

## New Program Proposal

### Changes saved but not submitted

Viewing: : **Educational Leadership and Policy Analysis**

Last edit: 10/07/22 11:33 am

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

Name
Cindy Waldeck - EDU

Proposal Abstract/Summary:

The University of Wisconsin (UW)-Madison proposes to establish an Educational Specialist in Educational Leadership and Policy Analysis (EdS-ELPA) offered by the Department of Educational Leadership and Policy Analysis (ELPA) in the School of Education. The proposed EdS-ELPA will replace the existing Certificate of Specialist in ELPA, a graduate/professional certificate. The EdS-ELPA will develop high-quality, social justice-oriented leaders who are prepared to serve Wisconsin students, families, schools, and communities with the goal of “improv[ing] the quality of life for all” through K-12 education. Graduates of the EdS-ELPA program will be eligible to apply for an administrator license through the Wisconsin Department of Public Instruction to serve as superintendents in Wisconsin schools. To increase opportunities to “provide positive social, cultural, and economic impact in Wisconsin,” ELPA offers two programs that prepare students to apply for educational administrator licenses, the proposed EdS-ELPA (formerly the Certificate of Specialist) and the ELPA Ph.D. The EdS-ELPA program targets working professionals and students who do not want to write a dissertation, including ELPA Ph.D. students who switch to the EdS program. The proposed program meets a significant need for educational leadership in the state. The Wisconsin Department of Public Instruction (DPI) requires a Ph.D. or an EdS to qualify for a license as a superintendent. Among the 421 school districts in Wisconsin, more than 10% of districts have a new superintendent annually. As of July 1, 2022, Wisconsin will be led by 55 new superintendents, a number that is expected to increase as the school year progresses.

### Basic Information

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Program State: Active

Type of Program: Degree/Major

Upload the Approved Notice of Intent and UW System Approval Memo.

[FastTrack A2P MSN ELPA EdS 202210 03.pdf](#)

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

[EdS\\_ELPA\\_BOR Final.docx](#)

Who is the audience? Graduate or professional

Home Department: Ed Leadership & Policy Analysis (ELPA)

School/College: School of Education

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

No

Is this in the Graduate School? Yes

Award: Educational Specialist

SIS Code:

SIS Description:

Transcript Title: Educational Leadership and Policy Analysis

Named Options:

Will this be offered as an additional major as well? No

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

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	Welton, Anjale	adwelton@wisc.edu	608/262-8402	
Faculty Director	Sramek, Barbara	bjsramek@wisc.edu	608/263-9994	
Primary Contact	Smith, Shari	sismith7@wisc.edu	608/263-2701	
Primary Dean's Office Contact	Lee, Stacey	sjlee3@wisc.edu	608/265-5956	

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

Departments
Curriculum and Instruction (CURR INSTR)

Are all program reviews in the home academic unit up to date?	Yes
Are all assessment plans in the home academic unit up to date?	Yes
Are all assessment reports in the home academic unit up to date?	Yes
Mode of Delivery: Face-to-Face (majority face-to-face courses)	
Will this program be part of a consortial or collaborative arrangement with another college or university?	No
Will instruction take place at a location geographically separate from UW-Madison?	No
Will this program have outside accreditation?	No
Will graduates of this program seek licensure or certification after graduation?	Yes

## Guide Certification/Licensure tab

For educational administrator licensure, a practicum experience requiring 150 contact hours for an initial administrator license and an additional 75 hours for each additional administrative license.

Additional Department of Public Instruction Licensure Requirements

Completion of a state-approved educator preparation program in the licensure area.

A minimum of a master's degree or the equivalent. Superintendent license requires a specialist degree or equivalent; program coordinator licenses require a bachelor's degree.

A valid or eligibility to hold a provisional educator license in teaching or pupil services. School business administrator and program coordinator licenses are waived from this requirement.

Six semesters of successful full-time classroom teaching experience, or six semesters of successful experience as a pupil services professional including 540 hours of classroom teaching experience. School business administrator and program coordinator licenses are waived from this requirement.

