Director of Instruction, Director of Special Education and Pupil Services, or Superintendent must participate in practicum classes and labs to successfully complete and submit their own individual electronic portfolio to a faculty committee for review. The electronic format for the ELPA portfolio was developed collaboratively by ELPA faculty and the School of Education's EPCS (Education Placement and Portfolio Services) office. The format is designed as a learning tool to assist students in conceptualizing and demonstrating educational leadership.

Each portfolio is comprised of six components: five domains of leadership and a professional vision statement. Students create exhibits for the components that demonstrate their leadership proficiency in each of the dimensions that coincide with the Department's mission and vision for instructional leadership. As required by PI 34, the portfolio is designed to reflect and integrate the seven Wisconsin Administrative Standards and the approximately two hundred knowledge, dispositions, and performance indicators associated with those standards.

Portfolios are submitted and reviewed in April, August and November. Applications of intent to submit, deadlines and additional information as well as examples are available at
http://elpa.education.wisc.edu/elpa/academics/current-student-information/portfolio-k12

Posting of Degrees

It takes some time for your degree to be posted and appear on your record after your date of graduation. The amount of time is variable depending on the school or college within the university that is granting your degree. It could be a couple weeks, or it could be as long as

three months after the end of your final term. Posted degrees appear on both an [Official Transcript](#) and an [Unofficial Student Record](#).

What can you do?

Periodically check in your Student Center to see if your degree has been posted. You can access this information by following these steps:

1. Login to your Student Center via [My UW](#)
2. Go to "My Academics"
3. Click on "View my degrees"

Once your degree is posted, it will show in this location. Posted degrees also appear on both an [Official Transcript](#) and an [Unofficial Student Record](#)

Preliminary Exam (Ph.D.)

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

During the fall and spring term, all [preliminary PH.D. exams](#) and [final oral Ph.D. exams](#) must be scheduled between the first day of the semester though commencement. During summer, preliminary and final oral Ph.D. exams must be scheduled during the eight-week summer session (typically the third Monday in June through the first Friday in August). See the summer timetable for exact dates.

Step #1
Determine if you are ready.
To be eligible for your preliminary exam you need to meet the following requirements:

- Your Ph.D. program plan needs to have been completed and approved by your advisor and the department. Your program plan should be on file with the department.
- Your research requirements (research classes) must be completed or will be completed during the semester in which you expect to complete your preliminary exam.
- You need to be registered for a minimum of 2 graduate credits.

- The Ph.D. qualifying exam has been passed.
- You have no grades of incomplete on your record. The Graduate School will not issue a warrant for a student to complete their preliminary exams if a student has an incomplete grade.
- You have no grades of "P" (progress) in any courses other than research (990).

Step #2
Schedule your exam.
At least three weeks prior to your preliminary exam:

- Contact your advisor to determine your committee members and the day and time for your exam.
- Contact Shari Smith, Student Services Coordinator, 253-B Education Building, 1000 Bascom Mall, ssmith@education.wisc.edu and provide the names of your committee members and the day/time of your exam. A room will be assigned for your exam.

What happens next?
Your program plan will be audited to make sure all your course work is complete.

The Department will request a warrant from the Graduate School that allows for you to complete your preliminary exam.

Step #3
Submit your proposal.

- At least two weeks (determine the exact date for submission with your advisor) prior to your preliminary exam submit copies of your proposal to your advisor and committee members.

Step #4
Prepare title page for your preliminary exam.
You need to prepare the title page for your Ph.D. proposal. While the title page does not have a specific format, it should look something like this:

UNIVERSITY OF WISCONSIN-MADISON
DEPARTMENT OF EDUCATIONAL LEADERSHIP & POLICY ANALYSIS
DISSERTATION PROPOSAL
(insert the date of your preliminary exam)
TITLE: (insert title of proposal)
CANDIDATE: (insert your name)
COMMITTEE MEMBERS:

_____

(insert name of major advisor (chair of committee)

_____

(insert name of second reader)

_____

(insert name of third reader)

I passed. What happens now?

Your warrant is signed by the Department Chairperson and returned to the Graduate School.

You will be given dissertator status the semester immediately following the semester in which you completed your preliminary exam.

