Executive Summary

Request for Authorization to Implement an MA in Education Policy

<table>
<thead>
<tr>
<th>Requested by</th>
<th>Department of Educational Policy Studies and Practice, College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIP Code</td>
<td>44.0502, Education Policy Analysis</td>
</tr>
<tr>
<td>Purpose of Program</td>
<td>The 30-unit Master of Arts in Education Policy will provide students with an understanding of education policy making history and process, and develop their skills to analyze data and inform policies. The program will provide anyone interested in education policy with the necessary background to engage in the policy making process: classroom teachers, school leaders, university personnel, community members, and those interested in continuing their studies in a doctoral program. The curriculum will include research methods, critical topics in education policy, as well as the opportunity to take various elective courses that might include a focus on language policy, privatization and education reform, law, and/or public policy, among other focus areas. The need to inform education policies in Arizona is urgent. The state currently ranks as 46th in the nation for chances for education success and achievement; ranks as the worst state to be a teacher and last in per pupil spending; has the largest classroom sizes; and lags behind other states in terms of achievement and graduation rates of K-12 students whose primary language is not English. The degree holds promise to meet the needs of students and capitalize on the expertise in the college by modeling the success of LLL’s flexibility in a master’s degree.</td>
</tr>
<tr>
<td>5-year projected annual enrollment</td>
<td></td>
</tr>
<tr>
<td>1st year</td>
<td>2nd year</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Source(s) of Funding</td>
<td>Graduate RCM Revenue</td>
</tr>
<tr>
<td>Approvals:</td>
<td></td>
</tr>
<tr>
<td>ABOR</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Council</td>
<td></td>
</tr>
<tr>
<td>Graduate Council</td>
<td>December 7, 2018</td>
</tr>
<tr>
<td>CAAC</td>
<td></td>
</tr>
<tr>
<td>Provost’s Council</td>
<td></td>
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<tr>
<td>Faculty Senate</td>
<td></td>
</tr>
</tbody>
</table>
New Academic Program Workflow Form

General

Proposed Name: Education Policy
Transaction Nbr: 00000000000018
Plan Type: Major
Academic Career: Graduate
Degree Offered: Master of Arts
Do you want to offer a minor? N
Anticipated 1st Admission Term: Fall 2019

Details

Department(s):

EDUC

<table>
<thead>
<tr>
<th>DEPTMNT ID</th>
<th>DEPARTMENT NAME</th>
<th>HOST</th>
</tr>
</thead>
<tbody>
<tr>
<td>3221</td>
<td>Educational Policy Studies and Practice</td>
<td>Y</td>
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</tbody>
</table>

Campus(es):

MAIN

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>TUCSON</td>
<td>Tucson</td>
</tr>
</tbody>
</table>

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: N  Transfer: N  Readmit: N  Graduate: Y
Non Degree Certificate (UCRT only): N
Other (For Community Campus specifics): N

Plan Taxonomy: 44.0502, Education Policy Analysis.
Conditions for Admission/Declaration for this Major:
Acceptance to the Master of Arts in Education Policy program requires an application.

On-line application and fee.

GRE scores

A Personal Statement (3 to 5 pages) including your educational goals

A Current Resume or Curriculum Vitae

Electronic copies of Official Transcripts from all institutions attended, undergraduate and graduate. On acceptance into the program students will need to submit original transcripts.

Three Letters of Recommendation from faculty or supervisors who can attest to your achievements and academic potential. Letters from faculty are preferred for applicants currently or recently working in academia.

A Bachelors degree or equivalent from an accredited institution is required for admission to the Master of Arts program in EP. The Bachelors degree must be completed before the applicant begins in the EP program, August for fall admissions. All application materials must be received by January 15th for the following fall semester admissions.

Requirements for Accreditation:
N/A

Program Comparisons

University Appropriateness
The 30-unit Master of Arts in Education Policy, offered by the Education Policy Studies and Practice Department in the College of Education, will provide students with an understanding of education policy making history and process, and develop their skills to analyze data and inform policies. The program will
provide anyone interested in education policy with the necessary background to engage in the policy making process: classroom teachers, school leaders, university personnel, community members, and those interested in continuing their studies in a doctoral program. The program will offer courses flexibly (e.g., evenings, online, hybrid) that will include research methods, critical topics in education policy, as well as the opportunity to take various elective courses that might include a focus on language policy, privatization and education reform, law, and/or public policy, among other focus areas.

The need to inform education policies in Arizona is urgent. The state currently ranks as 46th in the nation for chances for education success and achievement; ranks as the worst state to be a teacher and last in per pupil spending; has the largest classroom sizes; and lags behind other states in terms of achievement and graduation rates of K-12 students whose primary language is not English. While ASU offers this degree, UA does not. The College of Education’s LLL undergraduate major, which has attracted a large number of students across the university, produces an interested group of prospects seeking graduate work to extend what they have learned. The degree holds promise to meet the needs of students and capitalize on the expertise in the college by modeling the success of LLL’s flexibility in a master’s degree.

### Arizona University System

<table>
<thead>
<tr>
<th>NBR</th>
<th>PROGRAM</th>
<th>DEGREE</th>
<th>#STDNTS</th>
<th>LOCATION</th>
<th>ACCRDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Education Policy</td>
<td>MA</td>
<td>32</td>
<td>Arizona State University Tempe</td>
<td>Y</td>
</tr>
</tbody>
</table>

### Peer Comparison

The proposed MA in Education Policy program is distinct from peer’s graduate programs in education policy in several key ways. First, most master of arts in education policy programs emphasize quantitative skills, leaving limited exposure of content in the master’s coursework (particularly for a 30-unit program). This approach results in a deep understanding of statistical methods but a limited understanding of policy implications. There are numerous peer reviews of policy reports carried out by Policy Fellows of the National Education Policy Center (https://nepc.colorado.edu/think-tank-review-project) that point out the erroneous recommendations from this quantitative-focused approach. To ensure students are provided with a deeper understanding of policy, we intentionally designed the program with an emphasis on content. That said, students interested in quantitative skills are certainly able to select coursework that will provide them with high-level statistical skills. Moreover, students who decide to continue their studies in our doctoral program will be required to have substantive exposure to both quantitative and qualitative methods. It is the flexibility in our program (e.g., options to take coursework in law and public policy) that makes the Master of Arts in Education Policy stand out among peer’s programs. In other way, our proposed program is similar: it offers contextualized policy content for students to
understand contemporary issues and approaches to evaluate said issues. Nevertheless, what makes us unique also poises us to be much more competitive. Namely, many students fear statistics courses. Our content exposure and research methods course in the core will prepare students to be much more open to taking quantitative methods if they so desire.

Faculty & Resources

Faculty

Current Faculty:

<table>
<thead>
<tr>
<th>INSTR ID</th>
<th>NAME</th>
<th>DEPT</th>
<th>RANK</th>
<th>DEGREE</th>
<th>FCLTY/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17606268</td>
<td>Nolan Cabrera</td>
<td>3221</td>
<td>Assoc. Prof</td>
<td>Doctor of Education</td>
<td>.01</td>
</tr>
<tr>
<td>16205451</td>
<td>Regina Deil-Amen</td>
<td>3221</td>
<td>Professor</td>
<td>Doctor of Education</td>
<td>.01</td>
</tr>
<tr>
<td>03605590</td>
<td>Gary Rhoades</td>
<td>3221</td>
<td>Professor</td>
<td>Doctor of Education</td>
<td>.01</td>
</tr>
<tr>
<td>23200667</td>
<td>Jameson Lopez</td>
<td>3221</td>
<td>Assit. Prof</td>
<td>Doctor of Education</td>
<td>.01</td>
</tr>
<tr>
<td>06409801</td>
<td>John Taylor</td>
<td>3221</td>
<td>Professor</td>
<td>Doctor of Education</td>
<td>.01</td>
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<tr>
<td>14104761</td>
<td>Jenny Lee</td>
<td>3221</td>
<td>Professor</td>
<td>Doctor of Education</td>
<td>.01</td>
</tr>
<tr>
<td>10301090</td>
<td>Laura Bosworth</td>
<td>3221</td>
<td>Professor</td>
<td>Doctor of Education</td>
<td>.01</td>
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<tr>
<td>01825599</td>
<td>Francesca Lopez</td>
<td>3221</td>
<td>Professor</td>
<td>Doctor of Education</td>
<td>10.00</td>
</tr>
<tr>
<td>22071460</td>
<td>Kevin Henry</td>
<td>3221</td>
<td>Assit. Prof</td>
<td>Doctor of Education</td>
<td>10.00</td>
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<tr>
<td>22058932</td>
<td>Jill Koyama</td>
<td>3221</td>
<td>Assoc. Prof</td>
<td>Doctor of Education</td>
<td>10.00</td>
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<tr>
<td>09907823</td>
<td>Mary Combs</td>
<td>3222</td>
<td>Professor</td>
<td>Doctor of Education</td>
<td>10.00</td>
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Additional Faculty:

N/A

Current Student & Faculty FTE

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>UGRD HEAD COUNT</th>
<th>GRAD HEAD COUNT</th>
<th>FACULTY FTE</th>
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<td>205</td>
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Projected Student & Faculty FTE

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<th>GRAD HEAD COUNT</th>
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<td></td>
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<td>220</td>
<td>4.50</td>
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<tr>
<td></td>
<td>0</td>
<td>225</td>
<td>4.50</td>
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Library
Acquisitions Needed:
N/A

Physical Facilities & Equipment
Existing Physical Facilities:
N/A
Additional Facilities Required & Anticipated:
N/A

Other Support
Other Support Currently Available:
N/A
Other Support Needed over the Next Three Years:
N/A

Comments During Approval Process

11/16/2018 11:32 AM
FALOPEZ

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved.</td>
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</table>
NEW ACADEMIC PROGRAM-GRADUATE MAJOR
ADDITIONAL INFORMATION FORM

I. PURPOSE AND NATURE OF MAJOR—provide a description for the proposed program. Include the purpose, nature, and program highlights. The description must match departmental and college websites, handouts, etc.

The need to inform education policies in Arizona is urgent. The state currently ranks as 46th in the nation for chances for education success and achievement; ranks as the worst state to be a teacher and last in per pupil spending; has the largest classroom sizes; and lags behind other states in terms of achievement and graduation rates of K-12 students whose primary language is not English.

There are numerous opportunities for students who possess the background in education policy that range from Research and Evaluation Analysts in school districts to Directors of Research for policy centers in the state, as well as K-12 and university settings. Despite these kinds of opportunities, the University of Arizona does not currently offer the kind of preparation that would provide students with the necessary background to contribute to our state’s education policies in ways that can improve education outcomes. Moreover, research funding often requires an explanation of the policy implications of a proposed study, underscoring the importance of preparing students with a background in education policy.

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## II. PROGRAM

### II. MAJOR REQUIREMENTS

Complete the table below to list the major requirements, including minimum number of credit hours, required core, electives, and any special requirements, including sub-plans, thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, department checklists, curricular/assessment map, etc.). Delete the **EXAMPLE** column before submitting/uploading. Complete appropriate table found in Appendix A if requesting a corresponding master’s degree (for PhD proposals) and/or minor.

<table>
<thead>
<tr>
<th>Total units required to complete degree (minimum)</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-admissions expectations (i.e. academic training to be completed prior to admission)</td>
<td>Earned bachelor’s degree; statement of purpose.</td>
</tr>
</tbody>
</table>
| Major requirements (list all required coursework including core, electives, sub-plan coursework, etc.). Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. | Complete **12** units of **core** coursework:
  - EDL 522 (3) Critically Evaluating Education Policy Research
  - EDL 587 (3) State and Local Education Policy
  - EDL 558 (3) Market-Based Educational Reforms
  - TLS 640 (3) Multicultural education and social justice or TLS 641 (3) Immigration and education
  
  Complete **15** units of **electives** from the following list in consultation with advisor:
  - EDL 562 Arizona education law
  - TLS 504 Language and culture in education
  - TLS 595e Anthropology and education
  - TLS 575a The education of Latinas/Latinos
  - TLS 640 Multicultural education and social justice
  - TLS 641 Immigration and education
  - TLS 642 Oral traditions across societies
  - TLS 795c Language planning and education
  - PA 504 Public and Policy Economics
  - PA 506 Bureaucracy, Politics, and Policy
• PA 507 Conflict Management in the Public Sector
• PA 509 Strategic Planning, Public Policy and Political Decision Making
• PA 510 Nonprofits in the Policy Process
• PA 512 Local government
• PA 520 Advocacy Strategies & Community Participation
• PA 524 Federalism, Democracy and Decentralization
• PA 562 The Political Economy of U.S. Immigration Policy
• PA 595G Public policy
• LAW 656D Education Law
• LAW 527 International Human Rights and Indigenous Peoples
• LAW 550A Native American Law and Policy
• LAW 553 Introduction to Immigration Law and Policy
• LAW 631D - Rebuilding Native Nations: An Introduction
• LAW 631L - Constitutions of Indigenous Nations
• LAW 631M - Comparative Legal Systems & Their Role in Nation Building
• LAW 631P – Exploring Data for Nation Building: Indigenous Data Sovereignty and Governance
• LAW 631K - Evidence of Indigenous Nation Building
• LAW 631O - Creating Indigenous Entrepreneurs
• LAW 656B - Comparative Indigenous Governance
• LAW 579A - Indigenous Peoples’ Rights Under International Law
• LAW 656A - Intergovernmental Relations
• LAW 525 - Native Economic Development
• LAW 631J - Making Change Happen: Community Engagement and Transformation

**Complete 3 units of practicum or independent study.**
Research methods, data analysis, and methodology requirements. (Yes/No. If yes, provide description) | Yes. Students complete 3 units of research methods in the core and can elect to take additional courses in consultation with advisor.

Internship, practicum, applied course requirements (Yes/No. If yes, provide description) | Yes. Students complete 3 units of a practicum (legislative practicum experience) or independent study with advisor. Both options require a final report.

Master thesis or dissertation required (Yes/No. If yes, provide description) | No. Final report required (see above).

Additional requirements (provide description) | N/A

Minor options (as relevant) | No required minor options.

### III. CURRENT COURSES

Using the table below, list existing courses included in the proposed major. If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed major and information regarding accessibility to and frequency of offerings for the course(s) in the proposed program. Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow. Add rows to the table, as needed.

