

Program Change Request

New Program Proposal

Date Submitted: 08/20/21 2:46 pm

Viewing: : **Educational Policy Studies**

Parent Plan: [MAJ: Educational Policy Stds MA](#)

Last edit: 08/26/21 11:55 am

Changes proposed by: kendall2

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

Name
Maddie Sychta - EDU

Proposal Abstract/Summary:

This new named option reflects the current curriculum in the Educational Policy Studies MA program; it is being shifted to a named option as a result of the new named option in Research and Evaluation for Equity. This EPS MA option is an interdisciplinary program dedicated to the study of educational policy through the lens of traditional fields such as history and philosophy of education, comparative and international education, and sociology and anthropology of education. Graduates of the EPS option in the EPS MA may pursue careers in academic, government, or private sector roles, both domestic and international. Students are expected to develop depth and breadth in their studies.

Any changes to this curriculum are a result of the GSTS project and clarify existing policies and procedures.

In Workflow

1. **ED POL ST Dept. Approver**
2. **EDU School Admin Reviewer**
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 08/20/21 3:11 pm
Nancy Kendall (kendall2):
Approved for ED POL ST Dept. Approver

Basic Information

Program State: Active
 Type of Program: Named Option
 Parent Program: MAJ: Educational Policy Stds MA
 Parent Audience: Graduate or professional
 Parent Home Department: Educational Policy Studies (ED POL ST)
 Parent School/College: School of Education

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

No

Parent is in the Graduate School: Yes

Parent Award: Master of Arts

SIS Code:

SIS Description: Educational Policy Stds MA

Transcript Title: Educational Policy Studies

Named Options: Sub Plan 1245: Educational Policy Stds MA
 Sub Plan 1246: Educational Policy Stds MA

Does the parent program offer this as an additional major as well? No

Is this a non-admitting named option for a master's degree? No

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

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	Bartlett, Lesley	lbartlett2@wisc.edu		
Faculty Director	Kendall, Nancy	kendall2@wisc.edu	608/265-5955	

Role Type	Name (Last, First)	Email	Phone	Title
Primary Contact	Gessler, Mary Jo	mjgessle@wisc.edu	608/262-1761	
Primary Dean's Office Contact	Sychta, Maddie	sychta@wisc.edu		

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

Are all program reviews in the home academic unit up to date? Yes

Are all assessment plans in the home academic unit up to date? Yes

Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university? No

Will instruction take place at a location geographically separate from UW-Madison? No

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation. No

First term of student enrollment: Spring 2022 (1224)

Year of three year check-in to GFEC (3 years after first student enrollment):
2025

Year of first program review (5 years after first student enrollment):
2027

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

This option reflects the existing EPS MA program and will continue to be implemented as it is currently.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

This named option reflects the existing EPS MA program. It is distinct from the new online named option titled Research and Evaluation for Equity (REE) program in several ways. The EPS option is a 101 program delivered on campus while the REE option is an online 131 option. The EPS option students are almost entirely continuing on to the EPS PhD, which the REE largely targets professionals who continue to work during the MA or immediately transition into the labor market after completion.

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

The EPS named option is being established in response to the creation of the new Research and Evaluation for Equity option under the EPS MA. It retains the curriculum in the current EPS MA program.

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

The EPS named option ensures that interested students can continue or pursue the current EPS MA curriculum.

The EPS named option is used in a limited manner, when students are interested in the PhD program but have not yet completed an MA. For the last decade, at any given time, between 4 and 10 graduate students are enrolled in the EPS MA program.

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

Students in the current EPS named option work domestically and internationally in governmental, academic, and private sector roles. Generally, students in the EPS named option continue on to get their PhD.

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

The creation of the new EPS named option ensures that the existing program will continue.