What is dissertator status?

Dissertator status means you have completed all the requirements for your degree with the exception of your dissertation. Dissertators are required to maintain continuous enrollment (see Graduate School requirement) during the fall/spring semesters. Summers are optional, however, if you are working with your advisor during the summer session, enrollment will also be required for the summer. Dissertators must enroll in 3 credits of 990 (research). You must enroll for 3 credits; no more, no less.

After you have dissertator status your tuition decreases significantly. The tuition for dissertator credits is available on the Registrar's website

Professional Development at UW-Madison
http://grad.wisc.edu/pd/

Program Plans

During your first or second semester, a program plan should be developed in consultation with your advisor and submitted to the Student Services Coordinator for approval. Program plans are simply a plan and change be changed as needed. Program plan forms are available at http://elpa.education.wisc.edu/elpa/academics/current-student-information/forms

Program Requirements

Ph.D.
http://elpa.education.wisc.edu/elpa/academics/PhDDegreeRequirements/graduate-program

K12 Leadership Master's
http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/previous-master's-

k12-leadership-cohort-program

HPCE Master's (all strands)
http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/MastersHPCE

Educational Policy Master's
http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/MastersK12Policy

Global Higher Education Master's
http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/global-higher-education-master-s-program

UW-Madison and UW-Whitewater Cooperative K12 Master's
http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/uw-whitewater-cooperative-program

Educational Specialist Certificate Program
http://elpa.education.wisc.edu/elpa/academics/EdSpecialistCertificate/EdSpecialistCertificate

Certification Only
http://elpa.education.wisc.edu/elpa/academics/K12Certification

Proposal Defense (see Preliminary Exam)

Qualifying Exam

Ph.D. Qualifying Exam Guidelines (Effective January 1, 2011)

The Take-Home exam is offered twice a year in March and November. The paper option can be completed at any time prior to preliminary exams.

Student must obtain advisor approval prior to completing the exam. Intent to Complete Qualifying Exam & Faculty Approval Form

What is the purpose of the qualifying exam/paper requirement?

The main purpose of the qualifying exam/paper requirement is to assess the extent to which each ELPA Ph.D. student has achieved mastery of core Departmental content, as related to strand and specialization, and to gauge students' readiness for future doctoral study. Evidence of mastery enables the student and dissertation committee to proceed with confidence to the dissertation phase of their program. The results also inform faculty about features of the program that are satisfactory and that need attention.

<u>What is the qualifying exam requirement?</u>

The qualifying exam is a two-week take home exam designed to assess a student's ability to synthesize and communicate in writing the theoretical, conceptual and empirical knowledge base of the field as it applies to issues of leadership and policy in the student's area of specialization in education.

In lieu of the written qualifying exam, Ph.D. students can prepare and submit a sole-authored, publishable-quality journal manuscript as evidence of their scholarly and professional competence in educational leadership and policy analysis. To meet the requirement, students can use or adapt sole-authored research papers developed throughout graduate courses, in research assistantships, as a result of writing the dissertation proposal, or other professional endeavors to meet this requirement.

To exercise this option, students should consult with their faculty advisor to

Review the core idea and extant paper(s) that reflect an initial conceptualization or framing of the manuscript;

Identify one or two refereed research journals published by leading professional organizations in the field (e.g., AERA, UCEA, or ASHE) that would be a suitable place to publish the paper;

Review articles in the target journal for examples of the journal's publication standards; and

Review and discuss the manuscript submission guidelines and departmental expectations for a publishable quality paper.

In consultation with their advisor, Ph.D. students may choose either the qualifying exam or qualifying paper option, depending on their personal goals and career interests. Students should take the qualifying exam or develop and submit the qualifying paper after completing approximately 18-24 credits of coursework in the department.

<u>How often is the qualifying exam/paper offered?</u>
The qualifying exam is offered twice a year, in approximately the 10th week of the semester. Students interested in taking the qualifying exam or submitting the qualifying paper should contact the ELPA student services coordinator early in the semester to submit an application to be eligible to take the exam/paper in that semester.

The qualifying exam requirement completed via the paper option can be completed at any time during the academic year including summer session with the exception of semester breaks.

