

EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS: EDUCATIONAL POLICY ANALYSIS & EVALUATION, PHD

This is a named option in the Educational Leadership and Policy Analysis PhD (<https://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/>).

There are three departments in the University that focus on educational policy-related issues.

In ELPA (Educational Leadership and Policy Analysis) the Department's emphasis is on conducting educational policy research and analysis with a goal of advancing the achievement of all students through effective policy design, development, implementation, and evaluation of educational policies and programs. Students develop a knowledge base that includes a strong foundation in research methods (both quantitative and qualitative) and an ability to conduct sophisticated educational policy research and analysis grounded in understandings of the educational policy and governance system in the U.S. and the issues and challenges facing educational leaders embedded in school, university, community/technical college, or adult learning contexts. Recent graduates of the program 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.

The La Follette School of Public Affairs provides education in public management and policy analysis, as well as in public policy and global governance. Faculty in the School are experts in social policy, health and aging, energy and the environment, international trade and development, and public management. The education provided focuses on gaining quantitative, policy analysis, and public management skills. Students may take elective courses in specific substantive policy areas that are of interest to them. Many La Follette students have an interest in education policy and choose to take courses in ELPA.

A third department, Educational Policy Studies, takes a multi-disciplinary approach (sociology, philosophy, anthropology, history) to the study of educational policy and practice. Students may focus on U.S. or international issues. Students often choose to focus on educational inequality.

If you are interested in policy analysis as it relates to broad social policy issues including, but not limited to education, we recommend the La Follette MPA or MIPA programs. You would be trained in the tools necessary to analyze and design social policy and could take courses in our department and Educational Policy Studies.

If you were interested specifically in educational leadership and policy as a focus for your study (not the broader social policy issues) and intended to work in schools or in school-related policy, particularly in the U.S., we would recommend our department. If you were interested in a more

theoretical understanding of educational policy systems and wanted to take a particular disciplinary focus and a mix of international and U.S. contexts, we would recommend Educational Policy Studies.

ADMISSIONS

ADMISSIONS

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 (<https://grad.wisc.edu/apply/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 (<https://grad.wisc.edu/apply/>).

Requirements	Detail
Fall Deadline	December 1
Spring Deadline	The program does not admit in the spring.
Summer Deadline	The program does not admit in the summer.
GRE (Graduate Record Examinations)	Not required.
English Proficiency Test	Every applicant whose native language is not English, or whose undergraduate instruction was not exclusively in English, must provide an English proficiency test score earned within two years of the anticipated term of enrollment. Refer to the Graduate School: Minimum Requirements for Admission policy: https://policy.wisc.edu/library/UW-1241 (https://policy.wisc.edu/library/UW-1241/).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

APPLICATION

Applicants are required to upload the following items to the online application.

1. Essay statement. Each applicant must submit a "Reasons for Study" essay. Applicants are encouraged to review the information on our website, talk with our alumni and current students, and interact with members of the faculty and staff. Applicants should address the following in an essay that does not exceed three pages (single or double spaced.)
 - a. What are your primary career goals and professional gaps you have identified as important for your intellectual and professional advancement over the next 5-10 years?
 - b. In what ways will these professional gaps be addressed through a doctoral program at UW-Madison?
 - c. Describe at least one research topic and/or project you plan to work on during your doctoral program.
 - d. As you will note, the program is interested in developing and maintaining a diverse and engaged learning community. Please

identify any unique or special contributions you will bring to this community.

2. Unofficial transcripts. Official transcripts will be requested prior to Graduate School admission.
3. Resume or CV.
4. Three letters of recommendation. Recommendations from three (3) people who are qualified to evaluate the academic and professional competence of the applicants are required. When completing the online application, submit the names and emails of those requesting recommendation from; recommendations are sent electronically to the application.
5. Supporting document if required. Applicants who earned an undergraduate GPA below 3.00 or a graduate GPA below 3.5 should provide additional explanation/documentation to support their admission. In statement, explain why GPA does not accurately reflect high potential to serve in leadership roles.

International degree-seeking applicants must prove English proficiency using the Graduate School's requirements (<https://grad.wisc.edu/apply/requirements/>).