<https://dpi.wi.gov/licensing/general/administrators>

Approved Shared Content from /shared/university-professional-certification-licensure-disclosure-nc-sara/

Last Approved: Apr 26, 2022 10:56am

## Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming; District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

First term of student enrollment:

Fall 2023 (1242)

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

2026

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

2028

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

Upon approval, ELPA will communicate programmatic updates with students currently enrolled in the Certificate of Specialist program. ELPA will work with the Graduate School to move these students into the EdS program starting in fall 2023. The Certificate of Specialist will suspend admissions (effective summer 2023) and discontinue the program (effective summer 2024). ELPA will continue to offer courses for the EdS on the same schedule as the Certificate of Specialist and Wisconsin Idea Executive PhD Cohort option. Advisors will direct students to the EdS instead of Certificate of Specialist.

## Rationale and Justifications

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

This proposal elevates the existing Certificate of Specialist program to an Educational Specialist degree. The EdS credential is a more appropriate fit within UW-Madison's academic structure. The EdS-ELPA prepares students to apply for a superintendent license through the Wisconsin Department of Public Instruction (DPI). ELPA offers two options for students interested in the superintendency, the ELPA PhD and the EdS-ELPA. The EdS-ELPA does not require students to write a dissertation, instead they write a Specialist Paper where they can explore a problem in educational leadership and propose solutions.

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

The proposed EdS-ELPA will contribute directly to the mission of the UW System by providing a learning environment for students to “discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all.” With the proposed EdS, ELPA can continue to provide multiple avenues for students to pursue the superintendency in Wisconsin, to ensure a successful K-12 school experience for all students. ELPA is committed to developing superintendents who recognize the importance of a high school diploma to positive long term outcomes in education and employment. For example, high school graduates earn an average of over \$670.00 more per week than dropouts. ELPA prepares graduates to provide the leadership necessary to improve graduation rates and reduce the achievement gap in Wisconsin.

The proposed EdS-ELPA program supports the institutional mission of UW-Madison by contributing to the development and dissemination of knowledge around educational administration and by developing students who understand the complex challenges faced by K-12 educational institutions. The role of the superintendent has evolved from one focusing primarily on the sound management of local educational resources to a role that demands successfully leading educational change in an increasingly political and accountable national educational environment. The superintendent's primary role is to focus the organization on student learning. Within that context, student success in school, by every measure, is predictable based on personal attributes that the student does not control. Leading the change to eliminate that predictability is the leader's greatest challenge. The goal of leadership in addressing the challenge is to create a district culture in which decisions are made at every level cognizant of the need to eliminate these inequities. The EdS-ELPA program and its outcomes are based on a belief that social justice is not only an action but also the lens through which graduates ought to view every action.

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

The proposed EdS-ELPA will provide an opportunity for administrators working in K-12 schools in Wisconsin to pursue the superintendent license. In combination with the ELPA: Wisconsin Idea Executive Cohort, Ph.D. the proposed EdS accommodates student preferences by providing multiple pathways to certification. The EdS-ELPA also serves as an alternative for students in the Ph.D. program who do not want to or are not able to write a dissertation. Advisors encourage these students to write the Specialist Paper to complete their training.

In the current Certificate of Specialist format, the program curriculum attracts working professionals from throughout the state. Anecdotally, program faculty and staff have observed that the EdS option is particularly attractive to students working in Madison or Milwaukee, where the average annual turnover rate for superintendents working in urban districts is 26.9% (from 2009-2021), higher than the statewide and national averages of 16.2%.

While the superintendent turnover rate was 17.7% in 2020-2021, this was a decrease from the previous year. The Wisconsin Policy Forum attributed this decrease in turnover to the dedication of educational administrators who stressed the need for consistency during the COVID-19 pandemic. Interviewees noted that educational leadership roles provided social and economic stability during the turbulent time. It is unclear how the pandemic will impact future turnover rates, but the Wisconsin Association of School Boards (WASB) anticipates record rates. ELPA's proposal to elevate the existing Certificate of Specialist curriculum to an EdS degree represents their commitment to the Wisconsin Idea by providing multiple avenues to provide effective, social-justice oriented training to students interested in seeking the superintendency.

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

The proposed EdS-ELPA meets a significant need in educational leadership in the 421 public school districts in Wisconsin. The education sector nationally has experienced significant turnover and exodus from the profession over the past several years, including the exit of the Baby Boomer generation from the workplace. The number of retirements is expected to increase, as the average age of a school superintendent is 54-55 years.

