

Fall 2014

Graduate School web sites with info on requirements and checklist

<http://info.gradsch.wisc.edu/admin/admissions/gschecklist.html>

<http://info.gradsch.wisc.edu/admin/admissions/requirements.html>

CONTENTS

Mission of the Graduate Program.....	3
Graduate Program.....	4
EPS Courses	4
Graduate Degrees.....	6
Master of Arts.....	7
Doctor of Philosophy.....	9
Structure of the Doctoral Graduate Program.....	10
Ph.D. Preliminary Examination.....	12
Dissertation Committee.....	13
Dissertation Completion and Final Ph.D. Oral.....	14
Ph.D. Minor in Educational Policy Studies.....	14
Joint Major.....	15
Concentrations	
History and Humanities.....	15
Social Sciences and Education.....	16
Comparative International Education and Global Studies....	21
Admissions Policy and Procedures.....	22
EPS Regulations Regarding Satisfactory Progress.....	24
Criteria Concerning Satisfactory Progress	
Financial Aid and Departmental Awards.....	30
Information on Teaching and Program Assistantships..	31
Departmental Faculty	33

THE MISSION OF THE GRADUATE PROGRAM

The Department of Educational Policy Studies at the University of Wisconsin-Madison contributes scholarship and teaching intended to deepen and expand understandings of educational policy and practice, past and present, at local, national, and international levels. The department's faculty and students examine educational policies, movements, outcomes, dilemmas, and controversies--as well as the forces shaping them--using modes of inquiry associated with an array of scholarly fields and disciplines. These include history, sociology, anthropology, political economy, philosophy, policy analysis, and international comparative education. We strive to realize these purposes through excellence in four domains:

(1) Undergraduate instruction and discussion that promotes critical and creative thinking and engagement with both contemporary and enduring issues of educational policy and practice, helping to prepare students for engagement in a variety of educational settings (as future teachers, researchers, parents, community members, volunteers, etc.).

(2) Graduate programs that provide students with advanced knowledge and competencies needed to interpret educational realities, policies, and challenges; to conduct educational research; and, to serve as future faculty and scholars of educational policy and practice.

(3) Research conducted by faculty that utilizes disciplinary approaches to interpret, explain, and analyze the local, state, national, and international contours of educational policy and practice, past and present.

(4) Service to the university, community, state, nation, and globe, across public and private domains.

Our departmental efforts are guided by the conviction that as a diverse community of faculty and students committed to furthering social justice visions of education, we honor the intellectual and moral ideals of the School of Education and the University, and more

effectively achieve educational and scholarly aspirations. The pages that follow describe the graduate program and many of the courses offered by the Department; the rules and regulations governing admissions and progress toward the various degrees; and the background and interests of our individual faculty members.

GRADUATE PROGRAM

The Department of Educational Policy Studies offers both a Master of Arts (30 cr. M.A.) and a Doctor of Philosophy (51 cr. Ph.D.) degree. Students who enroll with only a Bachelor's degree and intend to pursue the Ph. D. degree are required to take the M.A. on the way to the Ph.D. Applicants already holding a Master's degree will be admitted either into the EPS Master's program or into the Ph.D. program, depending upon the recommendation of the Admissions Committee (see below under Admissions Policy and Procedure). Students pursuing either degree should familiarize themselves with the *UW Graduate School Catalog* which contains guidelines and requirements that graduate students in all UW Madison departments must meet regardless of the requirements of individual departments. Examples of Department course offerings follow, classified into three categories: History and Humanities; Social Sciences and Education; and Comparative International Education and Global Studies. These categories represent the department's doctoral concentrations, which are discussed later.

COURSES IN HISTORY AND HUMANITIES

- 310-412 History of American Education (x-listed with History)
- 310-478 Comparative History of Childhood and Adolescence (x-listed with History)
- 310-479 Paideia: Education and Western Culture (x-listed with History)
- 310-516 Religion and Public Education (x-listed with C & I, Religious Studies)
- 310-545 Philosophical Conceptions of Teaching and Learning (x-listed with Philosophy)
- 310-550 Philosophy of Moral Education (x-listed with Philosophy)
- 310-567 History of African-American Education (x-listed with Afro-American Studies)
- 310-665 History of the Federal Role in American Education
- 310-622 History of Radical and Experimental Education in the US and UK (x-listed with Hist)

- 310-713 History of Higher Education in Europe and America (x-listed with History)
- 310-714 History of Secondary Education in the United States (x-listed with History)
- 310-717 The History of Teacher Education (x-listed with History)
- 310-740 Classics in Education
- 310-870 Theories of Social & Educational Change
- 310-903 History of Education of Multicultural America (x-listed with History)
- 310-906 Proseminar in the History of Education (x-listed with History)
- 310-907 Seminar in History of Education (x-listed with History)

COURSES IN SOCIAL SCIENCES AND EDUCATION

- 310-460 Cultural Pluralism & Educational Policy
- 310-470 Asian-Americans in U.S. Schools (x-listed with Asian American Studies)
- 310-477 Political Socialization (x-listed with Political Science)
- 310-500 Social Issues and Education
- 310-505 Issues in Urban Education
- 310-518 Introduction to Debates in Higher Education Policy
- 310-560 Gender and Education (x-listed with Women's Studies)
- 310-561 Women in Higher Education
- 310-568 Gender and Higher Education
- 310-570 Anthropology and Education (x-listed with Anthropology)
- 310-635 Sociology of School Organization
- 310-648 Sociology of Education (x-listed with Sociology)
- 310-677 Education, Health and Sexuality: Global Perspective and Policies
- 310-720 Proseminar in Social Sciences and Educational Policy Studies
- 310-736 Sociology of Teaching
- 310-755 Methods of Qualitative Research (x-listed with Sociology/Rural Sociology)
- 310-765 Issues in Educational Policy Analysis (x-listed with ELPA and LaFollette)
- 310-775 Policy Issues in Educational Assessment
- 310-795 Economics of Education
- 310-805 Gender Issues in International Educational Policy (x-listed with Women's Studies and LaFollette)

- 310-855 Issues in Elementary Education (x-listed with Curriculum & Instruction)
- 310-860 Proseminar: Theory and Method of Comparative Education
- 310-865 Issues in Secondary Education (x-listed with Curriculum & Instruction)
- 310-870 Theories of Social & Educational Change
- 310-872 Educational Policy Research Design and Implementation (x-listed with ELPA)
- 310-908 Seminar: Sociology of Education (x-listed with Sociology)
- 310-920 Seminar in Education and Public Policy
- 310-955 Seminar: Qualitative Methodology (x-listed with Sociology)
- 310-970 Seminar: Anthropology and Education (x-listed with Anthropology)

COURSES IN COMPARATIVE INTERNATIONAL EDUCATION AND GLOBAL STUDIES

- 310-335 Globalization and Education
- 310-340 Comparative Education
- 310-440 Education in the New Europe
- 310-600 Problems in Educational Policy (depending on topic/instructor this course might be included under other areas)
- 310-675 Introduction to Comparative and International Education
- 310-677 Education, Health and Sexuality: Global Perspective and Policies
- 310-750 African Education: Past, Present and Future
- 310-760 Education in Developing Societies (x-listed with Curriculum & Instruction)
- 310-860 Proseminar: Theory and Method of Comparative Education
- 310-962 Seminar in Cross National Studies in Educational Problems
- 310-963 Seminar: Educational Planning and Curriculum Change in Developing Countries (x-listed with Curriculum & Instruction)

GRADUATE DEGREES

A student entering any EPS graduate degree program is assigned a temporary advisor upon admission. The Admissions Committee consults with the faculty and attempts to develop the best possible match based on each student's interests. By the

end of the first year of study, the student must select and obtain a commitment from a professor to be his or her permanent advisor; this individual may or may not be the same as the temporary advisor. Pursuant to Graduate School regulations, a student's continuation in the program is contingent upon the willingness of a faculty member within the Department to serve as major professor.