The [Intent to complete the ELPA Qualifying Exam & Faculty Approval Form](#) is available online.

How are exams assessed for the exam option?

The Qualifying Exam Review (QER) Committee reviews exams using a rubric developed by the Department, which is provided to students when they register for the exam. All ELPA faculty members serve on the QER Committee on a rotating 2-semester appointment.

Assessment of qualifying exams is completed at a meeting of the QER committee toward the end of the fall and spring semesters. Subgroups of approximately 3 faculty members review each exam question and paper by content specialization. When possible, K-12, policy, and higher and postsecondary strands are represented on each content committee. The advisor either serves on the review team, or if the advisor is not available or not currently serving on the QER Committee, he/she is apprised of review team results and comments following the exam review process.

Performance is assessed using the attached rubric. The QER Committee provides a verbal report to the department on overall student performance and the review process at the next regular department meeting.

How are papers assessed for the paper option?

When complete, the draft manuscript is distributed to the advisor and two members of the QER Committee. Each faculty member will complete and forward their reviews to the advisor within two weeks. Once a minimum of two reviewers deems the manuscript to be of publishable quality, the student will be notified that the written qualifying examination requirement has been met.

How do students register for the exam or paper option?

To register for the exam or paper option, students submit a form provided by the department that indicates that they have met with their advisor regarding the preparation and timing of exam/paper submission, and are requesting to take the exam during the next scheduled exam administration or submit the paper. The decision to register for the exam/paper option occurs when the Ph.D. student and adviser conclude that sufficient course preparation has been demonstrated regarding the core ELPA knowledge base for dissertation proposal development.

What is the focus of the exam?

The qualifying exam consists of responding to 3 questions from across the 4 major ELPA program areas:

Organizations and Planning
Program and Instructional Leadership and Management
Politics, Policy and Finance

Learning and Diversity

ELPA faculty members develop the questions and revise them for each offering of the exam. The questions ask students to show mastery of the theoretical and empirical knowledge base informing the question, and an ability to connect research to address problems of practice in the student's program strand (K-12, policy, or higher education). Responses should be well written (clear and without grammatical or spelling errors), original, and appropriately cited. Students are expected to complete the exam question without consulting others.

How should I prepare for the exam?
Preparation for the exam begins when a student begins to develop a program of graduate study. Each area of the exam is associated with required and elective courses described in the Ph.D. Program of Study. Be sure that as you build your Ph.D. program, you select courses from each of the areas identified in the program of study relevant to your program strand (K-12, policy, or higher education), including:

Organizations and Planning (730, 750, 860, and/or 875)
Program and Instructional Leadership and Management (705, 715, 811, and/or 847)
Politics, Policy and Finance (830, 831, 840, and/or 870)
Learning and Diversity (735, 736, 746, 880, and/or 848)

Students do not need to take all of the courses in each strand, but their program should provide them with background knowledge in each of the strands.

If your course of study takes you to more applied courses, you may want to meet with your professors to supplement course content with broader theoretical and empirical review of the literature related to that course content. The exam is designed to assess knowledge of research in the field; ability to communicate in writing; and ability to synthesize, integrate, and apply knowledge to educational organizations, leadership and policy. Foundational knowledge for success on the exam is provided in coursework in the ELPA program. Thus, it is important from the beginning of the program to

Read assigned coursework critically and carefully, and keep notes from classes as you go through the program

Build an electronic bibliography of course and outside readings

Build a personal library of key theoretical, conceptual and empirical research which is readily accessible to you (through organized electronic and/or paper files)

Approach your studies as a scholar, such as by

Defining your areas of expertise and interest early in the program and building your knowledge base around these areas

Striving to understand and distinguish different perspectives and approaches to the work

Regularly reviewing current journals for research relevant to your area of interest

Identifying key theoretical or empirical research strands and reading beyond the work offered in classes to build your expertise in these areas

Attending sessions at professional conferences related to your areas of interest

Engaging faculty and other students in conversations about your areas of interest

The exam is not designed to require students to build their answer with a specific theoretical lens, but the student should take course content into account when developing their answer. While in some cases the department does accept transfer credits from other institutions, the student is still responsible for the content of courses as offered by the University of Wisconsin-Madison on the exam. Thus, students with transfer credits should review syllabi of associated UW-Madison courses and familiarize themselves with UW-Madison course content prior to taking the exam.