<table>
<thead>
<tr>
<th>Course prefix and number (include cross-listings)</th>
<th>Units</th>
<th>Title</th>
<th>Course Description</th>
<th>Pre-requisites</th>
<th>Modes of delivery (online, in-person, hybrid)</th>
<th>Typically Offered (F,W, Sp, Su)</th>
<th>Dept signed party to proposal? (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 562</td>
<td>3</td>
<td>Arizona Education Law</td>
<td>Masters course designed for beginning school administrators. AZ law as enacted by the Legislature and promulgated by AZ administrative agencies. Focus on practical knowledge at the school building level. Comparison with other states.</td>
<td></td>
<td>Online, in-person, hybrid</td>
<td>Contact Department</td>
<td>Y</td>
</tr>
<tr>
<td>EDL 594</td>
<td>1-6</td>
<td>Practicum</td>
<td>The practical application, on an individual basis, of previously studied theory and the collection of data for future theoretical interpretation.</td>
<td>Independent Study Required</td>
<td>Contact Department</td>
<td>Y</td>
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<tr>
<td>EDL 599</td>
<td>1-4</td>
<td>Independent Study</td>
<td>Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be</td>
<td>Independent Study Required</td>
<td>Contact Department</td>
<td>Y</td>
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<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
<td>Description</td>
<td>Mode</td>
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<tr>
<td>PA 504</td>
<td>3</td>
<td>Public and Policy Economics</td>
<td>Applications of economics to the analysis of public policy and planning problems.</td>
<td>Lecture Required</td>
<td>Contact Department</td>
<td></td>
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<tr>
<td>PA 506</td>
<td>3</td>
<td>Bureaucracy, Politics, and Policy</td>
<td>Description and analysis of the executive branch of government: how federal agencies capture policy-making; why bureaucracy develops; the rules of bureaucratic culture; who controls the administrative branch.</td>
<td>Lecture Required</td>
<td>Contact Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA 507</td>
<td>3</td>
<td>Conflict Management in the Public Sector</td>
<td>This course is designed to expose students of public administration and public policy to conflict resolution and management skills. The course covers the nature of conflict and disputes in the public sector as well as traditional and non-traditional methods of managing disputes such as coercion, negotiation, arbitration, mediation, and litigation. The course requires participation in a group project that exposes students to interests of parties in real-world public policy conflicts in and around Tucson.</td>
<td>Lecture Required</td>
<td>Contact Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA 509</td>
<td>3</td>
<td>Strategic Planning, Public Policy and Political Decision Making</td>
<td>Strategic planning in the public sector and its role in state policy development, implementation, and political decision making.</td>
<td>Lecture Required</td>
<td>Contact Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA 510</td>
<td>3</td>
<td>Nonprofits in the Policy Process</td>
<td>Civil society plays an increasingly active role in policy implementation. Non-governmental organizations, non-profits, advocacy organizations, and similar groups provide research and analysis to inform policy makers; sit on advisory boards; represent the public interest in rule-making and planning exercises; directly deliver services and implement programs; and monitor and evaluate government programs. As a result, students planning future careers as public servants are likely to work closely with civil society organizations, and students planning future careers with non-profit organizations are likely to spend time working with government agencies. This course prepares students to work effectively across sectors in the policy implementation process.</td>
<td>Lecture Required</td>
<td>Contact Department</td>
<td></td>
<td></td>
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<tr>
<td>PA 512</td>
<td>3</td>
<td>Local Government</td>
<td>The study of counties and municipalities, with special emphasis on local governments in the Western United States.</td>
<td>Lecture Required</td>
<td>Contact Department</td>
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<tr>
<td>Course Code</td>
<td>Units</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>PA 520</td>
<td>3</td>
<td>Advocacy Strategies &amp; Community Participation</td>
<td>This course will train students in strategies for involving citizens and consumers of social and human services in policy advocacy and community decision-making. The course will review theories and strategies for community organization, community development, community planning, and transformative social change with an emphasis on advocacy tools for constructive change to promote social and economic justice.</td>
<td>Lecture Required</td>
<td>Contact Department</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>PA 524</td>
<td>3</td>
<td>Federalism, Democracy and Decentralization</td>
<td>The aim of this course is to introduce students to the main theoretical debates and literatures that address the federalism in theory and in practice. It will pay close attention to the institutional arrangements that embody federalism, as well as the dynamics of intergovernmental relations within states. This course leaves aside normative approaches to federalism, coming from constitutional and legal studies, in order to deal mainly with how power and resources are shared (or contested) between national and subnational levels of government and their interplay. This course will place special emphasis on Latin America and the United States of America, although we will also look briefly at experiences with federalism elsewhere in the world.</td>
<td>Lecture Required</td>
<td>Contact Department</td>
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<td></td>
</tr>
<tr>
<td>PA 562</td>
<td>3</td>
<td>The Political Economy of U.S. Immigration Policy</td>
<td>This course examines the economics and politics of U.S. immigration policy in the context of its history and of current global economic trends.</td>
<td>Lecture Required</td>
<td>Contact Department</td>
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</tr>
<tr>
<td>PA 595G</td>
<td>3</td>
<td>Public Policy</td>
<td>The exchange of scholarly information and/or secondary research, usually in a small group setting. Instruction often includes lectures by several different persons. Research projects may or may not be required of course registrants.</td>
<td>Colloquium Required</td>
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<tr>
<td>TLS 504</td>
<td>3</td>
<td>Language and culture in education</td>
<td>Introduction to aspects of language and culture that affect education, particularly in reading, writing and the language arts; discussion of social and political concerns.</td>
<td>Lecture Required</td>
<td>F,S</td>
<td>N</td>
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</tr>
<tr>
<td>TLS 575a</td>
<td>3</td>
<td>The Education of Latinas/Latinos</td>
<td>This course will provide an overview of the theories, policies, and practices related to the education of Latinos. We will focus specifically on the social, cultural, economic, and institutional factors, within and outside the school context, that contribute to Latino students' underachievement, failure, and</td>
<td>Lecture Required</td>
<td>S</td>
<td>N</td>
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</table>
negative educational outcomes. In addition, transformative practices that promote student achievement, learning, and critical consciousness will be discussed. Readings will cover various issues in education as well as introduce course participants to a broad collection of primarily Latino scholars interested in developing new methods and policies that will improve the educational experiences of Latino students. Graduate-level requirements include more demanding guidelines for essays.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
<th>Term</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLS 595e</td>
<td>3</td>
<td>Anthropology and education</td>
<td>Historical, theoretical, methodological, and practical/pedagogical foundations of the field of educational anthropology. Explores the relationships among culture, education, and identity, with a focus on learning in cross-cultural contexts both inside and outside of schools. Ethnography as a mode of inquiry is emphasized. Research projects required.</td>
<td>Colloquium</td>
<td>F</td>
<td>N</td>
</tr>
<tr>
<td>TLS 640</td>
<td>3</td>
<td>Multicultural education and social justice</td>
<td>Critical issues in multicultural education, focusing on culture, language, power, and identity, with application to the creation of more just and equitable educational systems.</td>
<td>Lecture</td>
<td>F</td>
<td>N</td>
</tr>
<tr>
<td>TLS 641</td>
<td>3</td>
<td>Immigration and education</td>
<td>Addresses the dynamics of immigration and its consequences for education. An introduction to issues and research in immigration and education, with the goal of learning about the multiple aspects and relationships of these complicated phenomena</td>
<td>Lecture</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>TLS 642</td>
<td>3</td>
<td>Oral traditions across societies</td>
<td>Indigenous oral traditions as channels of human discourse provide a venue for pursuing inter-intracultural understandings and insights into the cultural conceptions of particular social and geographic realities.</td>
<td>Lecture</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>TLS 795c</td>
<td>3</td>
<td>Language planning and education</td>
<td>A colloquium on the conceptual, theoretical, and case study literature on language planning, with special attention to language policy development in educational contexts.</td>
<td>Colloquium</td>
<td>F</td>
<td>N</td>
</tr>
<tr>
<td>LAW 525</td>
<td>1-3</td>
<td>Native economic development</td>
<td>This course examines the issues surrounding economic development as indigenous peoples and their respective organizations enter the 21st Century. The course will cover a broad range of issues including sovereignty, constitutional reform and by-law development, cultural preservation, securitization of resources, intellectual</td>
<td>Lecture</td>
<td>S</td>
<td>N</td>
</tr>
</tbody>
</table>
property, religious freedom, health, social welfare and education.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 527</td>
<td>1-3</td>
<td>International Human Rights and Indigenous Peoples</td>
<td>Over the last few decades, international law's human rights regime has developed to address the concerns of indigenous peoples worldwide, giving rise to new international norms and procedures that generally favor their cultural survival, land and resource rights, and self-determination. Because international law is part of the law of the United States law by virtue of the Constitution and Supreme Court precedent, international human rights law as it concerns indigenous peoples does not just function on the international plane, but it also should be considered part of Federal Indian Law. This course provides students with an exposure to the theory and practice of international human rights law and to how it is developing in this field. Particular attention will be paid to developments in the U.N. and the Organization of American States, and how those developments relate to the domestic legal systems of the United States and selected other countries.</td>
<td>Lecture Required</td>
<td>F</td>
</tr>
<tr>
<td>LAW 550A</td>
<td>3</td>
<td>Native American Law and Policy</td>
<td>Explores the place and status of Tribal Governments in our federal system, focusing in particular on federal policy decisions underlying various laws and statutes. The course examines ways to interpret and apply the relevant laws and explores the impact that would be result from changing the policy behind those laws.</td>
<td>Lecture Required</td>
<td>F</td>
</tr>
<tr>
<td>LAW 553</td>
<td>3</td>
<td>Introduction to Immigration Law and Policy</td>
<td>This course will introduce students to the basic legal and administrative structure of the U.S. immigration system. We will consider how the law determines who may enter the country lawfully, what rights immigrants have once in the country, and on what grounds they can be forced to leave and return to their home countries. As the class progresses, we will build on this legal framework to consider several of the policy debates regarding immigration that currently embroil the nation. In discussing possible policy reforms, we will consider a</td>
<td>Lecture Required</td>
<td>S</td>
</tr>
</tbody>
</table>
broad range of perspectives, drawing on academic scholarship, policy research, and judicial opinions that capture views across the political spectrum.

Throughout the class, we will also ground our discussion in present day realities, by inviting in guest speakers, arranging field trips, and focusing on case studies of immigration policies that directly impact Tucson and its surroundings. At the same time, we will also broaden our discussion to encompass historical and geographic experiences beyond our immediate surroundings. We will repeatedly question the extent to which the immigration debates in Arizona are unique versus representative of the national picture.

<table>
<thead>
<tr>
<th>LAW 579A</th>
<th>1</th>
<th>Indigenous Peoples’ Rights Under International Law</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This course provides participants with an overview of the practice and theory of international law as it has developed to address the concerns of indigenous peoples worldwide. The subject matter of the course now forms an important part of the legal practice and scholarship concerning indigenous peoples throughout the world. Given the doctrinal and practical limitations of domestic legal systems, indigenous peoples worldwide increasingly look to the processes of international law, especially its human rights regime, as tools in their efforts to survive as distinct communities with historically-based cultures, political institutions, and entitlements to traditional or ancestral lands. Indigenous peoples' demands have generated a great deal of activity within global and regional international human rights institutions, placing the concerns of these peoples at the forefront of international human rights law. Particular attention in the course will be paid to developments in the United Nations as well as in regional and specialized international institutions, and to how those developments have practical applications for indigenous peoples in local settings.</td>
</tr>
<tr>
<td>Lecture Required</td>
<td>Contact Department</td>
<td>N</td>
</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Title</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>LAW 631 D</td>
<td>1-3</td>
<td>Rebuilding Native Nations: An Introduction</td>
</tr>
<tr>
<td>LAW 631 J</td>
<td>1-2</td>
<td>Making Change Happen</td>
</tr>
<tr>
<td>LAW 631 K</td>
<td>1-2</td>
<td>Evidence of Indigenous Nation Building</td>
</tr>
<tr>
<td>LAW 631 L</td>
<td>1-2</td>
<td>Constitutions of Indigenous Nations</td>
</tr>
<tr>
<td>LAW 631 M</td>
<td>1</td>
<td>Comparative Legal Systems &amp; Their Role in Nation Building</td>
</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LAW 631 P</td>
<td>1</td>
<td>Exploring Data for Nation Building: Indigenous Data Sovereignty and Governance</td>
</tr>
<tr>
<td>LAW 631 O</td>
<td>1</td>
<td>Creating Indigenous Entrepreneurs</td>
</tr>
<tr>
<td>LAW 656 A</td>
<td>1-3</td>
<td>Intergovernmental Relations</td>
</tr>
<tr>
<td>LAW 656 B</td>
<td>1-2</td>
<td>Comparative Indigenous Governance</td>
</tr>
<tr>
<td>LAW 656D</td>
<td>2</td>
<td>Education law</td>
</tr>
</tbody>
</table>
IV. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created to initiate the program. If specific course number is undetermined, please provide level, (ie CHEM 6**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

<table>
<thead>
<tr>
<th>Course prefix and number (include cross-listings)</th>
<th>Units</th>
<th>Title</th>
<th>Course Description</th>
<th>Pre-requisites</th>
<th>Modes of delivery (online, in-person, hybrid)</th>
<th>Status*</th>
<th>Anticipated first term offered</th>
<th>Typically Offered (F, W, Sp, Su)</th>
<th>Dept signed party to proposal? (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 522</td>
<td>3</td>
<td>Critically Evaluating Education Policy Research</td>
<td>This course will prepare students to critically evaluate education research findings that have policy implications. Students will learn about the characteristics of data sources and analytical techniques, and evaluate the utility and limitations of education research findings. This course will include an overview of basic principles of statistics, but the focus will be on data interpretation and research design. Students will demonstrate their proficiency in the learning outcomes for the course with assignments</td>
<td>None</td>
<td>Hybrid</td>
<td>S</td>
<td>Fall 2019</td>
<td>F</td>
<td>Yes</td>
</tr>
<tr>
<td>EDL 587</td>
<td>3</td>
<td>State and Local Education Policy</td>
<td>With increased influence of the federal government in education, individual states, districts, and schools must attend to—interpret, plan, implement, and evaluate—policies made at the national level. In this course, we will consider multidimensional policy processes from the federal government across state and local education agencies and organizations. Focusing on three broad federal education policies—previous versions of the Elementary and Secondary Education Act (ESEA), the Bilingual Education Act (BEA), and Every Student Succeeds Act (ESSA)—as they are</td>
<td>None</td>
<td>Hybrid</td>
<td>S</td>
<td>Fall 2019</td>
<td>F</td>
<td>Yes</td>
</tr>
</tbody>
</table>
localized in districts and schools, we will interrogate the school district as a policy system and examine the multiplicity of district policy actors (or stakeholders) and their disparate aims and resources. We will also examine recent empirical studies of Arizona State education policies, such as Move on When Reading and the four-block English Language Development (ELD), being implemented in local districts and in particular schools. Students will engage with critical policy theory, recent scholarly articles and chapters, practical case studies, policy blogs and online dialogues, as well as guest policy experts. Together, the students will create policy response papers for online publication and policy briefs addressed to state and local policymakers.

| EDL 558 | 3 | Market-Based Educational Reforms | Examination of market-based approaches to education including charter schools, voucher programs, and homeschooling. Course will examine the ideological underpinnings and material effects of past and current reforms. | None | Hybrid | S | Fall 2019 | F | Yes |

*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested prefix, if any: N/A
V. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the conclusion of this major. Work with Office of Instruction and Assessment to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix B for sample Curriculum Map).

Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to critically evaluate education research findings that have policy implications.</td>
</tr>
<tr>
<td>Students will be able to evaluate the utility and limitations of education research findings in informing policy.</td>
</tr>
<tr>
<td>Students will be able to evaluate the basic legal, political, and practical linkages between federal, state, and local enactment of education policy.</td>
</tr>
<tr>
<td>Students will be able to evaluate current scholarship, policy debates, and implementation efforts around market-based approaches to educational reform.</td>
</tr>
</tbody>
</table>
# Curriculum Map

## MA in Education Policy
Courses and Activities Mapped to MA Education Policy Outcome Set

<table>
<thead>
<tr>
<th>Courses and Learning Activities</th>
<th>Outcome 1: Evaluate education research</th>
<th>Outcome 2: Evaluate utility and limitations of research</th>
<th>Outcome 3: Evaluate limits in education policy</th>
<th>Outcome 4: Evaluate education reform</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 522 Critical Evaluating Education Policy Research</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>EDL 507 State and Local Education Policy</td>
<td>D</td>
<td>I</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>EDL 518 Selected Readings Educational Reform</td>
<td>D</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>TLS 540 Multicultural Education and Social Justice</td>
<td>I</td>
<td>I</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>TLS 541 Invention and Innovation</td>
<td>I</td>
<td>I</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>EDL 594 Practicum</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>EDL 598 Independent Study</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

**Legend:**
- I: Introduced
- P: Practiced
- A: Assessed

Last Modified: 11/14/2018 10:31:29 AM
**VI. ASSESSMENT PLAN FOR STUDENT LEARNING** - using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the degree. Add rows as needed. Delete **EXAMPLE** row.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Sources(s) of Evidence</th>
<th>Assessment Measures</th>
<th>Data Collection Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Critically evaluate education research findings that have policy implications.</td>
<td>Course-embedded assessments</td>
<td>Assignments and papers, as well as other forms of student work</td>
<td>Throughout each course</td>
</tr>
<tr>
<td></td>
<td>Student panel presentations; alumni surveys</td>
<td>Summative papers</td>
<td>Summative papers</td>
</tr>
<tr>
<td>Outcome 2: Evaluate the utility and limitations of education research findings in informing policy.</td>
<td>Course-embedded assessments</td>
<td>Assignments and papers, as well as other forms of student work</td>
<td>Throughout each course</td>
</tr>
<tr>
<td></td>
<td>Student panel presentations; alumni surveys</td>
<td>Summative papers</td>
<td>Summative papers</td>
</tr>
<tr>
<td>Outcome 3: Evaluate the basic legal, political, and practical linkages between federal, state, and local enactment of education policy.</td>
<td>Course-embedded assessments</td>
<td>Assignments and papers, as well as other forms of student work</td>
<td>Throughout each course</td>
</tr>
<tr>
<td></td>
<td>Student panel presentations; alumni surveys</td>
<td>Summative papers</td>
<td>Summative papers</td>
</tr>
<tr>
<td>Outcome 4: Evaluate current scholarship, policy debates, and implementation efforts around market-based approaches to educational reform.</td>
<td>Course-embedded assessments</td>
<td>Assignments and papers, as well as other forms of student work</td>
<td>Throughout each course</td>
</tr>
<tr>
<td></td>
<td>Student panel presentations; alumni surveys</td>
<td>Summative papers, including final report.</td>
<td>Summative papers, including final report.</td>
</tr>
</tbody>
</table>
VII. PROGRAM ASSESSMENT PLAN- using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the degree. Add rows as needed. Delete EXAMPLE rows.

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Source(s) of Evidence</th>
<th>Data Collection Point(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Placement Statistics</td>
<td>Student/Alumni Survey</td>
<td>At graduation and as part of alumni survey</td>
</tr>
<tr>
<td>Academic Program Review</td>
<td>Reviewers’ responses</td>
<td>Year 5 and every 7 years afterwards</td>
</tr>
<tr>
<td>Program Review</td>
<td>Capstone project paper or supervisor report</td>
<td>Final course (paper or legislative internship)</td>
</tr>
</tbody>
</table>

VIII. NEED FOR THE MAJOR-describe how the major fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed major. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program during the next three years.

The program fulfills the mission of the College of Education by providing

- leadership in the conduct, advancement, study, and evaluation of the process of education, education policy, and in educational organizations at local, state, national, and international levels; and
- service and support to local, state, national, and international educational agencies

We distributed a survey to all students in the College of Education, which has 240 undergraduates in the Literacy, Learning, and Leadership (L3) major, as well as in the GIDP Second Language Acquisition and Teaching (SLAT) program in mid-August, when fall 2018 classes began. We collected information over the course of one week. This translates into reaching out to over 300 students, of which received 49 responses. Although this sample appears small, email open rates tend to be around 25%. Our response rate is therefore consistent with typical email open rates.

- 53% (n = 26) of the students who responded said they would definitely be interested in the MA Ed Policy degree and another 33% (n = 16) said perhaps and would at least look into it.
- Only 15% (n = 7) said they would not be interested in the degree.
Below are some of the comments we received from surveyed students who appear interested in pursuing the graduate program once they complete their undergraduate studies:

“I imagine this would be a highly applicable degree, and so important for social justice.”

“This is exactly what I want to do in the field of education! Please consider the lives that this program will impact in the future by giving students like me the chance to pursue education policy.”

“If there were an easy way to double major in both my current major and Education Policy I would love to do it!”

“This program sounds awesome, I’ve been debating for some time if i want to do more schooling after I finish my bachelors degree. I was also considering the one year masters program w/ Teach Arizona but this sounds beneficial as well.”

“I would be interested in learning more about this program as more information becomes available!”

“I just graduated from the College of Education and I am interested in continuing my education. Will this start in the spring semester?”

“My major right now is elementary education, because I want to get the experience of a teacher before going into the politics of education. My real interest is education policy and working to make our education system better for all students. This program would benefit me greatly.”

In terms of current graduate students, the interest in the program suggests that students would prefer policy to their current program (or at least as a possible minor), suggesting a need to offer the program to be relevant to students. Responses included:

“This would be an excellent major because a major program in education policy would be extremely beneficial to the state of Arizona. If this was offered right now I would switch majors immediately.”

“It might be too late for me to do the whole degree, but I wish this had been offered sooner! This is exactly what I want to do! I might find a way to take classes, especially if online. I'm hoping to graduate in May.”

“Along with making education policy into a master's program, is it possible to make it as a minor as well? This can better
accommodate students who are not able to fit the 30 credits into their schedule or who may not have the time to put in the appropriate amount of effort and time into this program. I am super interested in this program and I want to be involved! Thanks for considering the program and making it work.”

“It would be great if the program also offered a minor for PhD students.”

Although this sample is somewhat limited, as of mid-November, five COE undergraduate students have applied to our PhD in Educational Leadership and Policy program after learning about the MA in Education Policy proposal. They have done so to be able to complete the master’s en route as we await the decision on the current proposal. We are optimistic that with five students already applying with the limited contact we have had with prospective students that this program will have wide appeal. It should also be noted that these students had been considering other programs outside the University of Arizona.

The CIP Code through Burning Glass Program Insights reflects that the number of job postings in the state of Arizona for the past 12 months was only 72, which is quite low. Moreover, for most of these posts, a bachelor’s degree was sufficient. Despite these indicators that might lead to questions about our target audience, student need, and market demand for this program, letters of support from local Superintendents attached to this proposal suggest that the Burning Glass Program Insights data appear to neglect the need for the major in our K-12 settings. As confirmed by Superintendents, there is indeed a need for a local graduate program focused on education policy. Moreover, we do not offer a bachelor’s in education policy nor is a bachelor’s sufficient for applicants to be competitive for positions in Research and Assessment departments in K-12 settings.

An additional key consideration in our proposal is evidenced in our growing numbers of doctoral students in our Educational Leadership and Policy program who are more interested in policy than leadership. Four years ago, all of the enrolled doctoral students in Educational Leadership and Policy (total enrollment is approximately 50, with up to 15 new students each year) were focused on leadership and held positions as teachers or school leaders. As of this year, that trend has shifted to a total of 20 current PhD (38%) students who are pursuing a focus on policy, consistent with the shift in the core faculty of the EDL unit and their expertise. Namely, about 80% of newly enrolled PhD students are interested in policy rather than leadership as a focal area. A dedicated MA degree in Education Policy would better prepare students who are interested in our doctoral program’s focus on policy.

IX. **ANTICIPATED STUDENT ENROLLMENT**- complete the table below. What concrete evidence/data was used to arrive at the numbers?

| 5-YEAR PROJECTED ANNUAL ENROLLMENT |
|---|---|---|---|---|
| 1<sup>st</sup> Year | 2<sup>nd</sup> Year | 3<sup>rd</sup> Year | 4<sup>th</sup> Year | 5<sup>th</sup> Year |
Data/evidence used to determine projected enrollment numbers:

We used the survey data and current applicants to the PhD program (who plan on pursuing the master’s degree en route while the development of the MA in Education Policy is in process) to estimate the projected enrollment. With 42 of the 49 student responses stating that they were either definitely or potentially interested, we suspect our estimates are conservative. Our annual enrollment estimates reflect the possibility that the program may attract University of Arizona employees who will use QTR, and may not be able to complete the requirements in one year. Each subsequent year reflects approximately 10-15 students who began the program but did not complete it in one year.
X. **ANTICIPATED DEGREES AWARDED** - complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Use [National Center for Education Statistics College Navigator](https://nces.ed.gov) to find program completion information of peer institutions offering a same or similar certificate.

<table>
<thead>
<tr>
<th>PROJECTED DEGREES AWARDED ANNUALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Number of Degrees</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1st Year</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Data/evidence used to determine number of anticipated degrees awarded annually:

We used the projected enrollment to estimate projected degrees, but included possible attrition using data from the COE EDL master’s program.

XI. **PROGRAM DEVELOPMENT TIMELINE** - describe plans and timelines for 1)marketing the program and 2)student recruitment activities.

**PROPOSED MARKETING PLAN AND TIMELINE FOR MASTER OF ARTS IN EDUCATION POLICY**

**Fall 2018**

1. Core courses that offer unique content that drives enrollments submitted for review

**Early Spring 2019**

2. Meet with key stakeholders (e.g., program faculty, student services, recruiter, dean, department head) to create materials that detail:
   a. Ways program fits in our current landscape and fills a gap.
   b. How the program related to, or different from, other programs (to give prospective students a context that is appealing to them)
3. Determine marketing goals
4. Create marketing objectives
5. Determine audiences for each marketing objective

**Mid- to Late-Spring 2019**
1. Create strategies tied to objectives
2. Create messaging that resonates with personas (aligned with UA College of Education key messages)
3. Generate awareness

CONTINUING UNTIL END OF RECRUITMENT
   1. Create content for each stage of the enrollment journey
   2. Leverage existing assets and channels

STUDENT RECRUITMENT
Late Fall 2018/Early Spring 2019
   1. Key faculty coordinate with Student Services and College of Education recruiter to disseminate information about degree program
   2. Key faculty visit with Literacy, Learning, and Leadership (L3) courses to disseminate information about degree program
XII. **DIVERSITY AND INCLUSION**—describe how you will recruit diverse students and faculty to this program.

The Education Policy Studies and Practice (EPSP) Department in the College of Education has an established record for recruiting diverse students and faculty.

Currently, EPSP faculty are the most diverse across the entire university with 77% of the tenured or tenure-line faculty identifying as members of an ethnic/racial minority group. This diversity has attracted diverse student enrollment in the EPSP department:

![EDL Ethnic Diversity Chart]

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Hispanic</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLEDD</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>EDLMED</td>
<td>38%</td>
<td>26%</td>
<td>18%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>EDLMING</td>
<td>44%</td>
<td>33%</td>
<td>11%</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>EDLPPHD</td>
<td>21%</td>
<td>52%</td>
<td>12%</td>
<td>3%</td>
<td>6%</td>
<td>0%</td>
<td>6%</td>
</tr>
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<td>38%</td>
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Moreover, three of the faculty who developed this proposal have attracted diverse student enrollment in their courses over the past few years:

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<th>Hispanic</th>
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XIII. SAMPLE PLAN OF STUDY- provide a sample plan of study.

Sample Plan of Study for Master of Arts in Education Policy for 1-year completion

30 credit hours including a legislative practicum or independent study with advisor.

Fall
Required Core (12 credit hours) and Elective (3 credit hours)
- EDL 522 (3) Critically Evaluating Education Policy Research
- EDL 587 (3) State and Local Education Policy
- EDL 558 (3) Market-Based Educational Reforms
- TLS 640 Multicultural education and social justice or TLS 641 Immigration and education
- Elective (3)

Spring
Electives (12 credit hours) and Practicum or Independent Study (3 credit hours)
- Elective (3)
- Elective (3)
- Elective (3)
- Elective (3)
- EDL 594 Practicum (3) or EDL 599 Independent Study (3)

Sample Plan of Study for Master of Arts in Education Policy for 2-year completion

30 credit hours including a legislative practicum or independent study with advisor.