It is the student's responsibility to contact his/her advisor before registering for classes each semester or summer session. In order to register, students must have their advisor's approval of their course selection. When that approval is reported to Mary Jo Gessler, the Department's Student Status Examiner, registration will be enabled. Course changes or course drops during a semester or summer session also require advisor approval. A student's advisor, with the agreement of a second member of the student's Advising Committee, or, if no committee has yet been constituted, with the agreement of the Department Chair, may, but is not obligated, to approve up to 6 credits of transfer credits from another graduate institution. Requests for approval of transfer credits may be made only after a student has enrolled in the Department. Transfer credits may not be used to reduce the minimum number of credits in EPS that are required for Masters or Ph.D. students, nor may transfer credits substitute for specific EPS courses without vote of the faculty.

A student's advisor may not unilaterally waive any Departmental requirements in individual cases. All requests for exemption from requirements must be referred to the Department at one of its regular monthly meetings.

Satisfying Requirements with Prior Graduate Course Work from Other Institution(s)

A student's program may decide to accept graduate work completed at another institution toward fulfillment of minimum degree, minimum graduate course work, and minor credit requirements. This work will not appear on a UW-Madison transcript nor count towards the graduate career GPA. The Graduate School's minimum graduate residence credit requirement (MA 16 of 30 cr. and PhD 32 of 51 cr.) can be satisfied only with courses taken as a graduate student at UW-Madison. Course work earned five or

more years prior to admission to a master's degree or course work earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements.

Master of Arts Degree

Candidates for the Masters of Arts degree must complete a course of study defined by a minimum of 30 graduate-level credits. Three (3) of those 30 credits are generated through the introductory colloquium, EPS 701, taken during their initial semester, or for those entering the program in the spring semester, the following fall. In addition to EPS 701, M.A. students must take at least 18 additional credits in the Department of Educational Policy Studies (exclusive of Independent Reading and Research and Thesis). Students may count no more than 3 credits of 990 and no more than 3 credits of 999 in fulfilling the requirements for the minimum 30-credit Master's degree. Entering Masters student's who are or may be interested in pursuing the doctoral degree in EPS should plan their Master's program in accordance with the Ph.D. Concentration requirements described below.

All candidates for the Master's Degree are required to submit a Master's paper to a committee of three faculty members, at least two of whom must be appointed in the Department, and one of whom must be the candidate's advisor. Both the student and the advisor must agree to the membership of the committee. Prior to embarking on this project students must prepare a short proposal for the paper, to be approved by the whole committee. The Master's Degree Committee will conduct an oral examination in conjunction with the Master's paper. The Master's paper must be submitted to the Committee members at least two weeks prior to the examination. The student must apply in the Departmental Office for an examination warrant at least two weeks prior to the examination. In reporting the results of the examination to the student, the Committee ordinarily takes one of three actions:

- (a) Awarding the M.A. with the recommendation that further study toward the Ph.D. be permitted.
- (b) Awarding the M.A. with the stipulation that no further graduate study be permitted in the Department of Educational Policy Studies.

- c) Terminating candidacy without awarding an M.A.

All Master's papers are to be deposited with the Department's Student Status Examiner after the final version has been approved. In reaching its decision as to doctoral study the Master's Degree Committee considers such factors as the scholarly quality of the Master's paper, performance on the Master's oral examination, and the student's overall graduate record. Candidates awarded the M.A. but denied entrance to the Ph.D. program may appeal the denial to a collective vote of the Department faculty.

For EPS Master's students continuing into the EPS doctoral program: students must take a minimum of 12-credits post-Master's before being eligible to take their preliminary examinations.

The Doctor of Philosophy Degree

Students in the doctoral program must develop a plan of study in collaboration with a faculty committee, including the advisor and at least one other faculty member in the Department of Educational Policy Studies. A third faculty member should be included on the committee, referred to as the Advising Committee, as early as a reasonable choice can be made, and no later than the point of defining the coverage for the preliminary examination. The third member of the Advising Committee need not be a member of the EPS faculty. Both the student and the advisor must agree to the membership of the Advising Committee.

In addition to the entering colloquium, EPS 701, the plan of study must include a Concentration (see below) as well as appropriate breadth. The specific courses and related learning experiences contained in the plan of study are developed with the Advising Committee in accordance with the nature of the student's Concentration (see below). All Ph. D. Programs must meet (and typically they exceed) the 51-credit minimum requirement set by the University of Wisconsin-Madison Graduate School. Plans of study will specify a projected sequence of courses both within and outside the Department, as well as other learning experiences where appropriate. Students are urged to develop and to have an approved plan of study by the end of their second

semester of graduate study. The plan must be developed in consultation with the advisor and at least one other member of the Advising Committee, and must be approved by the advisor. Students not ready by the end of their second semester of study to identify a Concentration, and therefore not ready to develop a plan of study, should consult with the Department Chair, in addition to their advisor, to consider options. By the end of their third semester of graduate study in EPS, all students interested in pursuing the doctorate must have developed an approved plan of study. As their graduate study progresses, students may find they desire to change their Concentration or need to adjust their program of study. They should do so by consulting their Advising Committee, and receiving the approval of their current, and, if relevant, prospective advisor.

As part of the Graduate School 51-credit minimum requirement, doctoral students must have a PhD minor, meeting the requirements of both the Department of Educational Policy Studies and (with the exception of the Distributed Minor) a second department. External minors will usually be specified in conjunction with the student's declared Concentration. To ensure coherence, a minor program must be approved by the appropriate external department as early as possible; departments may have specific rules about this deadline. The minor agreement form must be filed with and approved by the minor department and the student's advisor if it includes just one department, and by the student's advisor and the EPS Chair if it is a Distributed Minor. The Graduate School requires that the PhD minor be completed before the student may take the Preliminary Examination and before a student can be officially admitted to candidacy for the Ph.D. degree, a technical status defined by the Graduate School designating the period during which the student writes the dissertation.

Structure of the Doctoral Graduate Program

(1) **Concentrations:** All EPS doctoral students, in consultation with their Advisor and their Advising Committee, must develop a Concentration which will consist of a minimum of **18 credits**, of which a minimum of **12credits** must be taken within EPS. No more than 3 Independent Study or Research credits can be counted toward fulfilling the overall 18 credit minimum requirement, but Independent Study credits cannot replace

and cannot be counted toward fulfilling the minimum 12 EPS course credits. The required 701 course cannot be counted toward the Concentration.

We anticipate that EPS students will often take courses outside of the Department to fulfill, in part, their Concentration requirements. In all cases, actual course-taking specifics, and decisions with regard to fulfilling Concentration requirements, will be made in consultation between the student and the Advisor. Courses cannot be counted twice.

(2) **Breadth Requirement:** All doctoral students, in consultation with their Advisor and their Advising Committee, will develop a Breadth Requirement which will consist of a minimum of **12 EPS course credits**. (See specific regulations for the Social Sciences and Education Concentration.) These 12 credits must be taken in domains other than the one in which the Concentration is primarily identified. Course credits used to fulfill this breadth requirement cannot also be used to fulfill Concentration requirements. Neither Independent Study credits nor the required 701 course may be counted toward the Breadth Requirement.