A final step in preparing for the exam is to clear the decks for the two-week administration period of the exam. This might include making arrangements in advance to clear work and personal calendars, making child care arrangements, talking with your professors in current courses or preparing current coursework in advance to avoid major deadlines during the exam administration period, or taking vacation days from work to focus on the exam. The exam is designed to enable working adults to have sufficient time aside from work commitments to successfully complete the requirement, but if you are currently employed, it will require you to identify blocks of time in the evenings and weekends to complete the work.

How should I prepare for the paper?
If you plan to meet the qualifying exam requirement using the paper option, you should have a conversation about it with your advisor early in the program. Most students who choose the paper option are engaged in research as a project assistant or through their work, or have access to data or experiences conducive to data collection for research through their work or

volunteer activities. The qualifying paper can be developed through elaboration of a course assignment, although the paper typically requires significantly more investment than a typical research paper for a course.

Some students develop a pilot study or significant literature review (such as is published in the Review of Educational Research) related to their dissertation for the qualifying paper. In any case, students interested in the paper option should talk to their advisor early in the program about pursuing this option, and should work with faculty in the program to define the parameters of the study and be sure to understand expectations for successful performance on the paper option.

What should a student do if he or she does not pass the qualifying exam/paper requirement?

If a student is fails the qualifying exam because of their score on a single question, they will have an opportunity resubmit the question within two weeks of being informed of exam results. If the rewritten portion does not result in a successful pass, the student may retake the exam within one year.

If a student fails the qualifying paper requirement, they will have one year to respond to feedback from the committee, and resubmit the paper for approval.

If the student does not pass the exam or paper on their second attempt, they will be dismissed from the Ph.D. Program.

Do students who have a master's degree need to complete the qualifying exam/paper requirement?
Students who have a master's degree still need to complete the qualifying exam/paper requirement. However, if the student has written a significant research paper, they may use or modify that paper and submit it for the qualifying paper requirement. The paper will be assessed using the establishing qualifying paper review process. In addition, if a student has a master's degree from ELPA and passed the qualifying exam as part of that degree requirement, they do not have to retake the qualifying exam.

Do students who have completed the requirements for an educational specialist certificate need to take the qualifying exam?
Students seeking the Specialist Certificate are exempt from the qualifying exam/paper requirement. Students who have received a specialist certificate from UW-Madison are considered to have successfully completed the qualifying exam/paper requirement if they have completed and successfully defended a specialist paper, under the assumption that the quality and rigor of the specialist paper is consistent with the quality and rigor of the qualifying exam/paper requirement.

Students who have received a specialist certificate from another institution may submit their specialist paper or a similar significant research paper from that institution for the qualifying exam requirement. The paper will be reviewed by faculty according to the guidelines established for review of qualifying papers.

ELPA Qualifying Exam Rubric	Pass	Provisional	Fail
Prior research. The answer will be situated in research relevant to the question. A passing answer will make clear links between the prior research and the answer. Prior research will be directly cited to appropriately support knowledge claims.			
Theories and/or methods. A passing answer will demonstrate the author's ability to select and apply the frameworks, concepts, theories or methods appropriate to their question.			
Connection of theory to practice. If appropriate, the answer will demonstrate an effective application of theory to practice; or an insightful account of how practice contributes to theory.			
Coherence. The answer will make a coherent argument that links research-based claims to appropriate conclusion.			
Well-written. The answer will be grammatically correct. Paragraphs will have topic sentences and will flow together to guide the reader through the answer. The answer will use appropriate punctuation.			
Original. The paper will contain original thinking. Any plagiarism will result in a failing score.			
Total Score:			

Each student is required to answer a question in three of the four depth areas on the exam. You must receive a passing or honors score on all three questions to pass the exam. If you get one or two provisional scores on the exam and the rest passing or honors, you will be given an opportunity to rewrite the provisional scoring questions and resubmit the answer(s) within 2 weeks of notification of initial exam results to try to pass the exam. If you receive 3 provisional scores or one or more failing scores in the first try on the exam, or fail to pass the resubmission, you will have one year to retake the exam. If you do not receive at least a passing score on all three questions the following year, you may not take the exam again and you will be dismissed from the program.