Essay Statement

A "strong" essay is characterized by:

- A clear, thorough, well-organized essay that expresses ideas in a detailed and engaging manner.
- Addresses all components of the instructions.
- Paragraphs signal the divisions of thought and sentences flow with ideas in a logical sequence.
- No (or very few) noticeable errors in composition.
- The articulation of clear scholarly interests that are consistent with the department's mission and that may expand knowledge within the field.

A "satisfactory" essay is characterized by:

- A detailed, well-organized essay.
- Addresses all components of the instructions.
- Paragraphs signal the major divisions of thought and sequence.
- Few errors in composition.
- The articulation of scholarly interests that are consistent with the department's mission.

A "weak" essay is characterized by:

- A well-organized but insufficiently detailed essay.
- Addresses some, but not all, of the components of the instructions.
- Paragraphs do not contain main topics.
- A distracting number of errors in composition or spelling (i.e., more than two or three per page).
- No articulation of scholarly interests.

Be sure to check with your program for individual policies and restrictions related to funding.

REQUIREMENTS

MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (<http://guide.wisc.edu/graduate/#policiesandrequirements>), in addition to the program requirements listed below.

NAMED OPTION REQUIREMENTS MODE OF INSTRUCTION

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

Mode of Instruction Definitions

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students typically take enough credits aimed at completing the program in a year or two.

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

Requirement Detail	
Minimum Credit Requirement	75 credits
Minimum Residence Credit Requirement	32 credits
Minimum Graduate Coursework Requirement	51 credits must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: https://policy.wisc.edu/library/UW-1244 (https://policy.wisc.edu/library/UW-1244/).
Overall Graduate GPA Requirement	3.00 GPA required. Refer to the Graduate School: Grade Point Average (GPA) Requirement policy: https://policy.wisc.edu/library/UW-1203 (https://policy.wisc.edu/library/UW-1203/).
Other Grade Requirements	n/a

FUNDING

FUNDING GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (<https://grad.wisc.edu/funding/>) is available from the Graduate School.

Assessments and Examinations Doctoral students are required to take a comprehensive preliminary/oral examination after they have cleared their record of all Incomplete and Progress grades (other than research and thesis). Deposit of the doctoral dissertation in the Graduate School is required.

Language Requirements None.

Graduate School Breadth Requirement All doctoral students are required to complete a doctoral minor or graduate/professional certificate. Refer to the Graduate School: Breadth Requirement in Doctoral Training policy: <https://policy.wisc.edu/library/UW-1200> (<https://policy.wisc.edu/library/UW-1200/>).

REQUIRED COURSES

Code	Title	Credits
Introduction to the Field		6

These introductory courses lay the foundational framework for work in the department. The Doctoral Inquiry class, ELPA 810, is taken during the first semester of course work, and is required for all incoming PhD students regardless of their area of interest. Students are strongly encouraged to take the second introductory course at the beginning of their studies as well.

ELPA 810	Doctoral Inquiry in Educational Leadership and Policy Analysis
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ELPA 961	Critical Issues in Educational Policy
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Core Knowledge	12
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The department believes that students in educational administration should be familiar with four program areas of knowledge: (1) Organizations and Planning; (2) Program and Instructional Leadership and Management; (3) Politics, Policy and Finance; and (4) Learning and Diversity.

Knowledge in each of these areas is focused on providing a theoretical and empirical research knowledge base to facilitate improvements in teaching and learning in educational organizations. Students should take one course from each program area. Students who have taken similar courses at other institutions and are transferring credits for those courses should take an advanced or related ELPA course in each area identified through consultation with their advisor.

Organizations and Planning (Select 1 course)

Knowledge of classic and emerging theoretical approaches to organizations; Understanding and interpreting organizational experience; Decision making; Planning and evaluation; Key relationships between organizations and their environments.

ELPA 860	Organizational Theory and Behavior in Education
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ELPA 875	Theory and Practice of Educational Planning
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Program and Instructional Leadership and Management (Select 1 course)

Leadership theory; Effective leadership; Functional, symbolic, political, and human aspects of leadership; Leading change; Conflict resolution; Empowerment; Sharing leadership; Motivation of self and others; Ethical and moral dimensions of leadership.