(3) **PhD Minor:** The Department of Educational Policy requires that all doctoral students fulfill the PhD Minor. There are two options for the PhD minor.

Option A (External): Requires 12 credits in a minor program. Fulfillment of this option is defined and approved by the minor program.

Option B (Distributed): Requires 12 credits in two or more programs forming a coherent topic. Fulfillment of this option requires approval of the major advisor (EPS).

Thus, all candidates for the Ph.D., including those who began as MA candidates in the Department, must take a minimum of 30 credits in the Department of Educational Policy Studies, including the required EPS 701 Colloquium in Educational Policy Studies, and including no more than 3 credits of Independent Study (999) or Research of Thesis (990). In addition, all doctoral students must complete an external minor.

Concentrations Within EPS

Concentrations are intended to embody the content knowledge and learning experiences for students to achieve necessary levels of proficiency within various fields of study. While these levels of proficiency are acquired largely through coursework and other traditional academic activities, in appropriate fields, they may also be based in work experiences, internships, independent studies, and similar activities.

Ph. D. Methodology Requirement

Because of the great variety of scholarly work done in the EPS community, the Department does not mandate a specific set of methodology courses. Prior to taking prelims, however, Ph.D. students will be expected to attain the methodological competence needed to undertake dissertation research. The precise program to fulfill this requirement is to be worked out by each student in conjunction with his or her advisor and reflected on the record of student progress kept in the Department files. EPS students choosing to concentrate in Social Sciences and Education specifically are required to take a methodology course and two research methods courses.

Ph. D. Foreign Language Requirement

Major professors have responsibility to determine whether students need to develop and demonstrate skill in one or more foreign languages for the program they plan. Dissertation work involving study of a setting where another language is spoken ordinarily requires such skill. The specific language required, if any, and the level of competence to be attained shall be determined by the student's major professor. Whenever feasible, language examinations will be administered by the appropriate language department. Language requirements, if specified, must be met before the Preliminary Examination is taken.

Ph.D. Preliminary Examination

Doctoral candidates must take a minimum of 42 credits prior to taking their

preliminary examination. An approved coursework verification form must be filed with the department Student Status Examiner prior to issuing the preliminary examination warrant (3 weeks before exam date). The Ph.D. preliminary examination is administered by an examining committee comprising three faculty members of professorial rank (Assistant Professor or above), appointed by the Graduate School upon the recommendation of the major professor. At least two of the three faculty must hold their appointments in the Department of Educational Policy Studies. The student's major professor, who must be a member of the Department of Educational Policy Studies, chairs the Preliminary Examination Committee. As part of this examination the candidate is expected to demonstrate competence in one or more fields of scholarly endeavor. The examination is taken at the completion of course work and before serious dissertation research is undertaken. The preliminary examination must be taken within the equivalent of three years of full time study after admission to the Ph.D. program. (A student may file a request for an extension of time with the Department, provided that the request is supported in writing by his or her major professor.) The prelim exam may not be taken before completion of 12 credits subsequent to completion of the Master's degree requirements. In order for courses in any particular semester to count toward these 12 credits, the Master's paper must be submitted to the advisor at least two weeks before the first day of classes of the semester in question, and the oral Masters examination must be held within the first four weeks of the semester. Any revisions of the Master's paper eventuating from the oral exam must be completed and approved by the Masters committee within two weeks of the examination, and no further meetings of the committee may be necessary for approval. If these conditions are not met, coursework in a particular seminar may not count toward the 12 credits of post-Masters work required before the Preliminary Examination.

The nature, format and content of the Preliminary Examination shall be decided by the Preliminary Examination Committee in consultation with the student. The results of the examination shall be reported to the candidate after all members of the committee have read the examination and reached their judgments. In the event that the candidate fails all or part of the examination, permission to be re-examined in all or part of the

examination rests with the Preliminary Examination Committee. The terms of this decision shall be communicated in writing to the student. A student who fails the Preliminary Examination and whose Committee recommends against re-examination is automatically dropped from the program, unless upon appeal by the student the recommendation is reversed by Departmental faculty vote. A "pass with distinction" may be granted with unanimous consent of the Examination Committee.

Ph. D. Dissertation Committee After the passing of the Preliminary Examination, a three-member Dissertation Committee chaired by the student's advisor, is appointed to guide the doctoral candidate in preparing a dissertation proposal and in the research and writing of the dissertation itself. Two of the three members of the Committee must be members of the Department's faculty. Students must submit written documentation (1-5pp) for all work completed during any semester they take a 990 (Research or Thesis credits). This requirement may be waived only by Departmental faculty vote. Approval of the dissertation proposal, following a meeting on said proposal attended by the Dissertation Committee members and the candidate, must precede initiation of primary dissertation research. The approved dissertation proposal, or a short summary thereof, is distributed to all faculty members of the Department. Every approved proposal is placed on file in the Departmental Office.

Dissertation Completion and Final Ph.D. Oral The doctoral dissertation and final Oral Examination must be completed within five years after formal admission to the PhD program. A student may file a request for an extension of time with the Department, provided that it has first been approved by his or her dissertation committee. The dissertation shall be presented to the members of the Ph.D. Oral Examination Committee three weeks prior to the date of the examination. This final Oral Examination potentially covers the entire graduate education of the candidate, including work in the minor. It tends, conventionally, to be restricted to a defense of the thesis and an examination concerning closely related material. The Ph.D. Oral Examination Committee, consisting of at least five faculty members, is appointed by the Dean of the Graduate School, usually

on recommendation of the advisor. This committee usually consists of the three members of the Dissertation Committee and two additional faculty members of professorial rank with at least one of the five from outside the major department. A majority of the Ph.D. Oral Examination Committee must hold appointments in the Department of Educational Policy Studies, unless this requirement is waived by Departmental faculty vote. The Department does not normally hold Ph.D. oral examinations during the summer session.

Ph.D. Minor in Educational Policy Studies For doctoral students in other departments, the Ph.D. minor may be met by taking courses in Educational Policy Studies. The following policies apply:

1. The minor in Educational Policy Studies shall consist of a minimum of 12 credits of work taken in the Department.
2. The specific courses should be approved by a minor advisor on the Educational Policy Studies faculty not later than halfway through the minor, and at that point a Minor Agreement form signed by the advisor must be filed with the Department.
3. No more than 3 credits of Independent Reading or Research may be approved by the minor advisor as part of the minor. Permission to include more than 3 credits of Independent work may be granted only by a vote of the Department.
4. The minor professor may approve by transfer up to 6 credits of course work taken in educational policy studies or educational foundations courses at other institutions; further transfer credits may be granted only by a vote of the Department.

Joint Major A student who contemplates entering a joint major program in the Department of Educational Policy Studies and another department is required to draw up a memorandum to the Graduate School indicating that intent no later than the beginning of the second year of graduate study in the Department of Educational Policy Studies. In

this memorandum the student is to list the proposed program of courses and seminars to be offered as fulfilling the requirements for the Ph.D. or Master's degree. The student must list an advising and counseling committee made up of at least two professors from each department. The student is to secure the consent of the four professors and have them sign the memorandum. One copy of this memorandum is to go to the Graduate School, and one to each of the two departments. Graduate School approval is required for a joint major.