According to the Wisconsin Policy Forum, 16.2% of districts in Wisconsin changed superintendents between 2009 and 2021, in alignment with national trends. Over the past five years, the number of superintendents without previous experience and the number of superintendent vacancies in Wisconsin has increased. There were 66 changes, including new superintendents and retirements, recorded in Wisconsin during the 2021-2022 school year. As of July 1, 2022, the Wisconsin Association of School District Administrators (WASDA) reports that there are 55 new superintendents and 97 changes in leadership in total. This is expected to increase as the school year progresses, in part due to retirements.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

One of the fundamental principles of the EdS-ELPA curriculum is that leaders must lead within the culture of the existing organization. Leadership styles and administrative decisions are situational and must be made in the context of the culture. By helping students understand the importance of equitable educational leadership, the EdS-ELPA will contribute to building A Vibrant Campus Community. Graduates will understand that leadership in modern organizations is a social enterprise, where decisions are collaborative and require debate and discussion among a variety of stakeholders.

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

ELPA is committed to training social justice-oriented educational leaders who are committed to improving outcomes for K-12 students in Wisconsin. Specifically, ELPA 846: The School Superintendency, explores strategies and techniques to advance inclusive excellence in large organizations. ELPA 846 has a fieldwork component where students are placed in a school setting different from their current experience. Students get to apply theories and learning from ELPA 846 to the K-12 classroom by developing curriculum and leading projects and activities.

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

This proposal elevates the existing Certificate of Specialist to an EdS degree. The EdS-ELPA and the ELPA: Wisconsin Idea Executive Ph.D. Cohort, Ph.D. option both prepare students to apply for an additional educational administrator license through DPI to serve as school superintendents. The EdS-ELPA is different from the Ph.D. option in that students complete only 60 credits (instead of 75) and write a Specialist Paper in place of the dissertation. The EdS-ELPA program increases opportunities for students to seek the superintendency and, in some cases, serves as an off-ramp for students in the Ph.D. option who cannot or do not want to write a dissertation. ELPA offers multiple options to prepare students for the superintendency as a service to the state of Wisconsin.

## Diversity and Inclusion

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Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

The mission of ELPA 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 EdS-ELPA curriculum reflects this commitment and will further this departmental mission. Each required course includes learning resources and learning outcomes that address matters of diversity, equity, and social justice. Each course includes authors and contributors from diverse backgrounds. Specifically, ELPA 846: The School Superintendency is aimed at developing district-level leaders, namely superintendents, who will advance inclusive excellence in the organizations they lead. As an example, targeted learning activities within ELPA 846 require students to engage in and explore school districts that differ from their current experiences. Because the EdS-ELPA program is tied to licensure eligibility as a superintendent in Wisconsin, DPI requires a practicum/field experience typically conducted in the student's current district setting wherein students engage in real-time application of their learning by leading projects and activities in the areas of curriculum and instruction, leadership, and personnel and skill development.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

The existing Certificate of Specialist program is a long-standing offering in the ELPA Department. The program affords students an opportunity to meet the requirements for licensure as a superintendent in Wisconsin. The proposed EdS will continue this commitment to the Wisconsin Idea by preparing students to apply for administrative licenses through DPI. In addition to the social justice orientation of the department, the EdS program has an enduring commitment to the pursuit of equity in student recruitment, access, retention, and degree completion. A strategic direction of ELPA is to “Expand and enhance the focus on equity, diversity, and difference in instruction, as well as within the faculty, staff, and student body.” The EdS provides ELPA with opportunities to continue to follow this direction. Students who seek the EdS are those who desire to serve as a superintendent but do not seek the PhD. While the typical enrollment in the Certificate of Specialist is small, students from other programs may be drawn to this option. As in all ELPA programs, the department will continue to actively recruit a diverse pool of candidates, especially in terms of race, experience, background, and geographic representation.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