Questions

Contact ELPA Student Services Coordinator 608-263-2701

Registrar's

https://registrar.wisc.edu/

Research

Research Units
https://www.education.wisc.edu/soe/research/research-units

- Center on Education and Work (CEW)
- Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE)
- Wisconsin Center for Education Research (WCER)
- World-class Instructional Design and Assessment (WIDA)

Education and Social/Behavioral Science
Institutional Review Board (IRB)
http://www.irb.wisc.edu/

The University of Wisconsin-Madison is committed to protecting the rights and welfare of individuals participating as subjects in its research. The ED/SBS IRB office is home to an Institutional Review Board (IRB) charged with reviewing human subjects research. The ED/SBS IRB reviews all human research protocols in accordance with federal regulations, state laws, and local and University policies. The IRB is composed of members from various disciplines within the education, social, and behavioral sciences as well as community members.

Social Sciences Computing Cooperative SSCC
http://www.ssc.wisc.edu/sscc/

- The Social Science Computing Cooperative supports researchers at UW-Madison who use statistical analysis in their work. We provide a complete research computing environment focused on statistics plus the expert help you need to use it. This includes:
- Statistical consultants who are experts on the most popular statistical software and can answer many methodological questions
- Training on statistical computing, including workshops and an extensive Statistical Computing Knowledge Base.
- Powerful and easy-to-use Windows and Linux based servers with the most popular statistical software installed and ready for use, plus many specialized packages
- Secure data storage suitable for most sensitive research data

- A dedicated help desk staffed by IT professionals, with immediate access to the system administrators who run the servers

Doctoral Research Program
http://drp.wceruw.org/
The DRP provides professional development and enrichment for doctoral students preparing for careers in educational research. Students selected for the program work with diverse faculty, participate in seminars, plan a public lecture series on educational issues, and take course modules designed to advance their research.

Residence for Tuition Purposes
https://registrar.wisc.edu/residence.htm

Scheduling Exams
During the fall and spring term, all preliminary PH.D. exams, final oral Ph.D. exams and reviews of qualifying exams must be scheduled between the first day of the semester though commencement. During summer, preliminary exams, final oral Ph.D. exams and reviews of qualifying exams must be scheduled during the eight-week summer session (typically the third Monday in June through the first Friday in August).

Student Privacy Rights (FERPA)
https://registrar.wisc.edu/ferpa_overview.htm

Textbook Information
https://registrar.wisc.edu/textbook_information_students.htm

Time to Completion
Graduate degrees are awarded, in part, for completion of current coursework. Students who break enrollment from their graduate program may risk losing all credits earned prior to their absence. 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; however that coursework will not count toward Graduate School credit requirements. 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; however that coursework will not count toward Graduate School credit requirements.

Although the program may count the coursework students did before their absence towards the program requirements, the Graduate School does not count that work toward the Graduate School's minimum graduate residence, degree, and coursework (50%) credit requirements.

A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within 5 years after passing the preliminary examination may be required to take another preliminary examination and to be admitted to candidacy a second time.

A student's program may appeal these time limits through a written request to the Graduate School Office of Admissions and Academic Services, 217 Bascom Hall, 608-262-2433. The appeal should provide information demonstrating that the student has remained current in the field of study. This information may include a resume showing applicable work experience and/or official transcripts from other schools attended.

Timetables

ELPA provides students with departmental timetables well in advance of the University posting the entire University timetable. When available, ELPA timetables are posted at http://elpa.education.wisc.edu/elpa/academics/current-student-information/department-timetables

The Schedule of Classes is available online at: http://registrar.wisc.edu/schedule_of_classes.htm and students can access the Schedule of Classes via their MyUW Student Center. The Schedule of Classes can be viewed using Class Search, the real-time online listing of course sections offered each term. Students are responsible for complying with enrollment deadlines, available at the Office of the Registrar's web page at http://registrar.wisc.edu.

Transcripts

Official transcripts may be requested online, by mail, or in person at 333 East Campus Mall, room 10101. Current students can order official transcripts through MyUW Student Center. More details on how to order an official transcript are available at: http://ordertranscript.wisc.edu.