ELPA 715	Governance and Administration of Colleges and Universities
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ELPA 845	School-Level Leadership
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ELPA 847	Instructional Leadership and Teacher Capacity
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Politics, Policy and Finance (Select 1 course)

Educational governance; Operating within a political environment; Understanding and interpreting political context; Principles of design and implementation of educational policies; Sources of revenues; Effective expenditure of educational dollars; Equity and adequacy issues.

ELPA 831	Financing Postsecondary Education
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ELPA 832	Resource Allocation for Equity and Social Justice
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ELPA 840	Public School Law
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ELPA 841	Legal Aspects of Higher Education
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ELPA 870	The Politics of Education
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Learning and Diversity (Select 1 course)

Addressing the diverse learning needs of students; Professional development; Managing academic program, curriculum and instruction to promote student learning; Administering learning and co-curricular activities to reflect students' common and distinct experiential base.

ELPA 735	Leadership for Equity and Diversity
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ELPA 736	Administration of Student Services in Higher Education
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ELPA 848	Professional Development and Organizational Learning
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ELPA 880	Academic Programs in Colleges and Universities
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ELPA 887	Diversity and Inequality in Higher Education
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Program Depth	9
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The department believes that students should have depth in at least one of the four program areas: (1) Organizations and Planning; (2) Program and Instructional Leadership and Management; (3) Politics, Policy and Finance; OR (4) Learning and Diversity. Therefore, the department requires that students in Educational Leadership & Policy Analysis select 1 of the 4 domains and take at least 3 ADDITIONAL courses in that program area.

If courses from other departments are permitted in one of the depth areas, at least one of the three additional courses must be an ELPA course.

Organizations and Planning

ELPA 860	Organizational Theory and Behavior in Education
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ELPA 875	Theory and Practice of Educational Planning
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ELPA 940	Special Topics Seminar in Educational Leadership
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M H R 872	Seminar in Organizational Behavior and Design
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SOC 632	Sociology of Organizations
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OTM 770	Sustainable Approaches to System Improvement
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Program and Instructional Leadership and Management

ELPA 715	Governance and Administration of Colleges and Universities
ELPA 844	Technology and School Leadership
ELPA 845	School-Level Leadership
ELPA 846	The School Superintendency
ELPA 847	Instructional Leadership and Teacher Capacity
ELPA 848	Professional Development and Organizational Learning
ELPA 863	Race, Class and Educational Inequality
ELPA 715	Governance and Administration of Colleges and Universities
ELPA 940	Special Topics Seminar in Educational Leadership
ELPA 710	Introduction to Intercollegiate Athletics Administration
ELPA 726	Data-Based Decision-Making for Educational Leadership

Politics, Policy, and Finance

ELPA/INTER-HE 770	Community, Opportunity, and Justice
ELPA 831	Financing Postsecondary Education
ELPA 832	Resource Allocation for Equity and Social Justice
ELPA 840	Public School Law
ELPA 841	Legal Aspects of Higher Education
ELPA/ED POL/ED PSYCH/RP & SE 842	Legal Foundations of Special Education and Pupil Services
ELPA 870	The Politics of Education
ELPA 910	Seminar in Educational Law
ELPA 960	Seminar in Educational Finance
ELPA 965	Seminar in the Politics of Education
ELPA 940	Special Topics Seminar in Educational Leadership
ED POL 600	Problems in Educational Policy
ED POL/ELPA/PUB AFFR 765	Issues in Educational Policy Analysis
ECON 711	Economic Theory-Microeconomics Sequence
ECON 712	Economic Theory-Macroeconomics Sequence
ECON 741	Theory of Public Finance and Fiscal Policy
ECON 742	Theory of Public Finance and Fiscal Policy
PUB AFFR 869	Workshop in Public Affairs
PUB AFFR/POLI SCI 871	Public Program Evaluation
PUB AFFR/POLI SCI/URB R PL 874	Policy-Making Process
PUB AFFR 974	Topics in Public Affairs

PUB AFFR 880 Microeconomic Policy Analysis

PUB AFFR/A A E/ENVIR ST/POP HLTH 881	Benefit-Cost Analysis
PUB AFFR/POLI SCI/URB R PL 890	Federal Budget and Tax Policy and Administration
PUB AFFR 891	State and Local Government Finance