Fall 1
Required Core (12 credit hours) and Elective (3 credit hours)
- EDL 522 (3) Critically Evaluating Education Policy Research
- EDL 587 (3) State and Local Education Policy
Spring 1  
Electives (12 credit hours) and Practicum or Independent Study (3 credit hours)  
- Elective (3)  
- Elective (3)

Fall 2  
Required Core (12 credit hours) and Elective (3 credit hours)  
- EDL 558 (3) Market-Based Educational Reforms  
- TLS 640 Multicultural education and social justice or TLS 641 Immigration and education  
- Elective (3)

Spring 2  
Electives (12 credit hours) and Practicum or Independent Study (3 credit hours)  
- Elective (3)  
- Elective (3)  
- EDL 594 Practicum (3) or EDL 599 Independent Study (3)

Electives (15)  
Students may take courses from the following list in consultation with their advisor:

- EDL 562 Arizona education law  
- TLS 504 Language and culture in education  
- TLS 575a (3) The Education of Latinas/Latinos  
- TLS 595e Anthropology and education  
- TLS 640 Multicultural education and social justice  
- TLS 641 Immigration and education  
- TLS 642 Oral traditions across societies  
- TLS 795c Language planning and education  
- PA 504 Public and Policy Economics  
- PA 506 Bureaucracy, Politics, and Policy
• PA 507 Conflict Management in the Public Sector
• PA 509 Strategic Planning, Public Policy and Political Decision Making
• PA 510 Nonprofits in the Policy Process
• PA 512 Local government
• PA 520 Advocacy Strategies & Community Participation
• PA 524 Federalism, Democracy and Decentralization
• PA 562 The Political Economy of U.S. Immigration Policy
• PA 595G Public policy
• LAW 656D Education Law
• LAW 514 The state and Social Policy
• LAW 527 International Human Rights and Indigenous Peoples
• LAW 550A Native American Law and Policy
• LAW 553 Introduction to Immigration Law and Policy
• LAW 583 Law, Politics, and Inequality
• LAW 596h Law, Psychology and Policy
• LAW 631D - Rebuilding Native Nations: An Introduction
• LAW 631L - Constitutions of Indigenous Nations
• LAW 631M - Comparative Legal Systems & Their Role in Nation Building
• LAW 631P – Exploring Data for Nation Building: Indigenous Data Sovereignty and Governance
• LAW 631K - Evidence of Indigenous Nation Building
• LAW 631O - Creating Indigenous Entrepreneurs
• LAW 656B - Comparative Indigenous Governance
• LAW 656F - Cultural Property of Indigenous Peoples
• LAW 579A - Indigenous Peoples’ Rights Under International Law
• LAW 656A - Intergovernmental Relations
• LAW 525 - Native Economic Development
• LAW 631J - Making Change Happen: Community Engagement and Transformation

Practicum or Independent Study (3 credit hours)
EDL 594 Practicum (3) or EDL 599 Independent Study (3)
Admission Requirements

Acceptance to the Master of Arts in Education Policy program requires an application:
https://grad.arizona.edu/admissions/procedures/apply-now

- On-line application and fee.
- GRE scores
- A Personal Statement (3 to 5 pages) including your educational goals
- A Current Resume or Curriculum Vitae.
- Electronic copies of Official Transcripts from all institutions attended, undergraduate and graduate. On acceptance into the program students will need to submit original transcripts.
- Three Letters of Recommendation from faculty or supervisors who can attest to your achievements and academic potential. Letters from faculty are preferred for applicants currently or recently working in academia.

A Bachelor’s degree or equivalent from an accredited institution is required for admission to the Master of Arts program in EP. The Bachelor’s degree must be completed before the applicant begins in the EP program, August for fall admissions. All application materials must be received by January 15th for the following fall semester admissions.
### Name of Proposed Degree (degree type and major), College/School, Location, Anticipated Catalog Year

<table>
<thead>
<tr>
<th>Name of Proposed Degree (degree type and major), College/School, Location, Anticipated Catalog Year</th>
<th>Program Fee Required? (Yes or No)</th>
<th>Brief Description Justification and Identified Market Need</th>
<th>Learning Outcomes and Assessment Plan</th>
<th>Projected 3rd Year Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Master of Arts Education Policy College of Education Department of Education Policy Studies and Practice Catalog Year: Fall 2019</td>
<td>No</td>
<td>Description: The 30-unit Master of Arts in Education Policy, offered by the Education Policy Studies and Practice Department in the College of Education, will provide students with an understanding of education policymaking history and process, and develop their skills to analyze data and inform policies. The program will provide anyone interested in education policy with the necessary background to engage in the policymaking process: classroom teachers, school leaders, university personnel, community members, and those interested in continuing their studies in a doctoral program. The program will offer courses flexibly (e.g., evenings, online, hybrid) that will include research methods, critical topics in education policy, as well as the opportunity to take various elective courses that might include a focus on language policy, privatization and education reform, law, and/or public policy, among other focus areas.</td>
<td>Learning Outcomes Competencies 1. Critically evaluate education research findings that have policy implications. 2. Evaluate the utility and limitations of education research findings in informing policy. 3. Evaluate the basic legal, political, and practical linkages between federal, state, and local enactment of education policy. 4. Evaluate current scholarship, policy debates, and implementation efforts around market-based approaches to educational reform. Measures Direct Measures will include assessment of samples of student work (e.g., assignments and papers) from core course throughout academic program. Indirect Measures will include end-of-program survey to identify program quality and effectiveness. Assessment Methods/Instrument(s):</td>
<td>15 (10 NEW)</td>
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</table>
Justification: The need to inform education policies in Arizona is urgent. The state currently ranks as 46th in the nation for chances for education success and achievement; ranks as the worst state to be a teacher and last in per pupil spending; has the largest classroom sizes; and lags behind other states in terms of achievement and graduation rates of K-12 students whose primary language is not English. While ASU offers this degree, UA does not. The College of Education’s LLL undergraduate major, which has attracted a large number of students across the university, produces an interested group of prospects seeking graduate work to extend what they have learned. The degree holds promise to meet the needs of students and capitalize on the expertise in the college by modeling the success of LLL’s flexibility in a master’s degree.

Despite employment opportunities for individuals with education policy training, the University of Arizona does not currently offer the kind of preparation that would provide students with the necessary background to contribute to our state’s education policies in ways that can improve education outcomes. Moreover, research funding often requires an explanation of the policy

1. The program is using curriculum maps of learning outcomes in core courses to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.
2. Taskstream software is used to facilitate the mapping. Specific assignments throughout the program will be used for the program assessment.
3. Embedded course assessments using rubrics will also be used for course projects and fieldwork during the program.
4. Rubrics will be coded with the following scores: does not met, meets, exceeds expectations.
5. Student challenges in particular courses will point to changes that need to be made in the curriculum to improve learning. We will assess program outcomes related to changes that are made.
6. A formal program evaluation will be conducted each year. This evaluation will guide program modifications. Information will be gathered from a variety of sources including student evaluation of coursework and practicum or independent study, students' acquisition of competencies, review of timeline, interviews with students and input from practicum supervisors.
implications of a proposed study, underscoring the importance of preparing students with a background in education policy.

Market Need: As expressed by the letters of support from local school superintendents, there is a need for individuals with the education policy training this degree would provide. Indeed, there are numerous opportunities for students who possess the background in education policy that range from Research and Evaluation Analysts in school districts to Directors of Research for policy centers in the state, as well as K-12 and university settings, which is not captured in Burning Glass Program Insights.
Comparable Curricula at Peer Institutions for Graduate Curriculum Requests

Please use this chart to provide comparison program data to support implementation requests for new graduate programs, degrees and certificates at the University of Arizona. Please attach as appendices detailed curricula (typically available from a peer university program’s website).

<table>
<thead>
<tr>
<th>Program Name/University</th>
<th>Proposed UA Program MA Education Policy</th>
<th>ASU MA Educational Policy</th>
<th>Stanford University MA POLS</th>
<th>UW Madison MS Educational Policy</th>
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<td>Current enrolled students</td>
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<td>31</td>
<td>93</td>
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<tr>
<td>Number of Faculty for program</td>
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<td>26</td>
<td>12</td>
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<td>Focus</td>
<td>Educational policy (including, but not limited to, language policy; privatization)</td>
<td>educational policy and applied data analysis</td>
<td>leadership, policy, current affairs, and related topics should be balanced so that students understand what happens in education, why events unfold as they do, and how to function as a leader in education-focused organizations</td>
<td>The mission of the department is to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world.</td>
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</table>

<table>
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<tr>
<th>Starting framework</th>
<th>Methodological Approaches</th>
<th>Exemplary Question</th>
<th>Sample Course(s) or Required Courses (18 credit hours)</th>
<th>Required Courses</th>
<th>Required Courses</th>
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<td>attach detailed curricula, as above</td>
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<td></td>
<td>• EPA 532 Becoming an Informed Consumer of Education Research</td>
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<td></td>
<td>• EPA 555 Translating Research for Educational Change</td>
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<td>- EDUC 212 Urban Education</td>
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<td>• EPA 556 Data Analysis for Education Decision makers</td>
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<td>- EDUC 213 Introduction to Teaching</td>
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<td>• EPA 559 Systematic Inquiry for Problem Solving</td>
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<td>- EDUC 220D History of School Reform</td>
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<td>• EPA 565 Critical Topics in Education Policy</td>
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<td>- EDUC 230 Learning Experience Design</td>
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<td>• EPA 593 Applied Project Sample Elective Courses (12 credit hours)</td>
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<td>- EDUC 265 History of Higher Education in the U.S.</td>
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<td></td>
<td>• COE 503 Introduction to Qualitative Analysis</td>
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<td>- EDUC 337 Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices</td>
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<td>• EDP 552 Multiple Regression and Correlation Methods</td>
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<td>- Language, Culture, Cognition, and Assessment Theory - EDUC 204 Introduction to Philosophy of Education</td>
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<td>• EDP 554 Analysis-of-Variance Methods</td>
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<td>- EDUC 249 Theory &amp; Issues in Bilingualism</td>
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<td>- EDUC 256 Psychological and Educational Resilience Among Children and Youth</td>
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<td>• EPA 691 Measurement and Survey Research</td>
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<td>- EDUC 275 Leading U.S. Schools</td>
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<td>• EPA 691 International</td>
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<td>- EDUC 306D World, Societal, and Educational Change: Comparative Perspectives</td>
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<td>- EDUC 333A Understanding Learning Environments</td>
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<td>• Key issues in education policy analysis</td>
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<td>• Data management for research and policy analysis.</td>
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<td>- 832 Resource allocation for equity and social justice</td>
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<td>- 831 Financing postsecondary education</td>
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<td>- 840 Public school law</td>
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<td>- 841 Legal aspects of higher education</td>
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<td>- 848 Professional development and organizational learning</td>
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<td>- 860 Organizational theory and behavior in education</td>
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<td>- 863 Race, class and educational inequality</td>
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<td>- 940 Economics of education</td>
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<td>- 822 Introduction to quantitative inquiry in education</td>
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<td>- 940 Applied quantitative methods II</td>
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<td>Target Careers</td>
<td>careers that require the use of education. Data</td>
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and interpretation of data, such as overseeing assessments or conducting program evaluations.

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<th>Total Units Required</th>
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<tbody>
<tr>
<td>Pre-Admissions expectations (i.e. academic training to be Completed Prior to Admission)</td>
<td>Earned bachelor’s degree or higher from a regionally accredited institution in the U.S of the equivalent of a U.S. bachelor’s degree from an international institution that is officially recognized by that country</td>
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</table>

<p>| Research Methods, Data Analysis, and Methodology Requirements | • EPA 532 Becoming an Informed Consumer of Education Research | • EPA 555 Translating Research for Educational Change | • EPA 556 Data Analysis for Education Decision makers | • EPA 559 Systematic Inquiry for Problem Solving |</p>
<table>
<thead>
<tr>
<th>Internship, Practicum, Applied Course Requirements. (Yes/no. If yes, please describe.)</th>
<th></th>
<th>Optional POLS Internship Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Thesis or dissertation required (Yes/No)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Additional Requirements (Please Describe.)</td>
<td>The culminating experience for the MA in Educational Policy is an independent applied research project related to educational policy. In their final semester of the program, students will take Applied Project in Educational Policy (EPA 593). In this class, students will be mentored by a faculty member to apply the research skills and knowledge they have developed through their coursework to design and execute an individual or group project. Students must earn a grade of “B” of higher in the culminating experience course.</td>
<td></td>
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<tr>
<td># of Elective Units in the Major.</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Minor options (as relevant)</td>
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</tbody>
</table>
Program Requirements

Students must complete at least 45 units at Stanford to receive the Master's degree in POLS. The following constraints are placed on those 45 units:

- All courses must be at or above the 100 level – courses numbered below 100 do not count toward the MA degree.
- At least 23 units must be at or above the 200 level (EDUC 180 or 190 count toward this requirement).
- At least 36 units must be from courses offered by the Graduate School of Education (EDUC units).
- At least 15 units must be taken for a letter grade (as opposed to Credit/No Credit).
- A 3.0 GPA must be maintained across all courses applied to the Master's degree.
- Students must enroll in a minimum of 11 units and a maximum of 18 units each quarter of the POLS program (Autumn-Spring).
- English for Foreign Students (EFSLANG 600 level) and Athletics, Physical Education and Recreation (ATHLETIC) courses cannot be applied towards the Master's degree.
- See the "Coterminal Degree" section for unit requirements applying to students admitted through the coterminal degree program.

2018-2019 POLS Course Requirements

POLS Seminar (EDUC 209A, 209B, 209C)

The POLS Seminar is a required course that all POLS students take Autumn, Winter, and Spring quarters. See the course syllabus for more details. The Seminar meets each Friday of all three quarters from 9:30-12:20. Seminar content includes cohort development and creating the POLS Project and Talk.
Thematic Clusters

Learning about leadership, policy, current affairs, and related topics should be balanced so that students understand what happens in education, why events unfold as they do, and how to function as a leader in education-focused organizations. Accordingly, you are required to complete a minimum of two courses in each of three thematic clusters that distribute learning across three domains*:

- Knowledge (2 courses),
- Theory (2 courses), and
- Skills (2 courses)

*Please note that while you may elect to use non-EDUC courses to fulfill cluster requirements, you are still required to complete a minimum of 36 EDUC units to receive the POLS MA degree. This requirement cannot be modified or waived under any circumstances.