One of ELPA’s core values is to maintain “a learning community that celebrates wholeness while, at the same time, values the richness of differences in life experiences, cultural backgrounds, ways of knowing, and perspectives of its individual members.” The department seeks to renew itself continually by attracting faculty and students who contribute to this diversity as well as enhance the larger community. As such, with regard to faculty, staff, and student recruitment, the EdS will continue to make positive contributions to ELPA’s culture. ELPA’s current faculty reflects the department’s active recruiting of a diverse set of scholars who comprise the core instructional. In fact, the department has made great strides in realizing this goal over the last decade and continues to actively embrace this objective with opportunity to add to the department’s instructional corps, whether full-time or part-time. ELPA will continue to hire and support a diverse cadre of instructors by leveraging current contacts and relationships within and beyond the academy. Any new members of the EdS’s learning community will be introduced to ELPA’s mission and strategic focus on diversity and inclusion. Like all ELPA offerings, program faculty and students will draw from broader departmental, school, and university resources on diversity and inclusion.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

UW-Madison's Division of Diversity, Equity, and Educational Achievement also provides guidance to departments and programs. The department of ELPA communicates about this division's available opportunities to faculty, staff, and students via regular emails, advising, use of social media, and word of mouth.

Additionally, ELPA's mission and core values are based on social justice, equity and inclusion. The department promotes a diversity of perspectives into teaching, research, professional development, and community-building activities. ELPA's efforts are also informed and supported by the School of Education's Office of Equity, Diversity, and Inclusion, which seeks to promote equity, diversity, and inclusion by reducing barriers to access, increasing the demographic diversity of faculty, staff, and students, and encouraging scholarship, teaching, and service that embraces and engages the full measure of the diversity of society.

## Faculty and Staff Resources

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

Name (Last, First)	Department	Title
Sramek, Barbara	Ed Leadershp & Policy Analysis (ELPA)	Clinical Professor
Smith, Shari	Ed Leadershp & Policy Analysis (ELPA)	Graduate Program Manager
Welton, Anjale	Ed Leadershp & Policy Analysis (ELPA)	Chair, Professor
Kelley, Carolyn	Ed Leadershp & Policy Analysis (ELPA)	Professor
Henry, Kevin	Ed Leadershp & Policy Analysis (ELPA)	Assistant Professor
Mcquillan, Mollie	Ed Leadershp & Policy Analysis (ELPA)	Assistant Professor

Name (Last, First)	Department	Title
Miller, Peter	Ed Leadershp & Policy Analysis (ELPA)	Professor
Halverson, Richard	Ed Leadershp & Policy Analysis (ELPA)	Professor
Eckes, Suzanne	Ed Leadershp & Policy Analysis (ELPA)	Professor
Salzman, Tina	Ed Leadershp & Policy Analysis (ELPA)	Clinical Professor
Jimenez Soffa, Sara	Ed Leadershp & Policy Analysis (ELPA)	Clinical Professor

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

The proposed EdS-ELPA will not require new resources. This proposal elevates an existing graduate/professional certificate program to an EdS degree and will continue to utilize those resources. The EdS-ELPA also shares coursework offered in the ELPA: Wisconsin Idea Executive Ph.D. Cohort, Ph.D. program. Students in the EdS and Ph.D. programs take courses together. ELPA will not need to create or staff additional sections.

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

Name (Last, First)	Department	Title
Sramek, Barbara	Ed Leadershp & Policy Analysis (ELPA)	Clinical Professor

Describe how student services and advising will be supported.

Program Advisor Barbara Sramek advises students in the existing Certificate of Specialist in ELPA and will continue to advise students if the ELPA-EdS program is approved.

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

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

## Resources, Budget, and Finance

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Is this a revenue program?            Yes

Upload the Service-Based Pricing budget spreadsheet.

Service-Based Pricing Budget Review:

What is the tuition structure for this program?

Standard graduate, per-credit resident/MN/nonresident

Will segregated fees be charged?

Yes

Rationale for segregated fees.

Upload Memo(s) of Agreement:

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

As this program currently exists in a Certificate of Specialist format, ELPA does not anticipate any financial impacts. The department will continue to fund the EdS program as they have funded the Certificate of Specialist program.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

As this program currently exists in a Certificate of Specialist format, ELPA does not anticipate any impacts on staffing. The department will continue to staff the EdS program as they have staffed the Certificate of Specialist program.

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

As this program currently exists in a Certificate of Specialist format, ELPA does not anticipate any impacts on staffing. The department will continue to staff the EdS program as they have staffed the Certificate of Specialist program.

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

Students enroll in the EdS-ELPA part-time; as such, they are not eligible for funding.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

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

The EdS-ELPA does not require new resources. The Dean is committed to providing these resources.