Students may also request a campus copy of transcripts of their student record from MyUW Student Center. A campus copy student record is not an official transcript but it does indicate all internal university memoranda. Find more details on how to request a campus copy student record at: http://registrar.wisc.edu/student_record.htm.

Transfer Graduate Coursework from Other Institutions

The Graduate School does not transfer credits. A student's program may decide to accept coursework completed outside of the students graduate career at UW-Madison when those courses are rigorous and meet the expectations of a graduate work for the degree. Coursework earned five or more years prior to admission to a master's degree or coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy Graduate School minimum credit requirements. See the Satisfying Requirements with Prior Graduate Coursework from Other Institution(s) section of the Prior Coursework policy.

Travel Support

Department Funding

In recent years the Department has been able to provide some financial assistance to students presenting at conferences of professional organizations and associations. The amount of funding available each year depends on a number of factors including the number of students requesting support, travel and registration costs, and the interest earned by Department accounts at the UW Foundation. Historically, the Department has provided students with travel support ranging from $150-400 for one conference annually, with preference given to students who will present a paper or who have been chosen to represent the Department at a national conference (e.g. UCEA Graduate Student Research Seminar), or whose travel is related to dissertation research.

The department will inform students when applications are being accepted and will provide students with the application form. Awards are made twice during the academic year and cover conference presentations between July 1-December 30 and January 1-June 30.

Graduate School Research Travel Awards
http://grad.wisc.edu/studentfunding/grantscomp/research
This competition includes awards for international and domestic travel for eligible UW–Madison dissertators and UW–Madison final-year MFA students traveling to conduct research supporting their dissertation or thesis. Funding for these awards comes from the Vilas Foundation and the Twin Cities Women's Philanthropy Council.

Graduate School Conference Presentation Funds
http://grad.wisc.edu/studentfunding/grantscomp/conference
Awards are available to dissertators and final-year MFA students who are traveling to present at a conference. Funding for these awards is generously provided by the Vilas Foundation.

Tuition and Fee Information

Students go to their MyUW Student Center to view their tuition charges and payments; financial aid, loans and scholarships received; and refunds issued on their Tuition Account Summary, and to access links to set up an "Authorized Payer" and view, print, and pay eBills.

The tuition bill is provided as an eBill which is published to view, print, or pay on-line on the Tuition Account eBill/ePayment secure website. An email is sent to notify students and their Authorized Payers each time a new eBill is published. If students want their parents to have access to the web site, students must first set them up as Authorized Payers. Detailed Authorized Payer information and FAQs are available at http://bussvc.wisc.edu/bursar/echeckfaq.html.

Tuition and fee charges must be paid by the due date indicated on the tuition and fee statement to avoid a $100 late fee. (Late fee is subject to change.) UW-Madison does not accept debit or credit cards for tuition payment. Detailed payment options and information are available at: http://bussvc.wisc.edu/bursar/tuitpay.html. For tuition account questions, contact

the Bursar's office via email, tuition@bussvc.wisc.edu (include the student name/ID in the email), or by phone: 608-262-3611. The Bursar's website at http://www.bussvc.wisc.edu/bursar offers a variety of information at.

The date a course is dropped determines eligibility for a tuition cost adjustment when a student drops a course or withdraws from the university. For tuition and fee adjustment and assessment questions, contact the Office of the Registrar at 608-262-4031 (7:45 a.m. – 4:30 p.m., CST M-F). Find class drop deadlines and cost adjustments plus other tuition and fees information at http://www.registrar.wisc.edu.

University Health Services
http://www.uhs.wisc.edu/

UW-Madison and UW-Whitewater Cooperative Program in K12 Leadership
http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/uw-whitewater-cooperative-program

The Wisconsin Board of Regents approved the Cooperative Masters of Science Degree Program in Educational Leadership and Policy Analysis between the University of Wisconsin-Madison and the University of UW-Whitewater on February 5, 1982.