The following are approved courses for each Thematic Cluster for this academic year. This list is periodically updated as course offerings change. Note: All course information is subject to change. Please consult ExploreCourses and Axess for updated course offering and scheduling information.

To help students plan a program of study, we have labeled courses in the table below with the following designations:

- Pre-K – 12 Leadership and Management (PK12)
- Higher Education Leadership and Management (HE)
- Non-Profit Educational Organizations (NP)
- Education Policy (EP)
- Educational Technology (ET)
Knowledge

**EDUC 213 Introduction to Teaching** (H. Borko, E. Szu) (3-4) (PK12, NP, EP)
This introductory course is critically important to those aspiring to work in any pre-K - 12 related setting who have never actually taught. Students with teaching experience are also welcome. Key concepts and practical perspectives on teaching and learning are emphasized.

**EDUC 220D History of School Reform** (D. Labaree) (3-5) (PK12, NP, EP, ET)
POLS students interested in pre-K - 12 are commonly focused on making change or addressing a problem in education. This course explains the context of past and present efforts to improve the quality of education and provides students an opportunity to test their own reform thinking against past experience. This course is foundational for students interested in PK-12 education. It provides a broad theoretical, historical, and sociological perspective on how the American school system works, treating historical efforts at school reform as experimental interventions that reveal the system's nature and functions.

**EDUC 230 Learning Experience Design** (K. Forssell) (3) (PK12, ET, HE)
This course explores the design of tools for learning, leveraging scholarship and real-world projects to create prototypes of new digital learning tools. A Cardinal Course. In this course, students will use design activities to facilitate the creation of impactful learning experiences for learners different from themselves, while focusing on the possibilities presented by digital technologies. Students will engage in a variety of design activities to come up with new learning tools for community partners. Designing these tools will require project groups to gather and apply knowledge, evaluating options and synthesizing ideas in order to create an effective (and elegant!) solution.

**EDUC 250 What Do Students Really Know? The Risks of Modern Assessment** (M. Ruiz-Primo) (3) (PK12 EP)
This course focuses on helping students to advance their knowledge about theory, design and research issues related to assessing student learning for accountability and learning purposes. The course explores assessment topics with a critical perspective in two contexts: large-scale and classroom assessment. The course will help students become critical test consumers, better-informed assessment evaluators, and advocate of reliable, valid and fair assessments for culturally and linguistically diverse populations.

**EDUC 265 History of Higher Education in the U.S.** (D. Labaree) (3-5) (HE, EP)
This course emphasizes an understanding of contemporary configurations of higher education through studying its antecedents. EDUC 355 Higher Education & Society, and this course are strong complements for one
another. This course is foundational for students interested in higher education. It provides a broad theoretical, historical, and sociological perspective on what is distinctive about the American system of higher education and how the system works.

EDUC 337 Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices (A. Ball) (3-5) (PK12)
Focus is on classrooms with students from diverse racial, ethnic and linguistic backgrounds. Studies, writing, and media representation of urban and diverse school settings; implications for transforming teaching and learning. Issues related to developing teachers with attitudes, dispositions, and skills necessary to teach diverse students.

EDUC 460 Language, Culture, Cognition, and Assessment (G. Solano-Flores) (3) (PK12, EP)
Examines the intersection of language, culture, and cognition, and the implications of this intersection in educational assessment. Knowledge from different disciplines is used to reason about assessment from the conceptual, methodological, and social perspectives.

GSBGEN 367/EDUC 377G Problem Solving for Social Change (P. Brest) (3) (PK12, HE, EP, NP)
Stanford graduates will play important roles in solving many of today's and tomorrow's major societal problems -- such as improving educational and health outcomes, conserving energy, and reducing global poverty -- which call for actions by nonprofit, business, and hybrid organizations as well as governments. This course teaches skills and bodies of knowledge relevant to these roles through problems and case studies drawn from nonprofit organizations, for-profit social enterprises, and governments. Topics include designing, implementing, scaling, and evaluating social strategies; systems thinking; decision making under risk; psychological biases that adversely affect people's decisions; methods for influencing individuals' and organizations' behavior, ranging from incentives and penalties to "nudges;" human-centered design; corporate social responsibility; and pay-for-success programs. We will apply these concepts and tools to address an actual social problem facing Stanford University. (With the exception of several classes on strategy and evaluation, there is no substantial overlap with Paul Brest’s and Mark Wolfson’s course, Strategic Philanthropy and Impact Investing (GSBGEN 319), which has a different focus from this one.)

STRAMGT 335/EDUC 445 Entrepreneurial Approaches to Education Reform (G. Lee) (3) (PK12, NP)
In this course, students will investigate opportunities and challenges of entrepreneurial ventures trying to make a positive impact in public education. The course requires a basic level of understanding of the U.S. K-12 public school system. The first session will analyze the structure of the public education as an industry, with a special
emphasis on understanding the achievement gap. Subsequent sessions will explore challenges in increasing efficacy, ensuring financial sustainability, and scaling for entrepreneurs who have sought to change student outcomes, solve pain points, and innovate. The course will feature a variety of ventures (including schools, education technology, training, and supplemental services) and organizational models (for-profit, not-for-profit, and benefit corporation). This course is suitable for students aspiring to be entrepreneurs, leaders in entrepreneurial organizations, leaders in educational organizations, Board members, donors or investors. (Note: this is not a "how-to" course on starting an entrepreneurial venture.)

**STRAMGT 537/EDUC 447 Leading Change in Public Education** (D. Katzir) (2) (PK12, NP)

Public education in America is at a crossroads. Does our education system have what it takes to produce graduates who are prepared for college, career, and citizenship in our increasingly digital and pluralistic world? Will income and ethnic achievement gaps continue to be pervasive and persistent in our nation’s largest urban cities? Will family zip code determine educational destiny for the next generation of students? Which strategies and reforms are truly demonstrating results and which are merely passing fads? As in all large-scale enterprises undergoing rapid, transformative change, leadership matters greatly. Fortunately, over the last decade, the reform of American public education has been led by a number of innovative and results-oriented leaders at the state, district and charter levels. These leaders are bringing additional urgency, strategies, and ideas designed to prepare America’s schools and students for the century ahead. Some ideas are proving to be critical levers for change, others are facing significant political challenges, and others have not delivered on expected results. Many of them hold lessons for how future educational leaders can contribute to transforming public education for the next generation of K-12 students. This course will focus on school system leadership for education reform. The course will provide an overview of the critical issues facing K-12 public education in America today, and what is going on across the U.S. during this transformative period of change. Once this context is set, students will study education leaders and systems change strategies from the last 10-15 years at the state, district and charter levels. We will focus on leaders across five domains: Leadership in crisis situations, strategic leadership, “china-breaking” leadership, sustaining leadership, and next generation leadership. We will also look at leadership examples from outside K-12 education to broaden our thinking about what leadership styles and strategies could be successfully applied to education. Students will debate the strategies and efficacy of how different leaders approached systems-level change and will form their own working hypotheses of what is needed to help transform the American education system. Case studies in school system leadership will form the primary basis for classroom assignments and discussion. We will examine what went right and what went wrong
in each case, focusing particularly on the decisions that school system leaders faced and the implications of their decisions. Most cases will be supplemented with research publications, technical notes, news clips, and/or videos to deepen students' understanding of the context or issues discussed in the cases. Dan Katzir worked for Bain & Company, Teach for America, Sylvan Learning Systems and the Eli and Edythe Broad Foundation before joining Alliance College-Ready Public Schools as its CEO in 2015. He is an experienced case study teacher and the editor of The Redesign of Urban School Systems: Case Studies in District Governance

Theory

EDUC 204 Introduction to Philosophy of Education (E. Callan) (3) (PK12, HE, EP, ET)
How to think philosophically about educational problems. Recent influential scholarship in philosophy of education. No previous study in philosophy required.

EDUC 232 Culture, Learning, and Poverty (R. McDermott) (2-3) (PK12)
For students interested in learning about the actual process of policy making, this course offers a behind-the-scenes look at the political process of public policy making at the Federal level. Students will learn about the theory and literature behind policy formulation and will engage in debates over past and current efforts at policy reform.

EDUC 249 Theory & Issues in Bilingualism (G. Valdes) (3-5) (PK12)
For those interested in working with bilingual students and their families and/or carrying out research in bilingual settings, this course emphasizes the typologies of bilingualism, the acquisition of bilingual ability, and the nature of societal bilingualism.

EDUC 256 Psychological and Educational Resilience Among Children and Youth (R. Lizcano, A. Padilla) (4) (PK12, EP)
This course is aimed at students interested in individual, family, school, and community risk and protective factors that influence children's development and adaptation. Adaptive systems that enable some children to achieve successful resilience despite high levels of adversity exposure are emphasized. Theoretical, methodological, and empirical issues are examined, including current technology and conceptual and measurement issues.

EDUC 275 Leading U.S. Schools (D. Brazer) (3-4) (PK12, EP, NP)
The landscape of schooling in the U.S. is dynamic and replete with ideologies, myths, and beliefs. Organizational theory, leadership theory, and empirical research are lenses through which students will develop a deeper and broader understanding of the similarities and differences among private schools, parochial schools, traditional K-12 schools, charter schools, and alternative schools. Students will connect theory and research to practice by visiting and learning about two or more schools of their choosing.

**EDUC 306D World, Societal, and Educational Change: Comparative Perspectives** (F. Ramirez) (4-5) (PK12, HE, EP)

Theoretical perspectives and empirical studies on the structural and cultural sources of educational expansion and differentiation, and on the cultural and structural consequences of educational institutionalization. Research topics: education and nation building; education, mobility and equality; international organizations, and world culture.

**EDUC 333A Understanding Learning Environments** (S. Goldman, R. McDermott, D. Stringer) (3) (PK12, EP, ET)

This course uses theoretical approaches to learning to analyze learning environments and develop goals for designing resources and activities to support effective learning practices.

**EDUC 337 Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices** (A. Ball) (3-5) (PK12)

Focus is on classrooms with students from diverse racial, ethnic and linguistic backgrounds. Studies, writing, and media representation of urban and diverse school settings; implications for transforming teaching and learning. Issues related to developing teachers with attitudes, dispositions, and skills necessary to teach diverse students.

**EDUC 414 Play and Games** (D. McFarland) (3-4) (PK12, HE, EP, NP)

Social life would be unimaginable without play and games. Students will be introduced to social theories of play and games; the history of games and their variation; readings concerned with how play and games affect interaction and socialization; how race and gender are enacted in and through play and games; how play and games relate to creativity and innovation; and how games can be designed for engrossment and the accomplishment of various tasks and learning goals. Course intended mainly for doctoral students, though master’s and undergraduate students are welcome. This is a new course, so please expect collaboration with instructor and other students to shape the course content.

**EDUC 417 Research and Policy on Postsecondary Access** (A. Antonio) (3) (HE, EP, NP)
The transition from high school to college. K-16 course focusing on high school preparation, college choice, remediation, pathways to college, and first-year adjustment. The role of educational policy in postsecondary access. Service Learning Course (certified by Haas Center).

**PUBLPOL 307 Justice** (R. Reich) (4-5) (PK12, HE, NP)
Focus is on the ideal of a just society, and the place of liberty and equality in it, in light of contemporary theories of justice and political controversies. Topics include financing schools and elections, regulating markets, discriminating against people with disabilities, and enforcing sexual morality.

**Skills**

**EDUC 200A Introduction to Data Analysis and Interpretation** (A. Porteus) (3-4) (PK12, HE, NP, EP)
This course teaches students to read and critically interpret quantitative published research. The course is conceptual rather than formula driven. It requires no advanced math or prior statistics. It develops skills central to reading and understanding research.

**EDUC 200B Introduction to Qualitative Research Methods** (D. Pope, J. Wolf) (3-4) (PK12, HE, NP, EP)
Primarily for master's students: An introduction to the core concepts and methods of qualitative research. Through a variety of hands-on learning activities, readings, field experiences, class lectures, and discussions, students will explore the processes and products of qualitative inquiry. Course material and hands-on activities are likely to be directly applicable to the POLS Project/Talk.

**EDUC 230 Learning Experience Design** (K. Forssell) (3) (PK12, ET, HE)
This course explores the design of tools for learning, leveraging scholarship and real-world projects to create prototypes of new digital learning tools. A Cardinal Course. In this course, students will use design activities to facilitate the creation of impactful learning experiences for learners different from themselves, while focusing on the possibilities presented by digital technologies. Students will engage in a variety of design activities to come up with new learning tools for community partners. Designing these tools will require project groups to gather and apply knowledge, evaluating options and synthesizing ideas in order to create an effective (and elegant!) solution.

**EDUC 281 Technology for Learners** (K. Forssell) (3-4) (ET)
For those interested in the use of technology in education and how it may be used to improve learning. This course explores how technology may help make learning easier, faster, or accessible to more learners and
considers a variety of different approaches to designing tools for learning, the theories behind them, and the research that tests their effectiveness. Topics include feedback, visualization, games, multimedia, tangible-digital interfaces, simulations, and more. Students will work on teams to identify a need, create a prototype, and design tests to understand its impact. Space is limited.

**GSBGEN 367/EDUC 377G Problem Solving for Social Change** (P. Brest) (3) (PK12, HE, EP, NP)
Stanford graduates will play important roles in solving many of today's and tomorrow's major societal problems -- such as improving educational and health outcomes, conserving energy, and reducing global poverty -- which call for actions by nonprofit, business, and hybrid organizations as well as governments. This course teaches skills and bodies of knowledge relevant to these roles through problems and case studies drawn from nonprofit organizations, for-profit social enterprises, and governments. Topics include designing, implementing, scaling, and evaluating social strategies; systems thinking; decision making under risk; psychological biases that adversely affect people's decisions; methods for influencing individuals' and organizations' behavior, ranging from incentives and penalties to "nudges;" human-centered design; corporate social responsibility; and pay-for-success programs. We will apply these concepts and tools to address an actual social problem facing Stanford University. (With the exception of several classes on strategy and evaluation, there is no substantial overlap with Paul Brest’s and Mark Wolfson’s course, Strategic Philanthropy and Impact Investing (GSBGEN 319), which has a different focus from this one.)