Learning and Diversity

ELPA 703	Evaluating and Supporting Quality Classroom Teaching
ELPA 735	Leadership for Equity and Diversity
ELPA 736	Administration of Student Services in Higher Education
ELPA/RP & SE 835	Leadership for Inclusive Schooling
ELPA 848	Professional Development and Organizational Learning
ELPA 863	Race, Class and Educational Inequality
ELPA 880	Academic Programs in Colleges and Universities
ELPA 881	Ideas of the University: Images of Higher Learning for the 21st Century
ELPA 882	Minority-Serving Institutions of Higher Education
ELPA 886	Internationalization of Higher Education
ELPA 887	Diversity and Inequality in Higher Education
ELPA 888	Assessment in Higher Education
ELPA 940	Special Topics Seminar in Educational Leadership
CURRIC 704	Curriculum Planning
ED PSYCH 795	Introduction to Learning Sciences I

Electives **15**

Students may take any five courses inside or outside of the Department, to provide depth or breadth to program focus. Students are reminded that their programs must include at least 39 credits taken from ELPA. Note that electives are separate from minor/supporting coursework.

Breadth **12**

Breadth is a rational, unified set of courses taken outside of the department which have a clearly articulated theme or focus which allows the student to develop knowledge in a related area of study. Students may either pursue a doctoral minor or graduate/professional certificate. Students should initiate contact and approval from the minor or graduate/professional certificate department. Students must complete an additional 3 credits of course work outside of the department in order to satisfy the supporting coursework requirement for the department. At least two courses (6 credits) must be completed during or after the semester in which the student is admitted to the PhD program.

Research Methods and Design **12**

Students must complete a sequence of courses in research methods and design, focusing on either quantitative or qualitative methods. Students choosing to focus on quantitative methods should take two statistical methods courses and one qualitative methods course. Students choosing to focus on qualitative methods should take two qualitative methods courses and one statistical methods course. After the methods requirement has been met, all students should take the research design course (ELPA 825). Substitutions for ELPA 825 are not allowed.

Quantitative Methods

ELPA/ ED PSYCH 822	Introduction to Quantitative Inquiry in Education
ELPA 823	Data Management for Education Policy Analysis
ELPA/ ED PSYCH 827	Surveys and Other Quantitative Data Collection Strategies
ELPA 940	Special Topics Seminar in Educational Leadership
ED PSYCH 760	Statistical Methods Applied to Education I
ED PSYCH 761	Statistical Methods Applied to Education II
SOC/ C&E SOC 360	Statistics for Sociologists I
SOC/ C&E SOC 361	Statistics for Sociologists II
STAT 301	Introduction to Statistical Methods

Qualitative Methods

ELPA/ COUN PSY/ CURRIC/ED POL/ ED PSYCH/ RP & SE 719	Introduction to Qualitative Research
ELPA/ COUN PSY/ CURRIC/ED POL/ ED PSYCH/ RP & SE 788	Qualitative Research Methods in Education: Field Methods I
ELPA/ COUN PSY/ CURRIC/ED POL/ ED PSYCH/ RP & SE 789	Qualitative Research Methods in Education: Field Methods II
ELPA 824	Field Research Designs & Methodologies in Educational Administration
ELPA 940	Special Topics Seminar in Educational Leadership
ED POL/ C&E SOC/ SOC 755	Methods of Qualitative Research
CURRIC 718	Introduction to Narrative Inquiry
CURRIC 802	Discourse Analysis
Research Design	
ELPA 825	Advanced Research Methods in Educational Administration

Thesis

9

Students are required to complete a minimum of nine credits of research/thesis and/or independent reading. While nine credits is the minimum required, there is no maximum.

ELPA 990	Research or Thesis
ELPA 999	Independent Reading
Total Credits	75

POLICIES

GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy/>) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

NAMED OPTION-SPECIFIC POLICIES

PRIOR COURSEWORK

Graduate Credits Earned at Other Institutions

With program approval, students may transfer no more than 36 credits of graduate coursework from other institutions. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

Undergraduate Credits Earned at Other Institutions or UW-Madison

No credits from an undergraduate degree may transfer.

Credits Earned as a Professional Student at UW-Madison (Law, Medicine, Pharmacy, and Veterinary careers)

Refer to the Graduate School: Transfer Credits for Prior Coursework (<https://policy.wisc.edu/library/UW-1216/>) policy.