The cooperative program provides the opportunity for educators in the central regions of Wisconsin to obtain a Master of Science degree, with certification (Principal, Director of Instruction, Director of Special Education and Pupil Services) in Educational Leadership and Policy Analysis, from the University of Wisconsin-Madison. All required coursework with the exception of the Director of Special Education and Pupil Services certification will be offered on the Whitewater campus. Director of Special Education and Pupil Services certification will require completion of two UW-Madison classes not offered on the UW-Whitewater campus.

UW-WHITEWATER COOPERATIVE PROGRAMS:

- Master's of Science Degree (with or without certification)
- Principal Certification
- Director of Instruction Certification
- Director of Special Education and Pupil Services Certification

Wisconsin Idea Executive Ph.D. Cohort in K12 Leadership
http://elpa.education.wisc.edu/elpa/academics/WiscIdeaExecPhDCohort

The Department of Educational Leadership and Policy Analysis (ELPA) PhD in Educational

Leadership through a Cohort Program focuses explicitly on K-12 leadership for dramatically improving student performance and closing achievement gaps.

The theme of District and School Leadership for Equity and Excellence is infused through most courses, and supported by theoretical and empirical, as well as practical, understandings. The program provides a coordinated plan that will allow students to defend their dissertation within three to four years. The dissertation focuses on school, district, or community efforts to improve performance for all students. Cohort students receive training in qualitative and quantitative inquiry and analysis, and are expected to develop a study design for the dissertation that is appropriate to addressing their research questions.

Withdrawal

Withdrawal indicates that a student intends to stop attending classes for the current semester. Submission of a withdrawal request in MyUW Student Center is required between the first and last day of the semester, when a student wishes to drop all classes in which he or she is enrolled for the current semester. The electronic withdrawal process will not require submission of a signed paper form. Instead, students will submit withdrawal requests via MyUW Student Center, and the requests are then routed electronically to the Graduate School for review. Approval from the Graduate School, as well as from the Office of International Student Services for students on J-1 and F-1 visas is required before a graduate student is formally withdrawn from the semester. For more information see Canceling Your Enrollment-Withdrawals on the Office of the Registrar's website at https://registrar.wisc.edu/canceling_your_enrollment_withdrawal_info.htm.

If students drop all courses before the first day of classes, they officially cancel their enrollment, owe no tuition or fees for that term, and have no semester entry on their transcript. In this case, it is not necessary for the student to submit a withdrawal request to the Graduate School. Students planning to withdraw from their academic program should contact their program directly.

Students are considered enrolled for a term if they have courses on their record on or after the first day of classes for that term regardless of whether they have paid tuition and fees. Failure to attend classes or leaving the university informally does not excuse a student from having to pay tuition and fees. If students withdraw after the transcript deadline, a notation to that effect and the date of withdrawal will appear on the transcript. Enrollment deadlines are posted by the Office of the Registrar at http://registrar.wisc.edu.

Failure to withdraw properly and promptly can be expensive. Before withdrawing, students should consult the Schedule of Classes at http://registrar.wisc.edu/schedule_of_classes.htm, for specific deadlines and procedures. If a student received financial aid from the university, they should consult the Office of Student Financial Aid to determine repayment responsibilities.

If students withdraw and are receiving remission of tuition, they are responsible for their entire tuition assessment.

Writing Center

The University of Wisconsin-Madison's Writing Center helps undergraduate and graduate students in all disciplines become more effective, more confident writers. We believe that writing is a powerful tool not only for communicating existing ideas but also for discovering new ones; that learning to write is a life-long process; and that all writers benefit from sharing work in progress with knowledgeable, attentive readers. Our methods—multi-faceted, flexible, and above all, collaborative—reflect our respect for the individual writer, whose talents, voice, and goals are central to all our endeavors.

Dedicated to the University's pursuit of excellence in teaching, research, and service, the Writing Center offers—

- trained, supportive instructors who work one-on-one with students at all levels and in all disciplines
- trained, supportive undergraduate peer tutors who work one-on-one with students in undergraduate writing-intensive courses across the curriculum
- an online writing center providing electronic tutoring and instructional materials
- short-term, non-credit workshops about academic writing
- reference materials about academic writing, for use by students and faculty
- convenient access to our resources through multiple locations across campus and online
- teaching support for faculty and TAs across campus
- teaching, learning, and leadership opportunities for its staff
- national leadership in writing center programs, pedagogy, administration and scholarship