Concentrations

Following, we offer a summary of available Concentrations:

Concentration in History and Humanities

The study of history helps us understand past educational policies and practices in the context of their times. It also often provides a unique perspective on modern developments. Students in the history of education usually study subjects from interdisciplinary angles, adapting theories and interpretative points of view from the humanities as well as the social sciences in their understanding of the past. In addition, great emphasis is placed in the program on the mastery of core knowledge in the field, the honing of analytical tools, and the improvement of writing skills, all of which are useful in a variety of academic and other settings.

The Department of Educational Policy Studies offers a large number of courses and seminars in the history of education. In addition to the History of American Education (412), usually taught every semester, the following courses are regularly taught and represent some of the core course offerings: Comparative History of Childhood and Adolescence (478); History of African American Education (567); History of the Federal Role in Education (665); History of Higher Education in Europe and America (713), and various topics studied in the Proseminar in the History of Education (906).

In addition to positions in teaching and research in universities and colleges, students completing this Concentration find policy and research positions in nonprofit educational organizations and in foundations focusing on educational matters.

Concentration in Social Sciences and Education

Students in the Social Sciences and Education (SSE) concentration apply disciplinary perspectives, theories and methodologies to the study of issues in educational policy. Faculty members in this concentration utilize sociological, anthropological, political, and economic perspectives. SSE members aim to inform public discourse and educational policy and practice.

EPS students choosing to concentrate in Social Sciences and Education will develop a program of study that combines deep exploration of a particular educational problem, theoretical perspective, methodology, or disciplinary approach with broad grounding in social foundations of education and in key substantive fields relevant to educational policy and/or practice. Programs of study will be individually designed (with the support and approval of an EPS advisor) to reflect students' prior knowledge, skills and experience as well as their current educational goals. Students in this concentration are required to become well-versed in methodological approaches common to social science research, and specifically are required to take a methodology course and two research methods courses. Students within the concentration have the option to declare an “emphasis” in Sociology, Anthropology or Policy. In order to do so, at least two of their preliminary examination questions must be focused on the intended academic area of “emphasis.” See pages 16-21.

Students who successfully complete this Concentration should be well- prepared for careers as researchers, policy analysts, and advocates in academic, governmental, or non-governmental settings.

UW-Madison Courses Meeting the Methodology and Methods Requirements

The concentration requires that a student take at least one methodology course and at least two methods courses. We strongly prefer that these be distributed among quantitative and qualitative methods. Decisions about specific courses should be made in consultation with your adviser, but this list is intended to provide uniform guidance both to students and advisors. The lists will be expanded and refined over time, as courses

and teachers change. Because courses are constantly changing, the list is never exhaustive—you are welcome to bring ideas for new or alternative courses to your advisor to determine whether they are likely to be generative courses particular to your own studies and research plans. Watch in particular for special topics courses, including in those EPS, which may meet a methods requirement.

Methodology Courses

EPS 780: Research Practicum on Mixed Methods Research (commonly taught by Sara Goldrick-Rab). This two-semester course discusses the philosophy of social science research as well as the theories underlying the conduct of mixed methods research. In addition, we cover the how-to methods involved in mixed methods research, including learning about in-depth interviewing and coding, and conducting statistical analyses. *This course counts for both a methodology and a methods requirement, or two methods requirements.*

Soc 750: Research Design and Practice in Sociology (commonly taught by Myra Marx Ferree). This course provides an overview of major research designs and research techniques that provide the core of contemporary empirical inquiry into social phenomena. The “methods” of the course title are practices of offering descriptions and drawing inferences about human life from observations of it. The structure of the course moves basically from the issues involved in (1) asking “good” questions, (2) to measuring the concepts about which one wants to generalize, (3) finding an appropriate sample of some population to which one wants to generalize, (4) and drawing inferences about causality from any relationships one might find.

EPS/ELPA/RPSE/Curriculum & Instruction 719: Introduction to Qualitative Research (commonly taught by Nancy Kendall, Beth Graue, or Erica Halverson). The course explores the philosophical foundations of qualitative methods, connecting them to their homes in education and other disciplines. In addition, we look across a variety of qualitative methods to examine assumptions about the nature of knowing and reality, the relationship between researcher and researched, issues of standards, and methods for generating and communicating data and interpretation. We read methodological and theoretical works that represent various genres of qualitative research as well as exemplars of the field. Among the types of qualitative work explored are case study, ethnography, grounded theory, phenomenology, narrative and discourse analysis and practitioner research.

EDPOL 860: Theory and Method in Comparative Education (commonly taught by Nancy Kendall). This course explores the particular methodological traditions, strengths, and constraints of comparative research designs in the social sciences. It argues that almost all research is, in fact, comparative, but that researchers are often unaware of the embedded comparative frameworks in their designs. It aims to equip students to think

clearly about the epistemological and methods implications of difference comparative research, and to therefore be able to select comparative methodological approaches that will help them successfully design, conduct, and analyze comparative research.

ELPA 842: Field Research Designs and Methodologies (commonly taught by Clif Conrad). The overarching purpose of this course is to stimulate participants' engagement with ideas both with respect to identifying and crystallizing meaningful problems and addressing the key challenges in conducting first-rate inquiry.

HDFS 773: Analytic Approaches in Qualitative Research (commonly taught by Lynet Uttal). The primary objective of the course is to explore the underlying assumptions that shape the different interpretation styles of each approach. We explore a continuum between “giving voice ”(representing meaning) to looking at the social construction of processes (interpreting individual experience as it is shapes and is shaped by social context) to critical social theory (analyses of how social institutions and systems produce social inequalities). Along the way, we also learn about some basic types of data collection including in-depth interviews, focus groups, participant observation, ethnographic interviews, and participatory and monitoring evaluation techniques.

ELPA/EPS 872: Ed Policy Research Design and Implementation (commonly taught by Geoffrey Borman.) A policy research methods course which explores theories and practices relating to the development and implementation of educational policy with attention to matching appropriate policy research designs to policy goals and organizational contexts.

Methods Courses

PA 974: Quantitative Methods for Social Sciences (commonly taught by Katherine Magnuson and Stephanie Robert). A course on quantitative research design; students are required to develop a full quantitative research proposal.

PA 819: Advanced Quantitative Methods for Public Policy A review of intermediate statistics, and an introduction to analytical, quantitative and computer techniques applicable to the analysis of public policy.

Soc 360/361: Statistics for Sociologists II & III

360

Presentation of sociological data; descriptive statistics; probability theory and statistical inference; estimation and tests of hypotheses; regression and correlation and the analysis of contingency tables; lectures and lab.

361

Review of statistical inference; analysis of variance and covariance; multiple regression and correlation; discrete attributes; lectures and lab.

Soc 751: Survey Methods for Social Research (commonly taught by Nora Cate

Schaefer). This course is about survey data and where they come from. The course examines the principal features of survey design and how they contribute to total survey error. Topics include: mode of interview, basic sampling concepts, effects of nonparticipation, issues in instrumentation, interviewing, and computer assisted data collection. Most of the course is spent reviewing research that describes the effects of features of survey design on survey error.

Soc 752: Measurement and Questionnaires for Survey Research (commonly taught by Nora Cate Schaefer). This course provides an introduction to the conceptual issues raised by conducting measurement using self-reports in surveys, an overview of the literature that addresses theoretical and practical problems in questionnaire design, and practice in developing, reviewing, and writing standardized questions and questionnaires.