Credits Earned as a University Special Student at UW-Madison

With program approval, students may transfer no more than 15 credits numbered 300 or above taken as a UW-Madison University Special student. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements. For more information, refer to the Graduate School: Transfer Credits for Prior Coursework (<https://policy.wisc.edu/library/UW-1216/>) policy.

PROBATION

Refer to the Graduate School: Probation (<https://policy.wisc.edu/library/UW-1217/>) policy.

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. An advisor generally serves as the thesis advisor. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor.

To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.

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

CREDITS PER TERM ALLOWED

15 credits

TIME LIMITS

Refer to the Graduate School: Time Limits (<https://policy.wisc.edu/library/UW-1221/>) policy.

GRIEVANCES AND APPEALS

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>)
- Graduate Assistantship Policies and Procedures (<https://hr.wisc.edu/policies/gapp/#grievance-procedure>)
- Hostile and Intimidating Behavior Policies and Procedures (<https://hr.wisc.edu/hib/>)
 - Office of the Provost for Faculty and Staff Affairs (<https://facstaff.provost.wisc.edu/>)
- Dean of Students Office (<https://doso.students.wisc.edu/>) (for all students to seek grievance assistance and support)
- Employee Assistance (<http://www.eao.wisc.edu/>) (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 (<https://employee disabilities.wisc.edu/>) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (<https://grad.wisc.edu/>) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (<https://compliance.wisc.edu/>) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (<https://compliance.wisc.edu/titleix/>) (for concerns about discrimination)

School of Education Grievance Policy and Procedures

The following School of Education Student Grievance Policy and associated procedures are designed for use in response to individual student grievances regarding faculty or staff in the School of Education.

Any individual student who feels they have been treated unfairly by a School of Education faculty or staff member has the right to file a grievance about the treatment and receive a timely response addressing their concerns. Any student, undergraduate or graduate, may use these grievance procedures, except employees whose complaints are covered under other campus policies. The grievance may concern classroom treatment, mentoring or advising, program admission or continuation, course grades (study abroad grade complaints are handled through

International Academic Programs (<https://studyabroad.wisc.edu/>)), or issues not covered by other campus policies or grievance procedures.

For grievances regarding discrimination based on protected bases (<https://compliance.wisc.edu/eo-complaint/>) (i.e., race, color, national origin, sex, disability, age, etc.), contact the Office of Compliance (<https://compliance.wisc.edu/eo-complaint/>).

For grievances or concerns regarding sexual harassment or sexual violence (including sexual assault, dating/domestic violence, stalking, and sexual exploitation), contact the Sexual Misconduct Resource and Response Program (<https://compliance.wisc.edu/titleix/>) within the Office of Compliance.

For grievances that involve the behavior of a student, contact the Office of Student Conduct and Community Standards in the Dean of Students Office at <https://conduct.students.wisc.edu/>.

For grievances about, or directed at, faculty or staff in a School of Education department, unit, or program, students should follow these steps:

1. Students are strongly encouraged to first talk with the person against whom the concern is directed. Many issues can be settled informally at this level. If students are unable to resolve concerns directly or without additional support, step 2 or 3 should be pursued.
2. If unresolved after taking or considering step 1:
 - a. If the concern is directed against a teaching assistant (TA), and the student is not satisfied, the student should contact the TA's supervisor, who is usually the course professor. The course professor will attempt to resolve the concern informally.
 - b. If the concern involves a non-TA instructor, staff member, professor, academic department, or School of Education office or unit, the student should contact the chair of the department or the director of the office or unit, or their designee. The chair or director, or their designee, will attempt to resolve the concern informally. If the concern is about the department chair or office/unit director, the student should consult the School of Education Senior Associate Dean for guidance.
3. If the concern remains unresolved after step 2, the student may submit a formal grievance to the chair or director in writing within 30 business days¹ of the alleged unfair treatment. To the fullest extent possible, a formal written grievance shall contain a clear and concise statement of the issue(s) involved and the relief sought.
4. On receipt of a written grievance, the chair or director will notify the person at whom the grievance is directed with a copy of the written grievance. The person at whom the complaint is directed may submit a written response, which would be shared with the student.
5. On receipt of a written grievance, the chair or director will refer the matter to a department, office, or unit committee comprised of at least two members. The committee may be an existing committee or one constituted for this purpose. The committee, or delegates from the committee, may meet with the parties involved and/or review any material either party shares with the committee.
6. The committee will provide a written description of the facts of the grievance and communicate recommendations to the department chair or office/unit head regarding how the grievance should be handled.
7. The chair or director will offer to meet with the student who made the grievance and also will provide a written decision to the student, including a description of any related action taken by the committee, within 30 business days of receiving the formal grievance.