Are new Library resources needed to support this program?

No

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

EdS-ELPA students are not eligible for funding as they enroll in the program part-time.

## Curriculum and Requirements

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Guide Admissions/How to Get In tab

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

Last Approved: May 3, 2022 8:54am

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website.

Graduate admissions is a two-step process between academic programs and the Graduate School. **Applicants must meet the minimum requirements of the Graduate School as well as the program(s)**. Once you have researched the graduate program(s) you are interested in, [apply online](#).

Fall Deadline	July 1
Spring Deadline	December 1
Summer Deadline	April 1
GRE (Graduate Record Examinations)	Not required.
English Proficiency Test	Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements ( <a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a> ).

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

Letters of Recommendation 3

Required

Admission to the department is based, in part, on the following criteria: three letters of recommendation from persons who are qualified to judge the applicant's academic and professional competence, resume, transcripts, and a "reasons for study" essay.

The GRE is not required for admission to the Educational Specialist in Educational Leadership and Policy Analysis program.

The Educational Specialist in Educational Leadership and Policy Analysis is most often completed to earn superintendent certification/licensure.

For information regarding admissions criteria, deadlines and the application process, see [Admissions](#) on the department website.

Describe plans for recruiting students to this program.

Students who seek the EdS are those who desire to serve as a superintendent but do not seek the Ph.D.

While the typical enrollment in the Certificate of Specialist is small, students from other programs may be drawn to the EdS-ELPA option. While program marketing and outreach contribute to recruitment, ELPA graduates represent the strongest recruitment tactic.

What is the recruiting and admissions strategy for underrepresented students?

Student experiences across all identities within the program contribute to recruiting a diverse student body by word of mouth and through community-building within the department.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	2
Year 2	2
Year 3	2
Year 4	2
Year 5	2

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Historically, the EdS-ELPA does not have large enrollments. ELPA offers this program as a service to the state of Wisconsin by providing an alternative pathway for students who seek the superintendency but do not want a Ph.D.

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

Guide Requirements tab

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

Last Approved: Apr 26, 2022 10:55am

## Minimum Graduate School Requirements

Review the Graduate School minimum [academic progress and degree requirements](#), in addition to the program requirements listed below.

### major requirements



## mode of instruction

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Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
Yes	No	No	No	No

### Mode of Instruction Definitions

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

Last Approved: May 3, 2022 8:54am

**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

**Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW-Madison Campus.

**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

## curricular requirements

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Minimum Credit Requirement	60 credits
Minimum Residence Credit Requirement	24 credits
Minimum Graduate Coursework Requirement	60 credits must be graduate-level coursework. Details can be found in the Graduate School's Minimum Graduate Coursework (50%) policy ( <a href="https://policy.wisc.edu/library/UW-1244">https://policy.wisc.edu/library/UW-1244</a> ).
Overall Graduate GPA Requirement	3.00 GPA This program follows the Graduate School's policy: <a href="https://policy.wisc.edu/library/UW-1203">https://policy.wisc.edu/library/UW-1203</a> .
Other Grade Requirements	n/a
Assessments and Examinations	A practicum experience requiring 150 contact hours for an initial administrator license and an additional 75 hours for each additional administrative license. Practicums are completed under the guidance of department faculty.
Language Requirements	Contact the program for information on any language requirements.

## REQUIRED COURSES

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The following minimal requirements will satisfy the Educational Specialist in Educational Leadership and Policy Analysis.