Soc 995: Community Based Research (commonly taught by Randy Stoecker). Learn how to conduct community-based research by doing a CBR project start-to-finish, and to learn specific research methods and practices.

Soc 964: Seminar: Design and Process of Survey Research

Presentation of study designs or research in progress by members of seminar, for critiques leading to further development of project and illustration of research problems in the social sciences.

Soc 965: Ethnomethodology Seminar (commonly taught by Doug Maynard). Learn how to find and analyze a phenomenon that is identifiably a phenomenon in and for the experience of members to a local setting

EdPsych 762: Experimental Design (commonly taught by JeSeon Kim).

Useful for anyone who plans to work on a randomized control trial. Explains the relationship between multiple statistical analyses (e.g., Anova & Regression) and teaches the nuts and bolts of power analyses, effect sizes, etc.

EdPsych 861: Statistical Analysis and Design in Educational Research

A non-parametric perspective of classical experimental designs and their application to educational research, factorial treatment arrangements, repeated measures designs, and related topics. Pre-Reqs: Ed Psych 760.

EdPsych960: Structure Equation Modeling

Introduction to the theory and practice of structural equation modeling in the educational and social sciences, including path analysis, confirmatory factor analysis and hybrid models. Pre-Reqs: Ed Psych 760 & 761

EdPsych 773: Factor Analysis and Multidimensional Scaling

Major types of factor models, nonmetric multidimensional scaling methods and clustering procedures. Methods of data collection, mathematical algorithms, estimating the number

of factors, transformation and identification of factors. Pre-Reqs: Ed Psych 761 (which requires Ed Psych 760).

EdPsych 964: Hierarchical Linear Modeling_

Introduction to the statistical methodology of hierarchical linear modeling, including random intercept and random slope and intercept models; models for longitudinal data; and multilevel generalized linear models. Pre-Reqs: Ed Psych 760 & 761

EDPOL/RPSI/ELPA/C&I 788: Field Methods I (commonly taught by Erica Halverson, Stacey Lee, Audrey Trainor). The purpose of this course is to introduce students to the process of creating and refining qualitative research questions, and of exploring basic tools of qualitative research: interviews, observations, and (some years) participant observation and/or document or discourse analysis. Students will also discuss research ethics and researcher subjectivity/positionality.

EDPOL/RPSI/ELPA/C&I 789: Field Methods II (commonly taught by Audrey Trainor, Erica Halverson). The purpose of this course is to provide students with the opportunity to develop knowledge and skills in qualitative data analysis. This course builds on the student-based research projects begun in the first field methods course by engaging in analysis of student-generated data sets. Therefore, unless participants have special permission and a data set from which to work, 788 is a prerequisite.

EPLA 940: Surveys and Quantitative Data Collection (commonly taught by Eric Camburn). This course will provide an in depth review of data collection strategies that produce quantitative data for education research. Strategies reviewed include: surveys (phone, mail, in person), logs/diaries, and experience sampling method instruments. The course addresses these data collection strategies within the larger research process by examining how data collection relates to theory, measurement, analysis, and inference. Tradeoffs associated with each strategy will be addressed.

Concentration in Comparative International Education and Global Studies

Study in Comparative International Education and Global Studies prepares researchers, teachers, and planners who are interested in education across nations and cultures.

Various modes of inquiry and the intellectual orientations of several disciplines are used to investigate, often from a comparative and/or cross-cultural perspective, various aspects of education in one or more geographical regions of the world. Frequently studied topics include educational change and modernization; the interaction between education, gender, and development (social, political, health, economic);, the politics of educational reform; educational planning and institution building; and, the interrelationships of

particular aspects of schools, societies, and cultures.

The Concentration has close ties with other units within the broader University community, including Area Studies programs (European, African, Latin American, Asian), social science departments (economics, political science, sociology, anthropology), and other School of Education departments. Core EPS courses commonly taken by students within this Concentration include: EPS 340--Comparative Education; EPS 440--Education in the New Europe; EPS 750--African Education: Past, Present, and Future; EPS 760--Education in Developing Societies; EPS 805--Gender Issues in International Educational Policy; EPS 860--Proseminar: Theory and Method in Comparative Education; and special seminars.

Students completing this Concentration take up positions in academia in the United States and across the world, in international policy agencies, and in national and sub-national ministries of education.

ADMISSIONS

ADMISSIONS POLICY AND PROCEDURES

Students may enter the Department twice a year, in fall and spring. All applicants must apply online. For enrollment in the fall, the deadline for applying is **December 15**, with applicants notified by letter before March 1. For enrollment in the spring, the deadline for applying is **October 15** with applicants notified by November 15th. Accepted students must respond in writing by April 15 (fall) or December 15 (spring).

Admission with Full Standing

Students admitted with full graduate standing must satisfy the requirements of the Department of Educational Policy Studies and also must meet the following uniform Graduate School requirements:

1. A bachelor's degree from an approved institution.
2. An undergraduate major or equivalent evidence of suitable background for entering the proposed field.

3. An undergraduate grade-point average of at least 3.25 (4.0 basis).

The admissions process in the Department of Educational Policy Studies is the responsibility of the Admissions Committee. The Committee will direct applications from qualified candidates to a faculty member in the Department whose interests are similar to the applicant's. A temporary advisor must be willing to accept responsibility for the student's graduate program. If no temporary advisor can be found, the candidate cannot be admitted to graduate study. If a faculty member agrees to serve as temporary advisor and the applicant is judged qualified for admission, the student is notified that the Department will recommend admission to the Graduate School. Formal notification of admission comes from the Graduate School.

With rare exceptions, all students who do not hold Masters degrees are initially admitted to the Master's program. At the time of the defense of your Master's thesis, a decision is made about admission to the doctoral program. No further application is required for entrance into the doctoral program, and all Master's coursework counts toward the doctoral coursework requirement. Students who already hold Masters degrees are also initially admitted to the Master's program, except in cases where the candidate has completed a master's thesis or comparable piece of writing.

All applications must include a substantial sample of academic writing. For applicants already having an approved Master's thesis, the thesis must be submitted. For students holding an M.A. that did not require a thesis, and for applicants currently pursuing an M.A., a paper from a graduate-level course or seminar may be submitted.

For students holding a B.A., the writing sample might include sections from an undergraduate thesis or seminar paper, or a course paper. Applicants who wish to submit an alternative writing sample (e.g., solely-authored published article, solely-authored research report or section of a research report) should check first with the chair of the Admissions Committee.

For students who are admitted, the Admissions Committee, will, in consultation with an applicant's prospective advisor, recommend admission to either the EPS master's program or the EPS doctoral program.

All inquiries regarding admission should be addressed to:

Ms. Mary Jo Gessler
Department of Educational Policy Studies
gessler@education.wisc.edu

The following materials must be **uploaded online.**

1. Online application
2. Three (3) letters of recommendations that attest to your academic abilities and potential for graduate study – only 3 letters.
3. Statement of reasons for pursuing graduate work in Educational Policy Studies.
4. All transcripts (upload unofficial, official hard copy only required if admitted)
5. Vita/Resume
6. Writing sample (as described above).
7. GRE scores

Applicants should take the General GRE exam, which tests verbal, quantitative and analytical writing skills. No subject exam is required. GMAT, LSAT, and MAT scores **may not** be substituted for the GRE. Your GRE scores are reported electronically by the Educational Testing Service. **To have your scores reported to UW–Madison, use institution code 1846.** GRE scores are downloaded directly into The Graduate School's central data base, you do not need to list a department code. For information on the GRE, visit <http://www.gre.org>. Please allow time for delivery of scores and processing by the institution.