You have extraordinary potential to create social change, and Philanthropy: Strategy, Innovation and Social Change will empower you with the skills, experience and inspiration to actualize that potential. Regardless of your profession, industry, background, age, resource form or amount, this course will amplify your ability to make your giving, volunteering, service and leadership matter more. Through deep introspection you will develop your individual social change strategy and define and/or refine your social passions and philanthropic purpose. You will develop and apply skills essential to effective philanthropy, including creating a mission statement, mapping a social issue ecosystem, developing a philanthropic strategy and mitigating risk. You will create a theory of change that maps how you will transform your values and resources (including intellectual, human, network and financial capital) into measurable social change. You will also create a logic model, assess nonprofits and grant proposals, evaluate nonprofit programs and social change initiatives and develop strategies to share learning and increase impact. Case studies will illuminate diverse philanthropic models and
approaches—private foundations, corporate giving vehicles, venture philanthropy and LLCs, as well as policy change, advocacy and impact investing. Class activities will include role-plays, debates and simulations such as creating personal giving strategies, exploring the power dynamics of grantor-grantee relationships, giving funding pitches and assessing foundation grant proposals. Each student will select and evaluate a local nonprofit and create a formal grant proposal. Students will peer-review grant proposals, participate in a multi-stage grantmaking process and allocate $20,000 of grants funded by The Learning by Giving Foundation and Andreessen Philanthropies. Students will also have the unique opportunity to directly connect and engage with globally renowned philanthropic leaders, including Laura Muñoz Arnold (Arnold Foundation), Dr. Priscilla Chan (Chan Zuckerberg Initiative), Dr. Sandra Hernández (California Health Care Foundation), Laurene Powell Jobs (Emerson Collective), Dr. Alex Karp (Palantir), Dr. Judith Rodin (Rockefeller Foundation) and Darren Walker (Ford Foundation), among others.

PSYCH 147 Development in Early Childhood (M. Peters, B. Wise) (3-5) (PK12, NP)
Supervised experience with young children at Bing Nursery School. 3 units require 4 hours per week in Bing classrooms throughout the quarter; 4 units require 7 hours per week; 5 units require 10.5 hours per week. Seminar on developmental issues in the Bing teaching/learning environment. Recommended: 60 or 146, or consent of instructor.

Winter Quarter

Knowledge

EDUC 221A Policy Analysis in Education (C. Mercer) (PK12, HE, EP)
Major concepts associated with the development, enactment, and execution of educational policy. Issues of policy implementation, agenda setting and problem formulation, politics, and intergovernmental relations. Case studies. Goal is to identify factors that affect how analysts and policy makers learn about and influence education.

EDUC 306A Economics of Education in the Global Economy (M. Carnoy) (5) (PK12, EP)
In today's educational policy environment, a working knowledge of the economics of education is fundamental for anyone involved in educational policy and educational practice. Education 306A is a survey course, covering issues from the relation of schooling, to economic outcomes, to the analysis of how schooling and students'
family backgrounds influence student performance in schools, to analyses of teacher labor markets (including issues such as teacher incentive pay). The course also covers education "markets" and discusses educational finance at the K-12 and university levels.

**EDUC 346 Research Seminar in Higher Education** (W. Damon, M. Stevens) (4) (HE)
Major issues, current structural features of the system, the historical context that shaped it, and theoretical frameworks. The purposes of higher education in light of interest groups including students, faculty, administrators, and external constituents. Issues such as diversity, stratification, decentralization, and changes that cut across these groups.

**EDUC 347/GSBGEN 348 The Economics of Higher Education** (E. Bettinger) (4) (HE)
Topics: the worth of college and graduate degrees, and the utilization of highly educated graduates; faculty labor markets, careers, and workload; costs and pricing; discounting, merit aid, and access to higher education; sponsored research; academic medical centers; and technology and productivity. Emphasis is on theoretical frameworks, policy matters, and the concept of higher education as a public good. Stratification by gender, race, and social class.

**EDUC 349 Comparative Higher Education** (F. Ramirez) (3-4) (HE)
This course examines the expansion, impact, and organization of higher education across the world. This course engages students with sociological theory and comparative research that focus on the factors that influence the expansion of universities, the individual and societal impacts of higher education, and change and persistence in the organization of the university. Lastly, this course emphasizes the impact of globalization on universities.

**EDUC 354 School-Based Decision Making** (G. Hoagland) (4) (PK12, NP)
Designed with aspiring school leaders in mind, this course combines case studies, site visits, and guest speakers to take students inside school leaders' critical decision making processes. Students who wish to work at the district and school levels may be interested in this course to learn the challenges, opportunities, and contemporary practices of school-site leadership.

**GSBGEN 345/EDUC 377F Disruptions in Education** (R. Urstein) (3) (HE)
This course will explore the contemporary higher education industry, focusing especially on the places where disruptions of all kinds present significant opportunities and challenges for investors, entrepreneurs, and the businesses that serve this huge global market, as well as for faculty, students, and higher education administrators. Using a variety of readings and case studies to better understand recent disruptions and the unbundling occurring across the post-secondary landscape, from outside and inside the academy, both for-profit
and non-profit, the course will examine technology in teaching and learning; the future of the degree and
alternatives to the traditional credential; accreditation; competency based education; debt and education
financing models; investing in the education space; and tertiary products and platforms that serve the student
services market. Guests will include higher education leaders and practitioners, as well as investors and
entrepreneurs

**MS&E 274 Dynamic Entrepreneurial Strategy** (E. Tse) (3) (NP, ET)
This course explores how entrepreneurial strategy focuses on creating structural change of responding to change
induced externally. Students will learn about advantage in emerging markets and mature markets, strategies to
break through stagnation, and strategies to turn danger into opportunity.

**STRAMGT 368/EDUC 377B Strategic Management of Nonprofit Organizations and Social Ventures** (B. Meehan) (3)
(PK12, HE, NP)
This course seeks to provide a survey of the strategic, governance, and management issues facing a wide range
of nonprofit organizations and their executive and board leaders, in the era of venture philanthropy and social
entrepreneurship. The students will also be introduced to core managerial issues uniquely defined by this sector
such as development/fundraising, investment management, performance management and nonprofit finance. The
course also provides an overview of the sector, including its history and economics. Cases involve a range of
nonprofits, from smaller, social entrepreneurial to larger, more traditional organizations, including education,
social service, environment, health care, religion, NGO's and performing arts. In exploring these issues, this
course reinforces the frameworks and concepts of strategic management introduced in the core first year courses.
In addition to case discussions, the course employs role plays, study group exercises and many outsider speakers

**Theory**

**EDUC 122Q Democracy in Crisis: Learning from the Past** (T. Ehrlich) (3) (PK12, HE, EP, NP)
This Sophomore Seminar will focus on U.S. democracy and will use a series of case studies of major events in
our national history to explore what happened and why to American democracy at key pressure points. This
historical exploration should shed light on how the current challenges facing American democracy might best be
handled. (Cardinal Course certified by the Haas Center).

**EDUC 208B Curriculum Construction** (D. Pope) (3-4) (PK12)
Practical aspects of curriculum design are emphasized by students working on projects for actual education clients. May be adapted to issues in higher education.

**EDUC 245 Understanding Racial and Ethnic Identity Development** (T. LaFromboise) (3-5) (PK12)

This seminar will explore the impact and relative salience of racial/ethnic identity on select issues including: discrimination, social justice, mental health and academic performance. Theoretical perspectives on identity development will be reviewed, along with research on other social identity variables, such as social class, gender and regional identifications. New areas within this field such as the complexity of multiracial identity status and intersectional invisibility will also be discussed. Though the class will be rooted in psychology and psychological models of identity formation, no prior exposure to psychology is assumed and other disciplines—including cultural studies, feminist studies, and literature—will be incorporated into the course materials.

**EDUC 220C Education and Society** (F. Ramirez) (4-5) (PK12, HE, EP)

Theories and perspectives from the social sciences relevant to the role of education in changing, modifying, or reproducing structures of gender differentiation and the stratification system, and society. Education as socializing individuals and as legitimizing social institutions. The social and individual factors affecting the expansion of schooling, individual educational attainment, and the organizational structure of schooling.

**EDUC 288 Organizational Analysis** (W. Powell) (4) (PK12, HE, EP, NP)

Pre-K - 12, higher education, and non-profit focused students should take this survey of major theoretical traditions to understand rational and non-rational behaviors of organizations. This knowledge can be applied to schools, districts, CMOs, colleges, universities, and non-profits as formal organizations.

**EDUC 341 Counterstory and Narrative Inquiry in Literature and Education** (A. Antonio, J. Willihnganz) (3) (PK12, HE, EP)

Counterstory is a method developed in critical legal studies that emerges out of the broad "narrative turn" in the humanities and social science. This course explores the value of this turn, especially for marginalized communities, and the use of counterstory as analysis, critique, and self-expression. Using an interdisciplinary approach, we examine counterstory as it has developed in critical theory, critical pedagogy, and critical race theory literatures, and explore it as a framework for liberation, cultural work, and spiritual exploration.

**EDUC 342 Child Development & New Technologies** (B. Barron, K. Forssell) (3) (PK12)

This course is for students interested in the experiences of children with computing technologies and how these might influence development. The course uses sociocultural theories of development to understand how children
use technology to meet their own goals, with an emphasis on the influence of interactive technology on
cognitive, identity, and social development.

**EDUC 347/GSBGEN 348 The Economics of Higher Education** (E. Bettinger) (4) (HE)
Topics: the worth of college and graduate degrees, and the utilization of highly educated graduates; faculty labor
markets, careers, and workload; costs and pricing; discounting, merit aid, and access to higher education;
sponsored research; academic medical centers; and technology and productivity. Emphasis is on theoretical
frameworks, policy matters, and the concept of higher education as a public good. Stratification by gender, race,
and social class.

Social and emotional learning (SEL) is an umbrella term for the malleable, non-academic skills that support
educational outcomes, such as school readiness, classroom behaviors, and academic achievement. In this course,
we will discuss theoretical frameworks, empirical studies, and measurement issues pertaining to the
intrapersonal SEL skills: self-control/executive functions, emotion regulation, intrinsic motivation, persistence,
and growth mindset. We will also discuss school districts’ efforts to promote and assesses students' SEL skills.

**Skills**

**EDUC 200B Introduction to Qualitative Research Methods** (D. Pope, J. Wolf) (4) (PK12, HE, NP, EP)
Students who are confident in their ability to read and understand published research (particularly quantitative)
should take this course to broaden their understanding of research methods and uses. Course material and hands-
on activities are likely to be directly applicable to the POLS Project/Talk.

**EDUC 208B Curriculum Construction** (D. Pope) (3-4) (PK12)
Practical aspects of curriculum design are emphasized by students working on projects for actual education
clients. May be adapted to issues in higher education.

**EDUC 399A Designing Surveys** (A. Porteus) (1-2) (PK12, HE, NP, EP)
This course is focused entirely on developing good surveys using a cognitive processing model for survey
development. The course is for students who are designing surveys for master’s projects/theses, and PhD
dissertations. The course is experiential and more like a workshop, so students must be developing an actual
survey to enroll in the course.

**EDUC 423 Introduction to Data Science** (D. McFarland) (3-4) (PK12, HE, NP, EP)
Social scientists can benefit greatly from utilizing new data sources like electronic administration records or digital communications, but they require tools and techniques to make sense of their scope and complexity. This course offers the opportunity to understand and apply popular data science techniques regarding data visualization, data reduction and data analysis.

**MS&E 277 Creativity and Innovation** (R. Cox.) (3-4) (PK12, HE, NP, ET)
This course is for students who want to gain experience with promoting creativity and innovation using workshops, case studies, field trips, expert guests, and team projects.

**PSYCH 146 Observation of Children** (P. Chandra, A. Lomangino, J. Winters) (3-5) (PK12)
Learning about children through guided observations at Bing Nursery School, Psychology's lab for research and training in child development. Physical, emotional, social, cognitive, and language development. Recommended: 60.

**PSYCH 147 Development in Early Childhood** (M. Peters, B. Wise) (3-5) (PK12, NP)
Supervised experience with young children at Bing Nursery School. 3 units require 4 hours per week in Bing classrooms throughout the quarter; 4 units require 7 hours per week; 5 units require 10.5 hours per week. Seminar on developmental issues in the Bing teaching/learning environment. Recommended: 60 or 146, or consent of instructor.

**Spring Quarter**

**Knowledge**

**EDUC 217 Free Speech, Academic Freedom, and Democracy** (E. Callan) (3)
The course examines connected ideas of free speech, academic freedom, and democratic legitimacy that are still widely shared by many of us but have been subject to skeptical pressures both outside and inside the academy in recent years. The course explores the principled basis of these ideas, how well they might (or might not) be defended against skeptical challenge, and how they might be applied in particular controversies about the rights of students, instructors, and researchers.

**EDUC 218 Topics in Cognition and Learning: Technology and Multitasking** (B. McCandliss, R. Pea) (3) (PK12, NP)
Executive function is a construct that is rapidly taking on an increasingly central role in bringing together current research in cognitive development, learning, education, and neuroscience. In this seminar we will examine the
potential cross-fertilization of these fields of inquiry primarily by reviewing research on learning and individual
differences in cognitive neuroscience that may hold relevance to education, as well as reviewing educational
research that may hold implications for developmental cognitive neuroscience. This seminar course is designed
to engage students in recent advances in this rapidly growing research area via discussions of both historical and
late-breaking findings in the literature. By drawing on a breadth of studies ranging from cognitive development,
cognitive neuroscience, and educational/training studies, students will gain an appreciation for specific ways
interdisciplinary approaches can add value to specific programs of research.

Education policy, politics, and development. Topics include: politics, interests, institutions, polity, and civil
society; how schools and school systems operate as political systems; how policy making occurs in educational
systems; and theories of development.

EDUC 355 Higher Education and Society (M. Stevens) (3) (HE, EP)
For undergraduates and graduate students interested in what colleges and universities do, and what society
expects of them. The relationship between higher education and society in the U.S. from a sociological
perspective. The nature of reform and conflict in colleges and universities, and tensions in the design of higher
education systems and organizations.