### Category I

<a href="#">ELPA 702</a>	Introduction to Educational Leadership
<b>Category II</b>	
<a href="#">ELPA 832</a>	Resource Allocation for Equity and Social Justice
<a href="#">ELPA 846</a>	The School Superintendency
<a href="#">ELPA 860</a>	Organizational Theory and Behavior in Education
<a href="#">ELPA 870</a>	The Politics of Education
<a href="#">ELPA 875</a>	Theory and Practice of Educational Planning
<b>Category III</b>	
<p>At least ten (10) additional courses including at least thirty (30) graduate credits selected from any courses in Educational Leadership &amp; Policy Analysis. (A maximum of three (3) graduate credits of <a href="#">ELPA 990</a> or <a href="#">ELPA 999</a> may be included in the 30 credits.) Students seeking Superintendent Certification need to incorporate required coursework into Category III. In addition to Category II coursework, Superintendent Certification requires:</p>	
<a href="#">ELPA 890</a>	Applied Research in Educational Administration
<b>Research Methods and Statistics Courses</b>	
<p>At least two (2) courses including six (6) graduate credits of research courses distributed as follows:</p>	
<p>1. An introductory statistics course which includes descriptive statistics, central tendency, probability, inference, and variance.</p>	
<p>2. The research requirement for the Educational Specialist shall be satisfied by completing <a href="#">ELPA 824</a>.</p>	
<b>Supporting Courses</b>	
<p>At least two (2) courses including six (6) graduate credits of supporting coursework in teaching and learning (typically one course in Curriculum and Instruction and one additional course). Additional courses in teaching and learning and recommended.</p>	
<b>Total Credits</b>	<b>60</b>
<b>Program Approval</b>	
<p>The Education Specialist in Educational Leadership and Policy Analysis Program plan (as well as any subsequent amendments and changes) must be submitted and approved by the department as soon as is practicable following admission to the program.</p>	
<b>Specialist Paper</b>	
<p>The department has established the following criteria as guidelines for the specialist paper:</p>	
<p>The specialist paper should be derived from a current, practical problem which is researchable and limited in scope.</p>	
<p>The specialist paper should have the approval, cooperation, or collaboration of the governing board or</p>	

administration of an educational institution when appropriate.

The specialist paper should utilize applied, market, or policy research.

The specialist paper should result in recommendations for action.

The design and methodology for the specialist paper will be developed by the student and major professor and reviewed and approved by a three-person faculty committee which will also conduct the oral examination on the completed specialist paper.

Total credits required:

60

Guide Graduate Policies tab

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

Last Approved: Apr 26, 2022 10:55am

## Graduate School Policies

The [Graduate School's Academic Policies and Procedures](#) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

### major specific policies

#### **PRIOR COURSEWORK**

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##### Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 15 credits of graduate coursework from other institutions. Coursework earned ten or more years prior to admission to an educational specialist degree is not allowed to satisfy requirements.

##### UW-Madison Undergraduate

No credits from a UW-Madison undergraduate degree are allowed to count toward the degree.

##### UW-Madison University Special

[This program follows the Graduate School's policy for Transfer from UW-Madison University Special Student Career at UW-Madison.](#)

#### **PROBATION**

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[This program follows the Graduate School's Probation policy.](#)

#### **ADVISOR/COMMITTEE**

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This program follows the [Graduate School's Advisor policy](#) and the [Graduate School's Committees policy](#).

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

#### **CREDITS PER TERM ALLOWED**

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15 credits

#### **TIME LIMITS**

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[This program follows the Graduate School's Time Limits policy.](#)

#### **GRIEVANCES AND APPEALS**

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## Approved Shared Content from /shared/graduate-school-grievance-policy/

Last Approved: Apr 26, 2022 10:55am

These resources may be helpful in addressing your concerns:

[Bias or Hate Reporting](#)

[Graduate Assistantship Policies and Procedures](#)

[Hostile and Intimidating Behavior Policies and Procedures](#)

[Office of the Provost for Faculty and Staff Affairs](#)

[Dean of Students Office](#) (for all students to seek grievance assistance and support)

[Employee Assistance](#) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)

[Employee Disability Resource Office](#) (for qualified employees or applicants with disabilities to have equal employment opportunities)

[Graduate School](#) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)

[Office of Compliance](#) (for class harassment and discrimination, including sexual harassment and sexual violence)

[Office of Student Conduct and Community Standards](#) (for conflicts involving students)

[Ombuds Office for Faculty and Staff](#) (for employed graduate students and post-docs, as well as faculty and staff)

[Title IX](#) (for concerns about discrimination)

## Approved Shared Content from /shared/education-grievance-policy/

Last Approved: Apr 26, 2022 10:54am

Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by

the committee.

If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the [Office of Compliance](#), 361 Bascom Hall, 608-265-6018, [uwcomplianceoffice@wisc.edu](mailto:uwcomplianceoffice@wisc.edu).

## OTHER

n/a

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

Students enroll in the EdS-ELPA part-time and usually complete requirements in 48 months, however, it is possible to complete the program in as few as 36 months. Students typically work full-time while enrolled and the time necessary to complete the Specialist Paper varies.