Diversity and Inclusion

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

The Department of Educational Policy Studies (EPS) is committed to deepening and expanding understandings of educational policy and practice, past and present, at local, national, and international levels. Departmental efforts are guided by a commitment to furthering social justice in and through education. This commitment requires careful and sustained attention to questions of diversity, inclusion, and global justice. The curriculum reflects this commitment and furthers this departmental mission. The EPS named option includes learning resources and learning outcomes that address matters of equity, diversity, and social justice and includes authors and contributors from diverse backgrounds (including international authors). Diversity, equity, and socio-economic justice are key foci in required and elective topical (e.g., Sociology and Education, Anthropology and Education, The Role of the Federal Government in Education, Introduction to International Development and Education), methodological (e.g., Field Methods 1 and 2, Survey Research Design), and theoretical courses (e.g., courses on capitalism and education, cross-national studies of educational issues, the History of racial inequality in education), and are also a unifying theme across the research conducted by faculty and students in the department. Thus, the process of mentoring and advising students' theses is also usually centered on issues of equity and justice.

Parent Value

The Department of Educational Policy Studies (EPS) is committed to deepening and expanding understandings of educational policy and practice, past and present, at local, national, and international levels. Departmental efforts are guided by a commitment to furthering social justice in and through education. This commitment requires careful and sustained attention to questions of diversity, inclusion, and global justice. The curriculum reflects this commitment and will further this departmental mission. Each named option includes learning resources and learning outcomes that address matters of equity, diversity, and social justice and includes authors and contributors from diverse backgrounds (including international authors).

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

The Department of Educational Policy Studies has a strong record of building a diverse community. The department has an established successful record of recruiting and supporting international students and students who are categorized as underrepresented in the US through departmental support systems, teaching and learning practices, and programming for students. The EPS named option does not have its own recruitment efforts, as this option is generally utilized as a pathway towards the PhD. Thus, recruitment efforts for the PhD are the primary recruitment efforts utilized for this MA named option. While the Department does not anticipate expanding these efforts significantly (well over 50% of current applicants are minoritized students and EPS can accept only a very small percentage of current applicants, the department will begin hosting online information sessions for potential applicants—a new effort that will be marketed broadly, including to minority-serving institutions around the country. In these recruitment efforts, the department will highlight the department’s central focus on diversity, equity, and justice, and the numerous opportunities that students have in the department and at the university to engage with diverse speakers, instructors, and peers around these issues.

Parent Value

The Department of Educational Policy Studies has a strong record of building a diverse community. The department has an established successful record of supporting international students and students who are categorized as underrepresented in the US through departmental support systems, teaching and learning practices, and programming for students.

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

EPS is committed to recruiting and maintaining a learning community that values diverse life experiences, linguistic and cultural backgrounds, ways of knowing, and perspectives of its individual members. The department seeks to renew itself continually by attracting faculty, staff, and students who contribute to this diversity as well as enhance the larger community.

The success of these efforts to date are evident in the department's current hiring successes. The department's faculty and graduate students come from over 15 countries and speak more than 16 languages. The department is currently composed of over 50% faculty and graduate students of color. Future recruiting efforts aim to continue this proud tradition through careful attention to where the department places job ads and the networks through which the department distributes any calls for applications, maintaining a sufficiently broad job description, mentioning diversity as an institutional and departmental value, explicitly describing the department's concern with equity, and directly encouraging candidates with diverse backgrounds to apply.

Parent Value

The department's faculty and graduate students come from over 15 countries and speak more than 16 languages. The department is currently composed of over 50% faculty and graduate students of color. Future recruiting efforts aim to continue this proud tradition through careful attention to where the department places job ads and the networks through which the department distributes any calls for applications, maintaining a sufficiently broad job description, mentioning diversity as an institutional and departmental value, explicitly describing the department's concern with equity, and directly encouraging candidates with diverse backgrounds to apply.

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

The Department of Educational Policy Studies at the University of Wisconsin–Madison works to deepen and expand understandings of educational policy and practice, past and present, at local, national, and international levels. The department examines educational policies, movements, outcomes, dilemmas, and controversies — as well as the forces shaping them. EPS' graduate programs provide students with advanced knowledge and competencies needed to interpret educational realities, policies, and challenges; to conduct educational research; and to work as practitioners in the field of educational policy and practice.