CRITERIA CONCERNING SATISFACTORY PROGRESS AS A GRADUATE STUDENT

The Department of Educational Policy Studies has adopted as part of its statement of “Criteria Concerning Satisfactory Progress as a Graduate Student” relevant passages from the UW Graduate School’s Academic Policies and Procedures (<http://www.grad.wisc.edu/education/acadpolicy/guidelines.html#154>) . The

Department has added to the Graduate School's criteria additional criteria of its own, clarifying Departmental procedures.. Further considerations concerning grades and timely completion of steps toward the degree are also part of satisfactory progress.

Graduate School Criteria

Continuation - Continuation in the Graduate School is at the discretion of a student's program, the Graduate School, and a student's faculty adviser. The Graduate School sets minimum standards that all graduate students in the university must meet. Many departments and programs have additional requirements that exceed these Graduate School minimum requirements. The definition of satisfactory progress varies by program. The *Graduate School Catalog*, grad.wisc.edu/catalog, includes the Graduate School's minimum degree requirements and minimum criteria for satisfactory progress in Master's or doctoral programs. The Graduate School requires that students maintain a minimum graduate GPA of 3.00 in all graduate-level work (300 or above, excluding research, audit, credit/no credit, and pass/fail courses) taken as a graduate student unless probationary admission conditions require higher grades. The Graduate School also considers Incomplete (I) grades to be unsatisfactory if they are not removed during the subsequent semester of enrollment; however, the instructor may impose an earlier deadline.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their adviser. Most programs require satisfactory progress to continue guaranteed funding support.

Departmental Regulations Concerning Satisfactory Progress

Advisor Every graduate student must have an advisor from the major department. This professor advises on courses, supervises research, and acts as a

channel of communication within the major department, to other departments and to the Graduate School. The advisor must approve the student's program before each registration and also must approve any changes in it. For the master's candidate the advisor is chairperson of the master's committee. For the doctoral candidate, the advisor is the chairperson of the preliminary examination committee, the dissertation committee and of the committee to administer the final examination for the doctorate. These committees oversee each student's progress.

In Educational Policy Studies, at the time a student is admitted to graduate study, a temporary advisor (advisor) is appointed by the Admissions Chair. Before the end of the first year of graduate study in the Department, the student must secure the agreement of his/her temporary advisor or another member of the professorial staff in the Department to serve as advisor. The advisor's field of scholarly endeavor should be closely allied to the student's proposed field of study.

Neither a graduate student nor a professor is under obligation or compulsion to enter into, or to continue in, a particular student-advisor relationship. However, a student may not continue graduate studies without an advisor. Therefore, a graduate student should not sever his or her relationship with the advisor without first securing the agreement of another member of the Department faculty to serve as advisor. All changes of advisor must be recorded and filed in the Departmental Office.

Some cases involving severance of the student-advisor relationship involve faculty retirement or a faculty member leaving the University. In these cases, every effort is made by the Department to find a suitable replacement. Many cases simply involve changes made with the common consent of the student and faculty members involved. If an advisor exercises his or her discretion no longer to serve as advisor against the preferences of the student, the faculty member must provide a written explanation of the reasons to the student and to the Department Chair. Where severance is initiated by the advisor, the student must seek an appropriate replacement.

Criteria for Minimal Satisfactory Progress for the Master's Degree

All persons who have been accepted by EPS to pursue studies for the Master's degree are required to meet the minimum criteria listed below. The student who does not will be so informed and will be referred to the Department chair in consultation with his/her advisor for review and consideration of termination. If a termination is recommended, that decision will be reviewed by the department faculty. A student can appeal to the Department for reconsideration of any termination decision. These policies in no way supersede or are a substitute for regulations of the Graduate School.

1. The student must have an advisor in Educational Policy Studies who supervises the student's studies in EPS.
2. The student must maintain an over-all grade point of at least 3.25 in graduate courses completed at UW-Madison for credit toward the degree. If the GPA falls below 3.25, the student will have the next term in which he/she is enrolled to raise the GPA to the minimum level before progress will be unsatisfactory. Letter grades of "P" or "S" are not considered in determining GPA.
3. Grade of Incomplete must be removed as follows:
 - a. For a course receiving a grade of Incomplete in the fall semester, students must complete and submit to the instructor all required work no later than the 6th week of the spring semester.
 - b. For a course receiving a grade of Incomplete in the spring semester, students must complete and submit to the instructor all required work no later than the 6th week of the fall semester.
 - c. For a course receiving a grade of Incomplete during summer session, students must complete and submit to the instructor all required work no later than the 6th week of the following fall semester.

If a student fails to meet these conditions, the department must have a statement from the professor of the course requesting a specified period of

extension not to exceed one semester. When a student has more than 6 credits that have not been removed within the specified period, his/her progress is to be considered unsatisfactory. Any student carrying more than six (6) credits of Incompletes will have a hold placed on his or her registration until the Incompletes are removed. Exceptions to this policy must be agreed upon by the advisor and the department chair.

4. The following time limits apply to the Master's degree. A student in violation of any one will be considered not to be making satisfactory progress.
 - a. The student must complete all requirements for the Master's degree within six semesters (not counting summer sessions) of full-time residence or the equivalent. For the student who is enrolled part-time during the academic year and/or is enrolled only during the summer session, the time limit for completion of all requirements for the Master's degree is to be prorated to a maximum of eight years after graduate admission.
 - b. The Master's degree committee may grant up to a one semester extension for revision of the Master's paper.
5. Failure to complete the Master's degree within the time limits given above will result in the student being declared "inactive." A student who has been declared inactive will not be eligible to take the final comprehensive examination and receive the degree until his/her program has been reviewed by the advisor in consultation with the chair. This review may result in recommending that additional courses be taken to up-date the student's program.

Criteria for Minimal Satisfactory Progress for the Ph.D. Degree

All persons who have been accepted by EPS to pursue studies for the Ph.D. are required to meet the minimum criteria listed below. The student who does not will be so informed and will be referred to the Department chair in consultation with his/her advisor

for review and consideration of termination. If a termination is recommended, that decision will be reviewed by the Department faculty. A student can appeal to the Department for reconsideration of any termination decision. These policies in no way supersede or are a substitute for regulations of the Graduate School.

1. The student must have an advisor in Educational Policy Studies who supervises the student's studies in EPS.
2. The student must maintain an over-all grade point of at least 3.25 in graduate courses completed at UW-Madison for credit toward the degree. If the GPA falls below 3.25, the student will have the next term in which he/she is enrolled to raise the GPA to the minimum level before progress will be unsatisfactory. Letter grades of "P" or "S" are not considered in determining GPA.
3. Grade of Incomplete must be removed as follows:
 - a. For a course receiving a grade of Incomplete in the fall semester, students must complete and submit to the instructor all required work no later than the 6th week of the spring semester.
 - b. For a course receiving a grade of Incomplete in the spring semester, students must complete and submit to the instructor all required work no later than the 6th week of the fall semester.
 - c. For a course receiving a grade of Incomplete during summer session, students must complete and submit to the instructor all required work no later than the 6th week of the following fall semester.

If a student fails to meet these conditions, the Department must have a statement from the professor of the course requesting a specified period of extension not to exceed one semester. When a student has more than 6 credits of that have not been removed within the specified period, his/her progress is to be considered unsatisfactory. Any student carrying more than six (6) credits of Incompletes will have a hold placed on his or her

registration until the Incompletes are removed. Exceptions to this policy must be agreed upon by the advisor and the department chair.