## Program Learning Outcomes and Assessment

List the program learning outcomes.

Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.

	<b>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</b>
1	Articulate research problems, potentials, and limits with respect to theory, knowledge, or practice within the study of educational leadership.
2	Formulate ideas, concepts, designs, and/or techniques beyond the boundaries of knowledge within the study of educational leadership.
3	Create research or scholarship that makes a substantive contribution to the field of practice.
4	Demonstrate breadth within their learning experiences through experiences and artifacts in curriculum and instruction, leadership, personnel, and knowledge and skill development gained through field placements.
5	Advance contributions to society in the study and practice of educational leadership.
6	Communicate complex ideas in a clear and understandable manner.
7	Understand the role of the Superintendent as the district’s “first” educational leader.
8	Identify and view the issues and decisions inherent in district leadership through a social justice lens leading to the elimination of inequity for both students and staff.
9	Explore the many roles and perspectives of the Superintendent as educator, corporate leader and community leader.
10	Develop an understanding of the fundamental personal leadership skills necessary to lead an organization.
11	Recognize the impact that local, state, national and international events/trends (both actual and perceived) have on the office of the Superintendent.
12	Recognize the difference between leadership and management.

*When learning outcomes are changed, a new assessment plan must be uploaded.*

Summarize the assessment plan.

The department of Educational Leadership and Policy Analysis will utilize both direct and indirect methods to assess student learning. These methods are detailed in the assessment plan. ELPA will collect student learning data indirectly through an alumni survey. The EdS-ELPA program will conduct direct assessment of student learning by evaluating the required Specialist Paper with a rubric.

The ELPA assessment coordinating committee will coordinate assessment efforts and provide updates to all ELPA faculty and staff members teaching and advising students. The assessment coordinating committee will produce a preliminary summary report of assessment activities that will be provided to faculty members at a regular faculty meeting. The committee will also prepare an annual assessment summary report and recommendations for improvement. Based on the recommendations included in the annual assessment summary report, the department chair and program committee will facilitate faculty members' implementation of report recommendations.

Department Approved

[Ed Specialist Assess Plan and Rubric FINAL.pdf](#)

Assessment Plan:

## Related Programs

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Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

There is one other program in the University of Wisconsin System that offers an EdS leading to licensure in addition to the existing ELPA: Wisconsin Idea Executive Cohort, Ph.D. offered at UW-Madison and the proposed EdS-ELPA. The University of Wisconsin-Superior currently offers an online program leading to superintendent licensure (Education Specialist in Educational Administration – Superintendent District Administrator Online). This accelerated program can be completed in as few as 18 months and is offered entirely online. The proposed EdS-ELPA is offered face-to-face, will take longer to complete, and requires twice the number of credit hours as the University of Wisconsin-Superior Education Specialist program. The curriculum provides greater depth and breadth of study compared to the Educational Specialist program at University of Wisconsin-Superior. The University of Wisconsin-Milwaukee offers a Ph.D. in Urban Education, however this program does not endorse students to apply for a superintendent license.

## Commitments

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Courses in the curriculum are numbered 300 or higher.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and



other presentations are consistent with the Guide information for this program.

Yes

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

Yes

## Supporting Information

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

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

[AWSA Letter of Support.pdf](#)

[WASDA Support Letter.pdf](#)

Additional Information:

## Approvals

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

Enter any notes  
about approval  
here:

Entered by:

Date entered:

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

Enter any notes

about approval

here:

Entered by and

date:

Date entered:

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

Enter any notes

about the approval

here:

Entered by:

Date entered:

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

Enter any notes

about approval

here:

Entered by:

Date entered:

## For Administrative Use

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Admin Notes:

Guide URL:

SIS effective date:

Guide publish  
date/type:

Tuition start term:

Career:

SIS Program Code:

SIS Short

Description:

SIS code for  
additional major:  
Other plan codes  
associated with this  
program:

Diploma Text:

Diploma Text 2:

Degree:

Field of Study:

Program Length:

National Student  
Clearing House  
Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment  
Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational  
Innovation  
Program:

Distance Education  
Program:

Non Traditional  
Program:

Special Plan Type:

Added to UW

System Crosswalk:

Scan this proposal:

Upload documents that should  
be scanned:

Reviewer

Comments

Key: 1368