The EPS MA named option contributes directly to the mission of the UW System by cultivating among students “heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise and a sense of purpose” related to educational research, policy, and practice. The UW-Madison mission states that it seeks to provide learning environments that permit students to “discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all.” The EPS MA supports the institutional mission of UW-Madison by contributing to the development and dissemination of knowledge about educational policies and programming that is intentionally linked to critical examination rooted in the values of equity, diversity, and justice.

Within the University and the School of Education, the Department works closely with the Office of Equity, Diversity, and Inclusion to conduct research and implement strategic initiatives that increase access and build and maintain inclusive excellence within the School of Education. Faculty actively participate in the Precollege Excellence in Education Program (PEEP), a summer enrichment program for first-generation college students or students from economically disadvantaged backgrounds, as well as the Tomorrow's Educators for Equity in Madison (TEEM) program. In 2020, the Department worked with Indigenous leaders across the state to initiate a monthly Indigenous Speakers Series that routinely draws more than 100 people from across the region. Because equity and diversity are central to EPS' mission, the department will remain responsive to college and university strategic initiatives as they develop. These values and activities feed directly into the MA in Educational Policy Studies. Furthermore, the MA contributes to this mission by preparing students to be leaders in equity-responsive educational policy research, teaching, outreach, policymaking, programming, and evaluation with and within diverse educational organizations, with clear attention to questions of equity in the process and outcomes of these efforts.

Parent Value

The Department of Educational Policy Studies at the University of Wisconsin–Madison works to deepen and expand understandings of educational policy and practice, past and present, at local, national, and international levels. The department examines educational policies, movements, outcomes, dilemmas, and controversies — as well as the forces shaping them. EPS' graduate programs provide students with advanced knowledge and competencies needed to interpret educational realities, policies, and challenges; to conduct educational research; and to work as practitioners in the field of educational policy and practice. Departmental efforts are guided by a commitment to furthering social justice in and through education. The MA in Educational Policy Studies contributes to this mission by preparing students to be leaders in equity-responsive educational policy research, teaching, outreach, policymaking, programming, and evaluation with and within diverse educational organizations, with clear attention to questions of equity in the process and outcomes of these efforts.

Faculty and Staff Resources

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

Name (Last, First)	Department	Title
Bartlett, Lesley	Educational Policy Studies (ED POL ST)	Professor and Chair
Kendall, Nancy	Educational Policy Studies (ED POL ST)	Professor
Gessler, Mary Jo	Educational Policy Studies (ED POL ST)	Graduate Coordinator
Reese, William	Educational Policy Studies (ED POL ST)	Vilas Research Professor and Carl F. Kaestle WARF Professor
Lee, Stacey	Educational Policy Studies (ED POL ST)	Associate Dean and Professor
Posey-Maddox, Linn	Educational Policy Studies (ED POL ST)	Associate Professor
Claessens, Amy	Educational Policy Studies (ED POL ST)	Gulbrandsen Distinguished Chair in Early Childhood Ed and Associate Professor
Stern, Walter	Educational Policy Studies (ED POL ST)	Assistant Professor

Name (Last, First)	Department	Title
Rodriguez-Gomez, Diana	Educational Policy Studies (ED POL ST)	Assistant Professor
Liu, Ran	Educational Policy Studies (ED POL ST)	Assistant Professor
Schweber, Simone	Educational Policy Studies (ED POL ST)	Goodman Professor of Ed and Jewish Studies
Hora, Matthew	Educational Policy Studies (ED POL ST)	Assistant Professor

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

The program will continue to utilize existing resources.