Definitions of leadership and leadership roles within colleges and universities. Leadership models and
organizational concepts. Case study analysis of the problems and challenges facing today's higher education
administrators.

MS&E 254 The Ethical Analyst (R. Howard) (1-3) (EP)
This course is aimed at students who wish to be professional analysis. Students will learn about the ethical
responsibility for consequences of analysis who used technical knowledge to support organizations or
government. The course explores how to form ethical judgments and questions the means to any end.

Theory

EDUC 314 Technologies, Social Justice, and Black Vernacular Culture (A. Banks) (3-5) (PK12, HE)
From texts to techne, from artifacts to discourses on science and technology, this course is an examination of
how Black people in this society have engaged with the mutually consitutive relationships that endure between
humans and technologies. We will focus on these engagements in vernacular cultural spaces, from storytelling traditions to music and move to ways academic and aesthetic movements have imagined these relationships. Finally, we will consider the implications for work with technologies in both school and community contexts for work in the pursuit of social and racial justice. Course is open to master's and doctoral students only.

**EDUC 306B The Politics of International Cooperation in Education** (P. Bromley) (3-5) (PK12, HE, EP)
Education policy, politics, and development. Topics include: politics, interests, institutions, polity, and civil society; how schools and school systems operate as political systems; how policy making occurs in educational systems; and theories of development.

**Skills**

**EDUC 278 Introduction to Issues in Evaluation** (M. Ruiz-Primo) (3-4) (PK12, HE, NP, EP)
Open to master's and doctoral students with priority to students in the School of Education. Focus is on the basic literature and major theoretical and practical issues in the field of program evaluation. Topics include: defining purpose, obtaining credible evidence, the role of the evaluator, working with stakeholder, values in evaluation, utilization, and professional standards. The course project is to design an evaluation for a complex national or international program selected by the instructor.

**EDUC 290 Instructional Leadership: Building Capacity for Excellent Teaching** (D. Brazer) (3-4) (PK12)
Designed with aspiring school leaders in mind, this course helps students understand how teacher learning and organizational learning are generated to improve educational quality at the school and district level. Students who wish to work at the district level may be interested in this course to learn a perspective on addressing school improvement.

**EDUC 391 Engineering Education and Online Learning** (M. Stevens) (3) (HE, ET)
An introduction to best practices in engineering education and educational technology, with a focus on online and blended learning. In addition to gaining a broad understanding of the field, students will experiment with a variety of education technologies, pedagogical techniques, and assessment methods.

**CEE 251 Negotiation** (S. Christensen) (3) (PK12, HE, NP)
This is an interactive course for students who wish to learn how to prepare for and conduct negotiations, from getting a job to managing conflict to negotiating transactions, all of which can occur in the school setting.
GSBGEN 377/EDUC 377H Diverse Leadership as an Imperative for Impact - Lessons from Education (S. Colby) (3) (PK12, HE, NP)

Our society implicitly prizes a particular approach to leadership - but today's cross-sectoral, impact-oriented leader cannot afford to be restricted to a single approach. If we aspire to address challenges across social, economic, and political arenas, with highly charged moral implications and multiple stakeholders, we have an imperative to use all available tools by discovering, celebrating, and advancing diversity in leadership. Education provides the perfect canvas on which to explore this imperative. In this course, we will: (1) study a range of effective leadership approaches in the context of education; (2) develop broad, transportable skills and frameworks required to lead in any complex setting - business, public sector, nonprofit sector; (3) delve into leadership tradeoffs and tensions; (4) explore and understand our own values and tacit and explicit decision-making criteria; and (5) recognize barriers to diversity and tactics to address them. Guiding questions will include: How does the context shape the solution set? What does inspired and inspiring leadership look like? How do race/gender/other identities enter into the equation? How do I develop my own brand of leadership? We will examine contemporary leaders and controversies from education, draw upon timeless historical thinkers, enjoy the wisdom of guest speakers, and work intensively in small groups to highlight challenges, opportunities, and tradeoffs. By exploring a range of approaches and situations, we will strive for deeper understanding of ourselves and of the context to become more capable, empathetic and effective leaders.


While not specifically focused on educational research, this course is designed for students who would like to develop their skills in designing, implementing, and analyzing structured interviews, focus groups, questionnaires, and field observations.

OB 372 High-Performance Leadership (S. Levine) (4) (PK12, HE, NP)

This course asks the question: "What does it take to build high-performance?" The focus is on middle and upper-middle management in contemporary organizations that have complex tasks, exist in a rapidly changing environment, and have highly skilled subordinates. The premise of the course is that traditional methods of management may produce adequate levels of performance but prevent excellence from developing. New approaches to leadership will be presented that are more likely to lead to a truly high-performing system. Time will be spent discussing the components of effective leadership, what a manager can do to build a compelling vision, strong teams, and mutual influence sideways and upwards as well as with direct reports. Also, what
members can do to support the leader who wants to initiate such changes. In addition to class, students will meet for 2 1/2 hours each week in a Skill Development Group to apply the course material to their own personal development. (While there is minimal overlap in content between OB 372 and OB 374 and these two classes are highly complementary, both require Journals and an evening group. We recommend against taking both classes in the same quarter for workload reasons.) Students will have a choice as to when their SDG will meet. The expectation is full attendance at all SDG meetings. Only one excused class absence. Attendance is required in EIS Simulation and the Consulting Project classes.

**PSYCH 146 Observation of Children** (P. Chandra, A. Lomangino, J. Winters) (3-5) (PK12)
Learning about children through guided observations at Bing Nursery School, Psychology's lab for research and training in child development. Physical, emotional, social, cognitive, and language development. Recommended: 60.

**PSYCH 147 Development in Early Childhood** (M. Peters, B. Wise) (3-5) (PK12, NP)
Supervised experience with young children at Bing Nursery School. 3 units require 4 hours per week in Bing classrooms throughout the quarter; 4 units require 7 hours per week; 5 units require 10.5 hours per week. Seminar on developmental issues in the Bing teaching/learning environment. Recommended: 60 or 146, or consent of instructor.

**Optional POLS Internship Opportunity**

- The internship component of the POLS experience is strongly encouraged but not required.
- Students may only participate in one internship per quarter.
- Students may participate in an internship as few or as many quarters as they would like.
- Students may earn 1-3 academic units per quarter depending on hours worked and whether or not the internship is paid.
- Any student earning academic credit for his/her internship is required to participate in EDUC 210 "POLS Internship Workshop" which will meet 2-3 times each quarter immediately following the regularly scheduled POLS Seminar time.
- Internships may be paid, unpaid, or be funded by a stipend. Students may not receive funding and academic credit for the exact same work.
For more comprehensive information, please see the Stanford EdCareers Internship page: https://ed.stanford.edu/careers/connected/internships
The Educational Policy strand program is developed in consultation with the student’s academic advisor. 33 credits is required to satisfy the requirement for the M.S. degree in Educational Leadership & Policy Analysis policy strand.

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Area</th>
<th>Number</th>
<th>Title</th>
<th>Required</th>
<th>Credits</th>
<th>Date Completed</th>
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<td>870</td>
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<td>X</td>
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<td>Data management for research and policy analysis</td>
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<tr>
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<td>Electives</td>
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</table>

Total credits in the above program must equal at least 33 credits.

In accordance with Chapter IV, Section 4.02 of the code of the Department of Educational Leadership & Policy Analysis, I request approval of the following Master of Science degree program. I understand that I must also satisfy (a) admissions, (b) residence, (c) examination or research paper requirement set forth in Chapter IV, Section 4.04 of the Departmental Code.

The Graduate School has final authority in determining whether or not the residence requirement has been satisfied.
<table>
<thead>
<tr>
<th>Required Signatures</th>
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<tbody>
<tr>
<td>Student</td>
<td>Date</td>
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<tr>
<td>Advisor</td>
<td>Date</td>
</tr>
</tbody>
</table>

The above course distributional requirement for the M.S. Degree Program and/or certification was approved by the Department.

| Chairperson                                            | Date |

The above course distributional requirement for the M.S. Degree Program and/or certification has been satisfactorily completed.

| Student Services Coordinator                           | Date |


Master’s in Education Policy Programs from Peer Institutions

**Boston University**: Candidates can pursue an EdM in one of three distinct but interrelated concentrations. ([http://www.bu.edu/academics/wheelock/programs/policy-planning-administration/edm/](http://www.bu.edu/academics/wheelock/programs/policy-planning-administration/edm/))

Educational Leadership and Policy Studies, no sub concentration (Total Credits: 32)

- **Required Courses for EdM (8 credits)**
  - AP 662 Strategic Planning and Implementation (4 cr)
  - RS 600 Introduction to Research (4 cr)
- **Recommended Electives—Pre-K–12 Educational Leadership Focus (16 credits)**
  - AP 720 Performance-Based Instructional Leadership (4 cr)
  - AP 750 Educator Evaluation and Supervision (4 cr)
  - AP 758 School Governance, Finance, and Operations (4 cr)
  - AP 800 Practicum and Seminar (4 cr)
- **Recommended Electives—Policy, Planning, and Administration Focus (16 credits)**
  - AP 600 Diversity and Justice (4 cr)
  - AP 753 Educational Policy (4 cr)
  - AP 754 Educational Equity and the Law (2 cr)
  - AP 757 School Labor Relations and Personnel Management (2 cr)
  - AP 758 School Governance, Finance, and Operations (4 cr)
- **Recommended Electives—Higher Education Focus (16 credits)**
  - AP 550 Perspectives on Higher Education (4 cr)
  - AP 551 Issues in Higher Education Administration (4 cr)
  - AP 612 Governance and Decision Making in Higher Education (4 cr)
  - AP 730 Innovation in Higher Education (4 cr)
- **Other Electives (8 credits)**
Brown University: https://www.brown.edu/academics/education/graduate/urban-education-policy/coursework

Master of Arts in Urban Education Policy

- Required Courses
  - DUC2300 -- Structures and Systems in Urban Education; Prof. Simmons; Summer
  - EDUC2310 -- Introduction to Education Research: Design and Methods; Prof. Grady or Prof. Del Razo; Summer
  - EDUC2320 -- Quantitative Research Methods and Data Analysis; Prof. Kraft; Fall
  - EDUC2330 -- Urban Politics and School Governance; Prof. Wong; Fall
  - EDUC2350 -- Economics of Education; Prof. Tyler; Spring
  - EDUC2360 -- Policy Analysis and Program Evaluation for Education; Prof. Papay; Spring
  - EDUC2370 & EDUC 2380 -- Internship (concurrent during full academic year; counts as one course) Education Department Faculty and Annenberg Staff; Fall-Spring

- Electives:
  - Public Policy
    - PS1090 – Children and Public Policy
    - PS1190 – Federalism and Public Policy
    - PP1700 – Shaping Policy: Political Institutions in the US
    - US1420 – Urban Economics Policy
  - Schools and School Reform
    - EDUC1010 – The Craft of Teaching
    - EDUC1020 – History of American Education
    - EDUC1050 - History of African-American Education
    - EDUC1200 – History of American School Reform
    - EDUC1720 - Urban Schools in Historical Perspective
    - EDUC1760 – Education and Public Policy
  - Social Contexts of Education
    - EDUC1040 – Sociology of Education
    - EDUC1260 – Emotion, Cognition, and Education
    - EDUC1430 – Psychology of Race, Class and Gender
    - EDUC1450 – Psychology of Teaching
    - EDUC1580 – Cross Cultural Perspectives on Child Development
    - EDUC1750 – Contemporary Social Problems: Views from Human Development and Education
    - EDUC1860 – Social Contexts of Learning and Development
    - EDUC2340 - Human Development and Urban Education
• PB1720 – Literature, Culture, and Schooling for the Language Minority Student
• PB 1750 – Language, Culture and Society
• PB 2020 – Theories of First and Second Language Acquisition
• PB 2020 – Language Theory and Curriculum Development

• Economic Analysis
  • EC1110 – Intermediate Micro
  • EC1210 – Intermediate Macro
  • EC1310 – Labor Economics
  • EC1410 – Urban Economics
  • EC1430 – Population Economics
  • EC1480 – Public Economics
  • EC1800 – Politics and Finance
  • PP1700 – Economics and Public Policy

• Quantitative Analysis
  • BC2070 – Multivariate Regression
  • BC2080 – Discrete/Event Time Data
  • EC1620 – Intro to Econometrics
  • EC1630/1640 – Econometrics
  • EC2030/2040 – Econometrics
  • EC2610 – Applied Econometrics
  • SO2010 – Multivariate Analysis

• Schools and Communities
  • AC1610 – Child Welfare
  • BC1740 – Principle of Health Behavior
  • BC2360 – Public Health Interventions
  • BC2420 – Health Policy Analysis
  • PP1700 – Social Welfare Policy
  • SO1540 – Human Needs and Social Services
  • SO2200 – Social Capital and Social Networks

• Urban Politics
  • HI1970 – Urban Crisis and American Political Culture
  • PP1700 – Urban Revitalization
  • PS1310 – African American Politics
  • PS1820 – Urban Politics and Urban Public Policy
  • US210 – An Introduction to the City
  • US1000 – Fieldwork in the Urban Community
  • US1870(02) – Politics of Community Mobilizations
  • US1870(12) – American Culture and the City

• Research Methods
  • BC2370 – Applied Research Methods
• EDUC1100 – Introduction to Qualitative Research Methods
• SO1050 – Methods of Research in Organizations
• SO1120 – Sample Surveys in Social Research
• SO2260 – Advanced Demographic Techniques

  ▪ Organization and Leadership
    • SO1030 – Organizational Theories of the Public and Private Sectors
    • SO1060 – Leadership in Organizations
Education Policy and Management MA

- **Program of Study:** Instead of prescribing a list of required courses, the EPM curriculum provides a framework within which you have great freedom to choose the classes that best match your interests, experience, and goals.

- **Requirements**
  - Students must complete eight courses (32 credits) and meet the following requirements:
    - One course in each of the four EPM core areas listed below. Courses marked with an asterisk (*) also count towards the Diversity, Culture, and Identity category.
    - At least five courses must be taken at HGSE, including modules.