- ¹ For the purpose of this policy, business days refers to those days when the University Offices are open and shall not include weekends, university holidays, spring recess, or the period from the last day of exams of fall semester instruction to the first day of spring semester instruction. All time limits may be modified by mutual consent of the parties involved.

If the grievance concerns an undergraduate course grade, the decision of the department chair after reviewing the committee's recommendations is final.

Other types of grievances may be appealed using the following procedures:

1. Both the student who filed the grievance or the person at whom the grievance was directed, if unsatisfied with the decision of the department, office or unit, have five (5) business days from receipt of the decision to contact the Senior Associate Dean, indicating the intention to appeal.
2. A written appeal must be filed with the Senior Associate Dean within 10 business days of the time the appealing party was notified of the initial resolution of the complaint.
3. On receipt of a written appeal, the Senior Associate Dean will convene a sub-committee of the School of Education's Academic Planning Council. This subcommittee may ask for additional information from the parties involved and/or may hold a meeting at which both parties will be asked to speak separately (i.e., not in the room at the same time).
4. The subcommittee will then make a written recommendation to the Dean of the School of Education, or their designee, who will render a decision. The dean or designee's written decision shall be made within 30 business days from the date when the written appeal was filed with the Senior Associate Dean. For undergraduate students, the dean or designee's decision is final.

Further appealing a School of Education decision – *graduate students only*

Graduate students have the option to appeal decisions by the School of Education dean or designee by using the process detailed on the Graduate School's website (<https://grad.wisc.edu/documents/grievances-and-appeals/>).

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

Resources

- Office of Compliance (<https://compliance.wisc.edu/>) (for discrimination based on protected classes, including misconduct) 179A Bascom Hall, 608-262-2378
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts between students, or academic integrity violations) 70 Bascom Hall, 608-263-5700
- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>) (for students who experience or observe bias or hate incidents) 70 Bascom Hall, 608-263-5700
- Graduate School (<https://grad.wisc.edu/>) (for graduate students who need informal advice at any level of review; for official appeals of program/departmental or school/college grievance decisions, see

Graduate Assistant Policies and Procedures (<https://hr.wisc.edu/policies/gapp/>) 217 Bascom Hall, 608-262-2433

- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for UW-Madison employees, including graduate students) 523-524 Lowell Center, 608-265-9992
- Employee Assistance (<http://www.eao.wisc.edu/>) (for conflicts involving graduate assistants and other employees) 256 Lowell Hall, 608-263-2987
- Dean of Students Office (<https://doso.students.wisc.edu/>) (for any students needing advice or support) 70 Bascom Hall, 608-263-5700
- Office of Human Resources (<https://kb.wisc.edu/ohr/policies/search.php?cat=4506>) for policies and procedures to address workplace conflict) 21 N Park Street Suite 5101, 608-265-2257
- School of Education, Office of Student Services (<https://education.wisc.edu/about/student-services/>) (for students, particularly undergraduates, in the School of Education) 139 Education Building, 608-262-1651
- School of Education, Office of Equity, Diversity, and Inclusion (<https://education.wisc.edu/about/diversity-inclusion/>) (OEDI) 145 Education Building, 608-262-8427

OTHER

n/a

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT GRADUATE SCHOOL RESOURCES

Take advantage of the Graduate School's professional development resources (<https://grad.wisc.edu/pd/>) to build skills, thrive academically, and launch your career.

PEOPLE

PEOPLE

Faculty: Professor Anjalé (A.J) Welton (chair); Professors Conrad, Eckes, Halverson, Kelley, Miller, Wang, Winkle-Wagner; Associate Professors Burt, Hillman; Assistant Professors Grooms, Henry, McQuillan, Saldana, Yu; Clinical Professors Crim, Li, Sramek, Salzman, Soffa-Jimenez