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

Name (Last, First)	Department	Title
Bartlett, Lesley	Educational Policy Studies (ED POL ST)	Professor and Chair
Kendall, Nancy	Educational Policy Studies (ED POL ST)	Professor
Reese, William	Educational Policy Studies (ED POL ST)	Vilas Research Professor and Carl F. Kaestle WARF Professor
Lee, Stacey	Educational Policy Studies (ED POL ST)	Associate Dean and Professor
Posey-Maddox, Linn	Educational Policy Studies (ED POL ST)	Associate Professor
Claessens, Amy	Educational Policy Studies (ED POL ST)	Gulbrandsen Distinguished Chair in Early Childhood Ed and Associate Professor
Stern, Walter	Educational Policy Studies (ED POL ST)	Assistant Professor
Rodriguez-Gomez, Diana	Educational Policy Studies (ED POL ST)	Assistant Professor

Name (Last, First)	Department	Title
Liu, Ran	Educational Policy Studies (ED POL ST)	Assistant Professor
Schweber, Simone	Educational Policy Studies (ED POL ST)	Goodman Professor of Ed and Jewish Studies
Hora, Matthew	Educational Policy Studies (ED POL ST)	Assistant Professor

Describe how student services and advising will be supported.

Advising is supported by all faculty in the department; students in the EPS named option are assigned a primary advisor in the same way that PhD students are assigned an advisor, through the admissions process and with the expectation that the faculty member will work with the student over the duration of their MA and PhD careers in EPS.

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

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

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

This is an existing program that will utilize current resources. There are no additional needs and the Dean is committed to continuing the existing program.

Are new Library resources needed to support this program?

No

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

Funding decisions for MA students are made as part of the department's regular admissions process. Since EPS named option students are expected to continue on to the PhD, they are eligible for the same assistantships as the department's PhD students.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Arts in Educational Policy Studies through one of the named options:

Educational Policy Studies, M.A.

Research and Evaluation for Equity, M.A.

Guide Admissions/How to Get In tab

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

Last Approved: Apr 15, 2021 12:15pm

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

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

Graduate Admissions Requirements

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 in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

Students may enter the department once a year, in fall. The deadline for applying is December 1, with applicants notified by letter before March 1. All applicants must apply online. Accepted students must respond in writing by April 15. The application is judged on the basis of previous academic record, other experience, 3 letters of recommendation, personal statement, vitae, and writing sample.

The admissions process in the department 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 temporary 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.

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 (for example, 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 masters program or the EPS doctoral program. See department website for application requirements.

Describe plans for recruiting students to this program.

The department does not actively recruit for this program; the doctoral recruitment plans will continue as they have always functioned. They have successfully attracted one of the most diverse and successful graduate student pools in the School and University.

Projected Annual Enrollment:

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

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

Parent
Requirements

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

Last Approved: Apr 15, 2021 12:16pm

Minimum Graduate School Requirements

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

Major Requirements

CURRICULAR REQUIREMENTS

University General Education Requirements

Requirements	Detail
Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	See Named Options for policy information.
Minimum Graduate Coursework Requirement	See Named Options for policy information.
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	See Named Options for policy information.
Assessments and Examinations	See Named Options for policy information.
Language Requirements	See Named Options for policy information.

Required COURSES

Select a Named Option for courses required.

named options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the M.A. in Educational Policy Studies must select one of the following named options:

Guide Requirements tab

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

Last Approved: Apr 15, 2021 12:16pm

Minimum Graduate School Requirements

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

Named Option Requirements

MODE OF INSTRUCTION

		Mode of Instruction			
Face to Face	Evening/Weekend	Online	Hybrid	Accelerated	
Yes	No	No	No	No	

Mode of Instruction Definitions

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

Last Approved: Apr 15, 2021 12:16pm

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

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

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

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

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

CURRICULAR REQUIREMENTS

University General Education Requirements

Requirements	Detail
Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	16 credits

Requirements	Detail
Minimum Graduate Coursework Requirement	18 of the 30 total credits must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (https://registrar.wisc.edu/course-guide/).
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	n/a
Assessments and Examinations	A thesis is required.
Language Requirements	None.

Required COURSES

All candidates for the master of arts degree must take the introductory colloquium, [ED POL 701](#) Introduction to Educational Policy Studies, during their initial semester, or for those entering the program in the spring semester, the following fall. Students intending to complete only the M.A. degree plan a program defined by a minimum of 30 graduate-level credits. In addition to [ED POL 701](#), M.A. students must take at least 18 further credits numbered 400 and above in the Department of Educational Policy Studies (exclusive of Independent Reading and Research and Thesis). Students may count no more than 3 credits of [ED POL 990](#) Research or Thesis and no more than 3 credits of [ED POL 999](#) Independent Reading in fulfilling the requirements for the minimum 30-credit master's degree. Entering master's students 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 [here](#).