4. An approved plan of study constituting a Concentration and satisfaction of the breadth requirement must be completed by the end of the student's third semester of graduate study in EPS.

5. The following time limits are considered minimal for satisfactory progress toward completion of the Ph.D. The student will be regarded as making satisfactory progress when he/she has:

a. passed the Preliminary Examination within the equivalent of three years of full-time study after admission to the Ph.D. program. The Preliminary Examination may be taken only after the student has completed a minimum of 9 credits subsequent to being awarded the master's degree. Any student may file a request for an extension of time with the Department provided that request is supported in writing by the advisor

b. passed the final oral examination within 5 years after formal admission to the Ph.D. program, unless the student has filed a request for extension with the Department that has been approved by the student's dissertation committee. (See Graduate School regulations.)

6. Enrollment in the Ph.D. program will be terminated for the student who:

a. has failed the Ph.D. preliminary examination for the second time, or

b. has, in the judgment of the dissertation committee, failed to make satisfactory progress.

7. Any student who fails to take either the Preliminary Examination or the final oral examination within the time limits suggested will, unless granted an extension, be declared "inactive." An inactive student is not eligible for any examination or for the degree until his/her program has been reviewed and approved by the dissertation committee. The purpose of the review is

to determine: whether the student should seek resubmission to doctoral study, whether additional course work may be necessary, and/or whether the thesis proposal or thesis remains acceptable.

FELLOWSHIPS AND DEPARTMENTAL AWARDS

Fellowships are awarded in annual competitions on the basis of meritorious academic performance and promise as a scholar or educator. To be considered for a fellowship from any University or Departmental source, your completed online application with supporting documents must be received by the Department prior to **December 15.**

Awards

The principal sources of internal assistance are University Fellowships awarded both by the Graduate School and the School of Education, and Departmental Teaching Assistantships. Faculty with grants may offer Program Assistantships. University Fellowships include a stipend, resident tuition rates, health insurance and a few offer welcome bonus checks.

Several kinds of special awards are also available. These include Vilas Travel Fellowships (dissertators who must travel outside the U.S., Canada and Puerto Rico for dissertation research), the Mellon Fellowship, the Barr Fellowship, and EdGRS Fellowships (for first generation students and ethnically underrepresented students). Faculty members often hire continuing students as assistants. Students also find positions at campus research centers. For more complete information on financial aid, check the EPS bulletin board or the Graduate School Fellowship Office.

Teaching Assistantships

Teaching Assistantships constitute the typical form of Departmental assistance. Assistantships of one-third time or more permit holders tuition remission and health benefits. Teaching assistantships for pre-dissertators are awarded on the requirement that the student will take at least 6 credits during the semester in which an assistantship is awarded. Exceptions may be made by vote of the Executive Committee.

Student appointments to receive departmental assistance (TAs, SAs, PAs, etc.) will be withdrawn if the student is carrying more than one (1) Incomplete after August 1 for a fall start date, or after January 10 for a spring start date. Exceptions to this policy must be agreed upon by the full faculty.

When a Teaching Assistantship becomes available, the department will publicize the position. Appointments of TAs need confirmation by the Departmental Executive Committee.

Teaching Assistantships are given brief evaluations by their supervising professors, which become part of their Departmental folders and may be considered in later awards of such positions.

EPS graduate students are not eligible for more than 50 percent of “full time equivalent” support from any combination of the following sources in any given fall, spring or summer term: university-wide fellowships (excluding the Vilas, Travel grants and other comparable small grants), EPS program assistantships, EPS teaching assistantships, EPS lectureships, and research assistantships administered by the Department.

When a student is offered more than one of the above awards, and the combined amount of which would exceed 50 percent of FTE, the student must choose between these awards in order to comply with the 50 percent rule. When EPS faculty have funds for research assistantships that are not administered by the Department, they are urged to follow this policy. Exceptions to this policy will be made only in unusual circumstances.

Because funds available to the Department for support of students are limited, no graduate student shall, with the exception specified below, receive more than six semesters of financial aid from the Department. Financial aid is defined to include program assistantships and teaching assistantships. In rare circumstances, warranted by Departmental needs, a student may be appointed as a Program/Teaching Assistant despite have received 6 semesters of prior support. Lectureships and program assistantships on individual professor’s research grants are not included in this limitation.

Sterling Fishman Memorial Award. This award honors the memory of a colleague of great distinction in the history of education. The award is given every spring to an EPS graduate student who exemplifies outstanding scholarship in the history of education. Sterling Fishman was a graduate of the University of Wisconsin-Madison who taught here for many years in the Departments of Educational Policy Studies and History. Professor Fishman was dedicated to historical and humanistic scholarship. The following procedures shall govern the award:

1. A faculty committee of three from the Department of Educational Policy Studies will recommend the name of the recipient of the Fishman award for approval by the Department. The Department Chair will appoint this committee, which must include two faculty members whose primary teaching responsibilities lie in the History of Education, and one other Departmental colleague.
2. Brief letters of nomination and the curriculum vitae of nominees shall be submitted to the selection committee by faculty nominators. Student self-nominations will also be accepted. A letter of support from a faculty member should follow. Letters from students and faculty should be addressed to "The Sterling Fishman Memorial Award Committee," and include information that the Selection Committee might consider.
3. The Selection Committee will take into account various criteria in making its selection of the award recipient. These include evidence of academic excellence as a student in the classroom, papers presented at professional meetings, published articles, academic honors and similar examples of scholarly achievement. These materials do not have to be submitted to the Selection Committee, but may be requested of students.
4. A student may receive the Fishman Award only once.

Mary Metz Scholarship

The purpose of the Metz Fund is to provide modest financial support to graduate students in the Department of Educational Policy Studies for expenses that will help them develop as scholars and enable them to do research. These funds may be used for traditional professional expenses related to students' development as scholars – such as computer software, transcribers or translators, and attending professional conferences. In recognition of Professor Metz's encouragement for students to work out their interrelated lives as scholars, researchers, and as family members, funds may also be used for expenses necessary to free students' time from family responsibilities for study and scholarship, such as child/elder care expenses.

To the extent that both scholarly promise and financial need are the main criteria to be used by the faculty committee which will be making decisions with regard to the allocation of funds, all applications must state if you have received any type of university, government, or bank loan during your matriculation as a graduate student at UW-Madison. Please note that within the award criteria mentioned above, students with need support for family responsibilities in order to free them for study and scholarship will receive first consideration.

FACULTY

VI. DEPARTMENTAL FACULTY

(The institution which granted the doctorate is listed in parenthesis)

Budgeted Members

Professor **Bianca Baldrige's** (Teachers College Columbia University) research interests focus on community-school partnerships, after-school programs, youth literacy practices in out-of-school contexts, and urban schooling. She has been a community educator and consultant for over 10 years. She has published in the journal *Race, Ethnicity and Education*.

