

EDUCATIONAL POLICY AND LEADERSHIP STUDIES DOCTORAL PROGRAM MISSION STATEMENT

The doctoral program in Educational Policy and Leadership is designed to foster the development of scholar-practitioners. It asks students not only to inquire deeply into the process of teaching and learning, but also how the organization of schools shapes the process. In addition, the program asks students to acquire adjacent disciplinary strengths that provide contexts for considering what knowledge is of most worth, how forms of knowledge are socially distributed, and what educational measures might help bring about a more just society. Students are expected to gain expertise in research that will enable them to contribute to the ways we think about education and to develop technological and other practical skills that will enable them to implement strategies for change.

PROGRAM GOALS

- Develop habits of scholarly inquiry grounded in knowledge of history, sociology, politics, and culture
- Extend understanding of a discipline to inform educational research
- Conduct research that contributes to a more just society
- Refine theory-driven, evidence-rich persuasive skills

COURSEWORK -- EDUCATIONAL POLICY AND LEADERSHIP DOCTORAL PROGRAM

SEMINARS:

(9 CREDITS)

EDPL 330 Seminar I: Social Contexts and Educational Policy (3 credits)

EDPL 331 Seminar II: Social Contexts and Educational Policy (3 credits)

EDPL 365 Dissertation Proposal Seminar (3 credits)

Pre-requisite: Completion of 33 doctoral credits or consent of adviser. The focus of this seminar will be on the formation of a question and development of a proposal for the dissertation. Grading is S/U.

FOUNDATIONS:

(12 CREDITS)

Group A -- Foundations

(at least 2 social foundations courses required, including EDPL 349)

EDPL 349 History of Education in the United States

EDPL 348 Classics in Philosophy of Education

EDPL 355 Sociological Foundations of Education

EDPL 337 Theories of Learning

Group B -- Additional Foundational Courses

(curriculum, leadership, history, philosophy, sociology, or psychology at the 200/300-level)
Courses not listed below may be approved with administrative consent.

Leadership

EDPL 300 Theory and Practice of Educational Leadership
EDPL 302 Advanced Politics and Community Relations in Educational Organizations
EDPL 310 Current Issues in Educational Policy and Leadership

History

EDPL 350 History of Higher Education in the United States

Curriculum/Pedagogy

EDPL 334 Foundations of Curriculum
EDPL 338 Seminar: Analysis of Teaching
EDPL 342 Theory and Design of Curriculum

Philosophy

EDPL 352 Contemporary Philosophies of Education and Psychology

Psychology

PSYC 211 Advanced Social Psychology

RESEARCH*: (12-15 CREDITS)

Required:

EDPL 312 Multiple Paradigms in Educational Research
EDPL 315 Interpretive and Critical Research I
Quantitative Research Course*:
EDPS 321 Intermediate Research and Statistics
or
PSYCH 224 Advanced Statistics and Design 1

And at least one of the following electives:

EDPL 318 Interpretive and Critical Research II
EDPS 322 Measurement and Evaluation
PSYCH 225 Advanced Statistics and Design 2

**If student has no background in statistics, additional course work may be required.*

ELECTIVE SEQUENCE: (12 CREDITS)

An elective sequence is an area of specialization consisting of four approved courses (at 200 level or higher) that hold together conceptually and that can potentially support dissertation research. Students may take some of this course work at other institutions.

Recent doctoral students have elected to take courses in Anthropology, History, Psychology, Business, Communication, and Sociology, as well as Education. In addition, students often elect to do one directed reading course (independent study) as part of the elective sequence.

DISSERTATION: (12 HOURS REQUIRED)

TOTAL CREDITS: 57-60 CREDITS

PHD WITH SUPERINTENDENT'S LICENSE

With 9 additional credits and a research project that focuses on an aspect of school district leadership, it is possible to combine the Ph.D. with course work that leads to a Wisconsin District Administrator License. The student needs to work closely with his/her advisor upon admission to develop a program of study that will meet both the Ph.D. and Licensure requirements. Here is one possible program of study:

DOCTORAL SEMINARS: 9 credits

EDPL 330

EDPL 331

EDPL 365

RESEARCH: 12 credits

EDPL 304 Advanced Program Planning and Evaluation in Educational Settings *Required in certificate only (sequence is waived for those in the Ph.D./Superintendent's Licensure program because they will be taking EDPS 321 and 322 or the equivalent)*

EDPL 312 Multiple Paradigms in Educational Research

EDPL 315 Interpretive and Critical Research in Education 1

Intermediate Statistics course (either EDPS 321 or Psyc 224 or the equivalent; *students will need pre-requisite statistics course if not already taken, e.g. PSYCH 60*)

***EDPS 322** Measurement and Evaluation (or PSYCH 225 or the equivalent)

FOUNDATIONS: 12 credits

***EDPL 349** History of Education in the United States

EDPL 355 Sociological Foundations of Education

***EDPL 342** The Theory and Design of Curriculum

EDPL 337 Theories of Learning Applied to Instruction

SUPPORTING COURSES: 12 credits

***EDPL 302** Advanced Politics and Community Relations in Educational Organizations

***EDPL 306** The Superintendency

2 Electives to support dissertation study

ADDITIONAL COURSES FOR LICENSURE: 9 credits

***EDPL 308** Advanced Practicum (in School Superintendency)

***EDPL 303** Advanced Theory and Practice in Educational Finance

***EDPL 307** Advanced Personnel Leadership

*required courses for superintendent's license

For more information on licensing and requirements, visit the Department of Public Instruction website at: <http://www.dpi.state.wi.us/dpi/dlsis/tel/index.html>