Total credits required:

30

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:

Educational Policy Studies: Educational Policy Studies, M.A.

Educational Policy Studies: Research and Evaluation for Equity, M.A.

Guide Graduate Policies tab

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

Last Approved: Apr 15, 2021 12:16pm

Graduate School Policies

The [Graduate School's Academic Policies and Procedures](#) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School

lies with the degree program faculty. Policies set by the academic degree program can be found below.

Named Option-Specific Policies

Prior Coursework

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 6 credits of graduate coursework numbered 400 and above from other institutions. Coursework earned five or more years prior to admission to a master's degree or earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

With program approval, students are allowed to count no more than 6 credits of UW-Madison undergraduate coursework numbered 400 and above. Coursework earned five or more years prior to admission to a master's degree or earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

UW–Madison University Special

With program approval, students are allowed to count no more than 6 credits of coursework numbered 400 or above taken as a UW–Madison Special student. Coursework earned five or more years prior to admission to a master's degree or earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor.

An advisor generally serves as the thesis advisor. Incoming students are assigned a temporary advisor. 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.

CREDITS PER TERM ALLOWED

15 credits

Time Constraints

Master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

grievances and appeals

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

Last Approved: Apr 15, 2021 12:17pm

These resources may be helpful in addressing your concerns:

[Bias or Hate Reporting](#)

[Graduate Assistantship Policies and Procedures](#)

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

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

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

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

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

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

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

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

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

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

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

Last Approved: Apr 15, 2021 12:17pm

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

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts.

The following steps are available within the School of Education when a student has a grievance:

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

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

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the

person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

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

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

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

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

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

Other

n/a

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

Students are expected to complete a minimum of 9 credits per semester, and to complete the EPS MA: EPS named option in two years, with the thesis defended in the second Spring semester.

Program Learning Outcomes and Assessment

Parent Program

Learning Outcomes

Demonstrate an understanding of diverse theories, epistemologies, and methodologies related to education research and/or evaluation.

Develop a researchable question and design an educational research or evaluation project.

Gain experience conducting a field-based and/or archival research or evaluation project and presenting their research in a thesis or portfolio form.

Know how to write clearly and compellingly for diverse audiences about complex topics in educational history, policy, and/or evaluation.

Understand professional standards for conducting scholarship ethically and responsibly.

Summarize the assessment plan.

Student learning is assessed directly by each faculty advisor and by the full department faculty by examining each students' course performance and their capstone thesis, as measured by a rubric that reflects the program's learning goals.

Every year, the department indirectly assesses student learning via a short online alumni survey that examines alumni perceptions of program contribution to learning goals since graduation. The EPS Graduate Committee conducts the student assessment, interprets results, writes a summary of findings, and makes recommendations for improvement to the full faculty. The EPS department chair informally monitors implementation of report recommendations. Every three years, a faculty panel examines the direct and indirect student learning materials and generates a report that is used to assess our success at achieving the learning goals, and to support program, curricular, and instructional improvements.

Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

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

Yes

Supporting Information

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

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

Additional Information:

Approvals

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

Enter any notes
about approval
here:

The Department of Educational Policy Studies approved this proposal on 4/9/2021.

Entered by: Maddie Sychta

Date entered: 08/26/2021

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

Enter any notes
about approval
here:

Entered by and

date:

Date entered:

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

Enter any notes

about the approval

here:

Entered by:

Date entered:

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

Enter any notes

about approval

here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

</graduate/educational-policy-studies/educational-policy-studies-ma/>

SIS effective date:

Guide publish

date/type

SIS Short

Ed Pol St

Description:

Other plan codes

associated with this

program:

Educational

Innovation

Program:

Distance Education

Program:

Non Traditional

Program:

Special Plan Type:

Scan this proposal:

Upload documents that should
be scanned:

Reviewer

Comments

Key: 1245