Professor **Lesley Bartlett** (University of North Carolina, Chapel Hill) is an anthropologist who works in the field of international and comparative education. She focuses on questions of language, culture, and social inequality. Her research and teaching interests include literacy studies (including multilingual literacies) and immigration and schooling. She is the author, co-author, or co-editor of: *Refugees, Immigrants, and Education in the Global South: Lives in Motion* (2013, with Ameena Ghaffar-Kucher); *Teaching in Tension: International Pedagogies, National Policies, and Teachers' Practices in Tanzania* (2013, with Frances Vavrus); *Additive Schooling in Subtractive Times: Educating Dominican Immigrant Youth in the Heights* (2011, with Ofelia Garcia); *The Word and the World: The Cultural Politics of Literacy in Brazil* (2010); and *Critical Approaches to Comparative Education: Vertical Case Studies from Africa, Europe, the Middle East, and the Americas* (2009). She is currently working on a project concerning the impact of Dominican maternal migration on children's schooling experiences.

Professor **Nancy Kendall** (Stanford University) coordinates of the department's Comparative International Education and Global Studies concentration, and she is an affiliate of the Center for African Studies, Development Studies Program, Global Health Institute, and Gender and Women's Studies departments. She has conducted over a decade of research in Southern and Eastern Africa examining the relations among schooling, gender, HIV/AIDS, and governance, and is involved in long-term projects in Malawi and Mozambique. Kendall has conducted a number of multi-year, multi-site ethnographic studies, including one in Malawi that examined the interrelations among education, HIV/AIDS, gender, and political democratization; one in the US on sexuality and HIV/AIDS education practices in public high schools; and one that examines the interactions among community, school, government, and international organizations'

conceptualization of and support for children labeled “vulnerable”, and the life and schooling experiences of children so labeled in Mozambique and Malawi. Kendall’s research has been funded by organizations including the Fulbright, Ford, Spencer, and Wenner-Gren Foundations, and her work has appeared in journals such as *Comparative Education Review*, *the International Journal of Educational Development*, *Compare*, and *Childhood in Africa*. A book titled “The Sex Education Debates” (based on the US research) will be published in Fall 2012 by the University of Chicago Press. Kendall received her Ph.D. in International and Comparative Education from Stanford University in 2004.

Professor **Stacey J. Lee's** (University of Pennsylvania) research focuses on the ways race, class, gender and other identities shape the educational experiences of immigrant youth. Lee is the author of *Unraveling the "Model Minority Stereotype: Listening to Asian American Youth*, 2nd edition (2009) and *Up Against Whiteness: Race, School, and Immigrant Youth* (2005).

Professor **Kathryn Moeller's** (University of California, Berkeley) areas of research and teaching include gender, race, poverty, development, globalization, and corporations, which she analyzes using critical social theories and ethnographic methodologies. Her current research examines the influence of U.S. transnational corporations on practices, policies, and institutions in the field of gender, education, and development. She has forthcoming publications in *Feminist Studies* and *International Journal of Education Development*.

Professor **Adam Nelson** (Brown University) is interested chiefly in the history of American education, especially the cultural and intellectual history of education. His

research has included projects on the history of radical and experimental education, the history of federal education policy (including bilingual education, special education for the disabled, and desegregation), and the history of higher education in both the United States and Europe. He is the author of *Education and Democracy: The Meaning of Alexander Meiklejohn, 1872-1964* (2001); *The Elusive Ideal: Equal Educational Opportunity and the Federal Role in Boston's Public Schools* (2005); *Education and the Culture of Print in Modern America*, co-edited with John L. Rudolph (2010); and *The Global University: Past, Present, and Future Perspectives*, co-edited with Ian P. Wei (2012). He is currently writing a book titled *Empire of Knowledge: Nationalism, Internationalism, and American Scholarship, 1770-1830*.

Professor **Linn Posey-Maddox's** (University of California- Berkeley) research and teaching interests are focused on urban education; education and urban policy; families and schools; and qualitative research methods. In her research she explores how changing social, economic, and demographic contexts in cities and metropolitan regions shape family-school relations in local school settings. Her most recent work examines the choices, experiences, and engagement of middle- and upper-middle class parents in urban public elementary schools.

Professor **Sara Goldrick-Rab** (University of Pennsylvania) is the Senior Scholar at the Wisconsin Center for the Advancement of Postsecondary Education, affiliate of the Institute for Research on Poverty, Women's Studies, and La Follette School of Public Affairs, and of several state and national public policy organizations. Her research on college access and success has been recognized by the William T. Grant Foundation's Faculty Scholars Award and the National Academy of Education's postdoctoral fellowship, and received more than \$3 million in support. Recently she

was lead author of a Brookings Institution blueprint used to craft President Obama's American Graduation Initiative. She directs the Wisconsin Scholars Longitudinal Study, an experimental evaluation of the impact of need-based financial aid on college graduation.

Professor **William J. Reese** (University of Wisconsin-Madison) is the Carl F. Kaestle WARF Professor of Educational Policy Studies and History. He teaches courses on the undergraduate and graduate levels on the history of American education and childhood. Recent books include America's Public Schools: From the Common School to 'No Child Left Behind' and a co-edited volume entitled Rethinking the History of American Education. He is a member of the National Academy of Education and a Fellow of the American Educational Research Association.

Professor **Amy Stambach** (University of Chicago) is Vilas Distinguished Service Professor of Educational Policy Studies and Anthropology and Associate Dean of International Studies. Her research and publications focus on the cultural contexts of schooling and on religious groups' and local communities' involvement in public schools. Her main interest is the study of education from an anthropological perspective. Her work emphasizes the need to examine education policies and programs in cultural contexts. Research projects in explore generational transformations associated with primary and secondary schooling; the cultural reworking of educational policies at local, national, and international levels; and the history and present-day legacies of colonial schooling in East Africa. Research projects in the United States and in Tanzania, Uganda, and Kenya focus on faith-based and community groups' involvement in shaping educational policies. Amy Stambach is author of *Lessons from Mount Kilimanjaro: Schooling, Community, and Gender in East Africa* (Routledge, 2000) and

Faith in Schools: Religion, Education, and American Evangelicals in East Africa (Stanford University Press, 2009).

Professor **Erica Turner** (University of California-Berkeley) studies the politics of educational policymaking in urban school districts. Turner is particularly interested in school district-community relations in efforts to address equity and inclusion in schooling. She studies this with attention to actors' meaning-making and on-the-ground policy work as it unfolds in the political and economic contexts of urban schools. Turner is currently examining school district policymaking in two historically white, Midwestern cities that have experienced an influx of Asian and Latino immigrants but have contrasting economic conditions and levels of acceptance of immigration. In the past, she has also studied the influence of authority and status in a district-university partnership to eliminate the district's racial achievement gap in reading and mathematics. In a related line of inquiry, Turner investigates data use in education, with a focus on the politics of data use in educational policy making. Her work has been published in the American Journal of Education, the Peabody Journal of Education, and Measurement: An Interdisciplinary Journal.

Non-Budgeted Members

Professor **Michael W. Apple** (Columbia University) is John Bascom Professor of Curriculum and Instruction and Educational Policy Studies. He teaches courses in curriculum theory and research and in the sociology of curriculum.

Among his many books are Ideology and Curriculum (1979, second edition, 1990), Education and Power (1982; revised edition 1985), Teachers and Texts: A Political Economy of Class and Gender Relations in Education (1986), The Politics of The Textbook (1991), Official Knowledge: Democratic Education in a Conservative Age (1993), Democratic Schools (1995), and Cultural Politics and Education (1996). His

current research centers on the limits and possibilities of critical educational policy and practice in a time of conservative restoration.

Faculty Affiliates

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Grad School web sites:

<http://info.gradsch.wisc.edu/admin/admissions/requirements.html>

<http://info.gradsch.wisc.edu/admin/admissions/gschecklist.html>