

Program Change Request

Date Submitted: 08/24/21 11:06 am

Viewing: **MA 279EDU : Educational Policy Studies**

Sub Plans: [Educational Policy Stds MA](#), [Educational Policy Stds MA](#)

Last approved: 10/15/20 8:45 am

Last edit: 08/30/21 9:23 am

Changes proposed by: kendall2

Catalog Pages Using
this Program

[Educational Policy Studies, M.A.](#)

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

Name
Maddie Sychta - EDU

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. 08/24/21 11:24 am
Nancy Kendall (kendall2):
Approved for ED POL ST Dept. Approver

History

1. Sep 19, 2018 by clmig-smenda
2. May 8, 2019 by Melissa Schultz (mrschultz3)
3. Apr 24, 2020 by Melissa Schultz (mrschultz3)
4. Oct 15, 2020 by Maddie Sychta (sychta)

Proposal Abstract/Summary:

GSTS updates

Creation of two named options: Educational Policy Studies (EPS) and Research and Evaluation for Equity (REE). The EPS named option is the same as the current program. The REE named option is a new online 131 program, effective summer 2022.

If approved, what term should the proposed change start? (usually the next fall term)

Summer 2022 (1226)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

Basic Information

Program State: Active

Type of Program: Degree/Major

Who is the audience? Graduate or professional

Home Department: Educational Policy Studies (ED POL ST)

School/College: School of Education

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

No

Is this in the Graduate School? Yes

Award: Master of Arts

SIS Code: MA 279EDU

SIS Description: Educational Policy Stds MA

Transcript Title: Educational Policy Studies

Named Options: **Parent Plan 1245: Educational Policy Stds MA**
Parent Plan 1246: Educational Policy Stds MA

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

Is this a non-admitting 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	
Primary Contact	Kendall, Nancy	kendall2@wisc.edu	608/265-5955	
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:

Set at the named option level (parent plans only) ~~Face-to-Face (majority face-to-face courses)~~

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

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

Will this program have outside accreditation? No

Will graduates of this program seek licensure or certification after graduation? No

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.

The EPS named option will continue to operate as it is currently.

In preparation for the summer 2022 start date for the REE option, the department is planning to develop marketing materials in late fall 2021. The department will begin marketing and recruitment efforts immediately. Courses will be approved for Spring 2022.

Rationale and Justifications

What is the rationale for this change?

The changes related to the GSTS project ensure that students, faculty, and staff can utilize the tracking system.

The REE named option was established to meet the needs of students interested in equity-responsive evaluation. The EPS named option was created to preserve the existing program and distinguish between the two curricular strands.

What evidence do you have that these changes will have the desired impact?

The GSTS changes were made to clarify existing policies and procedures.

The creation of the two named options will account for the different programs under the EPS MA.

What is the potential impact of the proposed change(s) on enrolled students?

The impact on current EPS MA students is minimal. Students currently enrolled in the EPS MA will shift to the EPS named option and will continue as planned.

What is the potential impact of the proposed change(s) on faculty and staff?

The EPS option will continue to operate as it is currently and will have minimal impacts on the department. The department is planning to hire a part time administrative staff member and a full time program director to support the REE and teach courses along with existing faculty.

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 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). N/A

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 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. N/A

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.

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. N/A

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. 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. N/A

Faculty and Staff Resources

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

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Set at the named option level (parent plans only) Standard resident/MN/nonresident graduate tuition

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

The Educational Policy Studies option will continue to operate as it is currently. The Research and Evaluation for Equity option will be supported by the program's 131 structure.

For more information about the department's fiscal capacity, see the proposals for the two new named options, the EPS option and the REE option.

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

The program change does not require substantial new resources. The Dean is supportive.

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?	Less than 25% of the curriculum will change
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Guide Admissions/How to Get In tab

~~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. Students apply to the Master of Arts The admissions process in Educational Policy Studies through one of the department is the named options: responsibility of the Admissions Committee.~~

~~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 Requirements	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 3

Required

~~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:

Educational Policy Studies, M.A.

Research and Evaluation for Equity, M.A.

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:

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

Guide Requirements tab

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

Last Approved: Apr 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. ~~Major Requirements~~ ~~MODE OF INSTRUCTION~~ ~~Mode of Instruction~~ ~~Definitions~~ ~~CURRICULAR REQUIREMENTS~~ ~~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 **pursuing** 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. in Educational Policy Studies students must **select one of** take at least 18 further credits in the following named options: Department of Educational Policy Studies (exclusive of Independent Reading and Research and Thesis):

~~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:~~

Mode of Instruction

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

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

Guide Graduate Policies tab

~~Major-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 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 No credits from a UW–Madison undergraduate degree are allowed to count toward the degree. UW–Madison University Special With program approval, students are allowed to count no more than 6 credits of coursework numbered 340 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. 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. An advisor generally serves as the thesis advisor. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. Students should refer to one of A committee often accomplishes advising for the named options for policy information:~~

~~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:~~

~~students in the early stages of their studies:~~

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

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

~~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)~~

~~Rebude Office for Faculty and Staff (for employed graduate students and post docs, as well as faculty and staff)~~

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 Students are eligible to compete for UW–Madison fellowships. The department has a small number of teaching and project assistantships. In addition, students in Educational Policy Studies are frequently successful in competing for assistantships on professors' research grants through the Wisconsin Center for Education Research and other research organizations on campus, as well as for administrative assistantships and teaching assistantships in related departments.

Program Learning Outcomes and Assessment

List the program learning outcomes.

	Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.
1	Demonstrate an understanding of diverse theories, epistemologies, and methodologies related to education research and/or evaluation. Understand the social, cultural, and/or historical contexts surrounding formal and/or informal education in the U.S. and/or in a global context.
2	Develop a researchable question and design an educational research or evaluation project. Interpret educational policy in a national and/or global context.
3	Conduct a field-based and/or archival research or evaluation project and present their research in a thesis or portfolio form. Understand educational inequality related to race, class, gender and/or other dimensions.
4	Write clearly and compellingly for diverse audiences about complex topics in educational history, policy, and/or evaluation. Recognize and apply principles of ethical research.
5	Understand and demonstrate professional standards for conducting scholarship ethically and responsibly.

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

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 thesis/portfolio.

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.

Department Approved

[EPS MA_Assessment_Plan_082021.docx](#)

Assessment Plan:

Related Programs

Commitments

Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes

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

Career: Graduate

SIS Program Code: G279

SIS Short Ed Pol St

Description:

SIS code for
additional major:

Other plan codes
associated with this
program:

Diploma Text: Master of Arts

Diploma Text 2: EDUCATIONAL POLICY STUDIES

Degree: 422

Field of Study: Social Science

Program Length: 2

National Student Masters

Clearing House

Classification:

Plan Group: 279

Educational Level: Masters degrees

Award Category: Master's

Enrollment Category: Master's

CIP Code: 13.0901 - Social and Philosophical Foundations of Education.

STEMOPT

UWSTEM:

HEALTH:

NSF STEM: Yes

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Added to UW System Crosswalk: Yes

Scan this proposal:

Upload documents that should be scanned:

Reviewer
Comments

Key: 535