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

There are three unique program strands. Content areas within these strands include organizational theory, politics of education, legal aspects of administration, economics and financing of education, educational planning and program evaluation, supervision of instruction, higher education, vocational-technical education, special education, pupil personnel services, community education, and education policy.

K12 Leadership
Graduates are faculty members, district and school administrators.

Higher Education
Graduates are faculty members at research universities, researchers in research centers and consulting firms, University administrators and University presidents. Graduates are also student service coordinators, academic advisors and other leaders in the field higher, postsecondary and continuing education.

Educational Policy Analysis and Evaluation
Graduates are faculty members at research universities, researchers in research centers and consulting firms, policy analysts for non-profit organizations, University administrators, a University President, and policy analysts at the federal and state levels.

Academic Programs
PhD
Wisconsin Idea Executive PhD
Master's
Master's Global Higher Education
Master's Cooperative Program with UW-Whitewater
Wisconsin Idea Principal Preparation Program (Master’s with licensure)
Educational Specialist Certificate Program


**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.

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**Academic Opportunities**

- **The 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.

- **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.

- **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.

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**Adding/Dropping Classes**

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**Advising**

All students are assigned an initial advisor upon admission to the department.

Ph.D. students who wish to change advisors need to find a faculty member who is willing to serve as their academic advisor. Master’s students also have the option of requesting a change of advisor. An advisor agreement form is required to change advisors.
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.
The ELPA graduate student lounge is located on the 3rd floor of the School of Education. To request access to the lounge follow the QR code posted on the door of the lounge.

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.

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.
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.

The department offers certification programs for principal, director of special education and pupil services, director of instruction, and superintendent.

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 complete the license endorsement request form and submit it to 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 Department of Educational Leadership & Policy Analysis runs a low traffic list serve 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 list serve 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 or unsubscribe, e-mail ssmith@education.wisc.edu

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 coursework.

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.

**Minimum Standards and Progress Toward Master’s Degree**

A minimum of thirty graduate credits must be completed in all Master’s degree programs with an overall GGPA of at least 3.00. The student must maintain a minimum overall GGPA of 3.00 in graduate course work.

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)**

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.

**Misconduct (Academic)**

**Misconduct (Non-Academic)**

**Misconduct (Research)**

**Multicultural Graduate Network**

**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.
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 can be changed as needed.

Program Plans

Questions
Contact ELPA Student Services Coordinator 608-263-2701 or ssmith@education.wisc.edu

Social/Behavioral Science Institutional Review Board (IRB)
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.

Special Student Status Credits
A maximum of six credits of special student course work will be accepted into all programs, however, should the minimum graduate credit requirement not be met, the credits will need to be converted to graduate credits with the student paying the different in tuition.

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.
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 $150-350 for one conference annually. 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 31 and January 1-June 30.

Students nominated and accepted for participation in the Jackson Scholars Program, David L. Clark Seminar and ASHE Policy Seminar will be provided with funding for participation.

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.