- **The following two policy courses are recommended:**
  - A024 Politics and Education Policy in the United States (fall 2016)
  - A129 The Federal Government in the Schools (spring 2017)

- **Policy**
  - A110C Educational Inequality in the Era of Mass Incarceration* (fall 2016)
  - A710P The Economics of Higher Education: Access, Outcomes, and Competition (fall 2016)
  - A024 Politics and Education Policy in the United States (fall 2016)
  - A112 Critical Issues in Special Education Policy and Practice* (fall 2016)
  - A117 Implementing Inclusive Education* (fall 2016)
  - A123 Teacher and Teaching Quality (fall 2016)
  - A125 State Education Policy: A Practicum (fall 2016)
  - A205 Microeconomics: A Policy Tool for Educators (fall 2016)
  - A305 Deeper Learning for All: Designing a 21st-Century School System (fall 2016)
  - A801 Education Policy Analysis and Research in Comparative Perspective (fall 2016)
  - A111C Politics and Education Change: A Case Study (spring 2017)
  - A102 Native Americans in the 21st Century: Nation-Building II* (spring 2017)
  - A129 The Federal Government in the Schools* (spring 2017)
  - A822 The Consequences of Educational Policy Interventions in Developing Countries: Evidence from Recent (spring 2017)
  - H517 Contemporary Immigration Policy and Educational Practice* (spring 2017)
  - A111G Debating Education Policy (January 2017)

- **Management and Leadership**
  - A111P Public Narrative: Self, Us, Now* (fall 2016)
  - A111Q Public Narrative: Conflict, Continuity, Change* (fall 2016)
  - A019 Education Sector Nonprofits (fall 2016)
• Leadership in Social-Change Organizations (fall 2016)
• Managing Financial Resources in Nonprofit Organizations (fall 2016)
• An Introduction to Education Finance and Budgeting (fall 2016)
• Systemic Reform in Urban School Districts and Schools (fall 2016)
• Practicum in Coaching for Equity and Diversity in Schools and Systems* (fall 2016)
• Leading for Equity and Diversity in Integrated Schools: A Field Course* (fall 2016)
• Negotiation Workshop (fall 2016)
• Leadership, Entrepreneurship, and Learning (fall 2016)
• Teachers, Leadership, and Power: School Reform from the Classroom (fall 2016)
• The Arts of Communication for Educators (spring 2017)
• Managing Financial Resources in Nonprofit Organizations (fall 2016)
• Learning from Practice: Evaluation and Improvement Science (spring 2017)
• Leading Through Difference* (spring 2017)
• Economics of Human Resources in the Education Sector (spring 2017)
• The Why, What, and How of School, Family, and Community Partnerships* (spring 2017)
• Building a Democratic School: School Design Workshop (spring 2017)
• Improving Systems of Learning: Instructional Leadership at the System Level* (spring 2017)
• Institutional Change in School Organizations, Systems, and Sectors (spring 2017)
• Practicum in Coaching for Equity and Diversity in Schools and Systems* (spring 2017)
• Leading for Equity and Diversity in Integrated Schools: A Field Course* (spring 2017)
• Organizational Leadership and Management in K-12 Schools and Systems (spring 2017)
• Organizing: People, Power, Change (spring 2017)
• Adaptive Leadership, Power, and Difference* (spring 2017)
• Reflecting on Leadership, Management, and Governance (spring 2017)
• Teams in Schools and School Districts: The Potential and the Challenge (spring 2017)
• Entrepreneurship in the Education Marketplace (spring 2017)
• Elements of Effective Family-School Partnerships* (January 2017)
• Data Wise: Using Data to Improve Teaching and Learning (January 2017)
• Research and Evaluation
  • Introduction to Educational Research (fall 2016)
  • Understanding Today's Educational Testing (fall 2016)
  • Empirical Methods: Introduction to Statistics for Research (fall 2016)
o S040 Introduction to Applied Data Analysis (fall 2016)
o A164 Program Evaluation (spring 2017)
o A201 Education Reform in America (spring 2017)
o A804 Monitoring and Evaluation for Improving Education Systems (spring 2017)
o S052 Applied Data Analysis (spring 2017)
o S522 Analyzing Culture: Dialogue, Discourse, and Theme* (spring 2017)

- Diversity, Culture, and Identity
  o A011L Educating Across the Aisle (fall 2016)
o A133 Cultural Explanations for Ethnic and Racial Inequality in Education (fall 2016)
o A210E Law and Educational Opportunity: Race, Money, and Choice (fall 2016)
o H307 Institutional and Community-Based Strategies to Support Children and Strengthen Families (fall 2017)
o H310M Establishing Loving Spaces for Learning: Preventing Bullying and Discrimination in U.S. Schools (fall 2017)
o H331Y Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies of Prevention and Intervention (fall 2016)
o H382 The Challenges Kids Face: Developmental, Cultural, and Contextual Perspectives on Risk and Resilience (fall 2016)
o H392 Childhood Trauma: Dynamics, Interventions, and Cross-Cultural Perspectives (fall 2016)
o H607 Ethnicity, Context, and Family Dynamics (fall 2016)
o H611 Moral Adults: Moral Children (fall 2016)
o H813 Bilingual Learners: Literacy Development and Instruction (fall 2016)
o T002 Critical Race Theory in Education (fall 2016)
o T004 Ethnic Studies and Education (fall 2016)
o T016y Equity in Practice I: Exploring the Self in Relation to Race, Power, and Education (fall 2016)
o T311A Establishing Safe Spaces for Learning: Gender and Sexuality in U.S. Schools (fall 2016)
o T410B Educating Incarcerated Youth: Practice, Research and Policy (fall 2016)
o A110A Con Ganas y Educacion: Latina/os' Educational Experiences in the United States (spring 2017)
o A118 The 21st-Century Demographic Transformation: Opportunities and Implications for U.S. Schools (spring 2017)
o A166 Civic Education and Civic Action: Theory, Research, and Practice (spring 2017)
o A203 Educational Justice (spring 2017)
o A224 Race in America (spring 2017)
o A719 Diversity and Equity in American Higher Education (spring 2017)
o AH113 Muslim Youth in Schools: U.S. and Comparative Perspectives (spring 2017)
- H304 Legal and Ethical Issues in Child Advocacy (spring 2017)
- S501 Partnering with Youth in Educational Research and Practice (spring 2017)
- T008 Power and Pedagogy: Self, Society, and Transformation (spring 2017)
- T014 Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism (spring 2017)
- T016Y Equity in Practice II: Addressing Race and Power in Education Settings (spring 2017)
- T211R Teaching and Learning Race: Exploring and Transforming the Relationship between Race and Education (spring 2017)
- T904 Black Education from Slavery to Freedom (spring 2017)
- A101 Native Americans in the 21st Century: Nation-Building I (January 2017)
Iowa State University:
http://www.education.iastate.edu/graduate-studies/gradprograms/elop.html

- Transformative School Leadership Program (30 Credit)
- Courses
  - Fall 1
    - EDADM 541: Principles of Inclusive Educational Leadership
    - EDADM 554: Leading School Reform
  - Spring 1
    - EDADM 556: Leading for Equitable Learning in School Systems
    - EDADM 558: Diverse Learning Needs
  - Summer
    - RES EV 550: Introduction to Educational Research
    - EDADM 552: Contemporary Issues in Principal Leadership
  - Fall 2
    - EDADM 559: Curriculum Leadership
    - EDADM 551: Supervision for Learning Environments
  - Spring 2
    - EDADM 557: Human Resource Development for Learning
    - EDADM 575: Education Law and Ethics
New York University: https://steinhardt.nyu.edu/ash/policy

Education and Social Policy MA (38 Credits)

- Required Foundation Courses in Sociology and Economics: 12 credits
  - SOED-GE 2002 An Introduction to Sociology of Education (3 credits)
  - CORE-GP 1018 Microeconomics for Public Management Planning and Policy Analysis (3 credits)
  - EDPLY-GE 2030 Education and Social Policy (3 credits)
  - EDPLY-GE 2025 Economics of Education (3 credits)

- Required Courses in Statistics and Methods: 13 credits
  - APSTA-GE 2001 Statistics for Behavioral and Social Sciences I (3 credits)
  - PADM-GP 2902 Multiple Regression and Introduction to Econometrics (3 credits)
  - RESCH-GE 2140 Approaches to Qualitative Inquiry OR APSTA-GE 2139 Survey Research Methods (3 credits)
  - APSTA-GE 2110 Applied Statistics: Using Large Databases in Education (4 credits)

- Required Final Project Capstone Class: 4 credits
  - EDPLY-GE 2050 Capstone: Applied Research in Education Policy (4 credits)

- Electives: 9 credits
  - Elementary and Secondary Education Issues
    - EDPLY-GE 2020 Financing Schools: Equity and Adequacy in Public Education (3 credits)
    - EDLED-GE 2350 Research on School Choice (3 credits)
    - EDLED-GE 2341 Politics of Education (3 credits)
    - HSED-GE 2400 Foundations of Education: History of Education (3 credits)
    - HSED-GE 2070 Public Problems: Education and Social Policy (3 credits)
    - BILED-GE 2001 Bilingual Multicultural Education: Theory and Practice (3 credits)
    - APSY-GE 2345 Academic Achievement Gaps (3 credits)
  - Higher Education Issues
    - SOED-GE 2163 Sociology of Higher Education (3 credits)
    - AMLT-GE 2072 International Perspectives on Education Reform (3 credits)
    - HPSE-GE 2090 Foundations of Higher Education (3 credits)
    - HPSE-GE 2135 The Politics of Higher Education (3 credits)
    - HPSE-GE 2161 Diversity in Higher Education (3 credits)
    - HSED-GE 2067 History of Higher Education (3 credits)
  - Early Childhood and Preschool Issues
    - ECED-GE 2024 Issues in Early Childhood Education (3 credits)
    - CHDED-GE 2021 Child Development and the Program in Childhood Education (3 credits)
  - Race, Class, and Education Issues
    - SOED-GE 2371 Social Inequality and Education (3 credits)
- SOED-GE 2097 Latinos in Urban Schools (3 credits)
- HSED-GE 2174 History of American Education and Society: Race and Ethnicity (3 credits)
- HSED-GE 2173 History of American Education and Society: Education and the Culture Wars (3 credits)
  o International Education Issues
    - INTE-GE 2804 International Education and Cultural Relations (3 credits)
    - INTE-GE 2803 Foundations in International Education (4 credits)
    - INTE-GE 2028 Comparative Politics, Education, and Conflict (3 credits)
  o Additional Methods Courses
    - APSTA-GE 2012 Advanced Topics in Quant Methods: Causal Inference (3 credits)
    - RESCH-GE 2140 Approaches to Qualitative Inquiry
    - APSTA-GE 2139 Survey Research Methods (3 credits)
    - RESCH-GE 2143 Participatory Action Research (3 credits)
Northwestern University: [http://www.sesp.northwestern.edu/higher-education/index.html](http://www.sesp.northwestern.edu/higher-education/index.html)

Higher Education Administration and Policy Program

- **Courses**
  - Proseminar in Higher Education
  - The College Student
  - Learning and Teaching in Higher Education
  - Law and Ethics in Higher Education
  - Budgeting and Finance in Higher Education
  - History and Philosophy of Higher Education
  - Higher Education Policy
  - Developing & Coaching Leadership: Fundamentals of Learning Strategies

The Ohio State University: [https://ehe.osu.edu/educational-studies/educational-policy/ma/](https://ehe.osu.edu/educational-studies/educational-policy/ma/)

Master of Arts in Educational Studies, Educational Policy

- **Overview**
  - Required Foundation Course
    - ESPHE 6250 History of Education (3 credits)
    - ESPHE 6410 Philosophy of Education (3 credits)
  - Required Multicultural and Human Diversity Course (choose one, 3 hours)
    - ESEPOL 5217 Comparative Education (3)
    - ESPHE 8201 Social Foundations of Education (3)
    - ESCFE 8209 Cultural Processes in Education (3)
  - Required Research Course (6 credit hours)
    - SEPOL 7225 Educational Policy Inquiry (3)
    - Additional research course approved by your advisor
  - Specialization Requirements (15 credit hours)
    - ESEPOL 6000 Introduction to Educational Policy (3)
    - ESPHE 7222 History of Educational Policy (3)
    - ESEPOL 7224 Educational Policy Analysis in Contemporary Culture (3)
    - ESEPOL 7100 Policy Writing (3)
    - ESEPOL 8312 Politics and Political Leadership in American Education (3)
  - Elective Requirements (minimum 3 hours)
    - ESEPOL 8352 Educational Policy in Democratic Society (3)
    - ESPHE 8410 Ethics and Education: Equality, Freedom and Justice in Schools (3)
    - ESHESA 7568 Higher Education and Public Policy (3)
    - ESHESA 7569 Higher Education Governance and Policy Analysis (3)
    - ESLTECH 6223 Issues and Practices in Educational Technology (3)
    - ESTEPL 8421 Inquiry into Teacher Education (3)
Students who intend on pursuing policy work after completion of their degree will complete a minimum of 3 hours of practicum for their elective course.

Practicum
- ESEPOL 8193 Independent Study for Policy Practicum

Students writing a thesis will complete a minimum of 3 semester hours with a member of their committee to reflect their research and writing of the thesis.

Thesis Preparation (minimum 3 semester hours)
- EDUCST 7999 Thesis Research: Educational Studies

Penn State University:

Educational Theory and Policy Master of Arts (36 Credits Required)

- Credit Requirements
  - A minimum of 36 credits is required. Only 3 credits of EDTHP 596 (independent studies) may be counted toward the M.A. requirements. Students who wish to transfer credits from other programs must receive prior approval from the EDTHP faculty. Students in dual enrollment programs such as an integrated undergraduate degree program or the joint J.D./M.A. program can only have 9 credits (three courses) count for both programs.
  - Coursework must be at the 500 level or above with two exceptions:
    - An option of taking up to three 400-level EDTHP elective courses of the required 18 credits in EDTHP.
    - The introductory statistics course may be at the 400 level.
    - EDTHP content courses (minimum 12 credits).
  - 500-level coursework in the EDTHP program that is not methods courses
  - Three 400-level EDTHP courses can be substituted in consultation with adviser

- Required Courses
  - Introduction to the EDTHP Program (3 credits)
    - EDTHP 500 Proseminar
  - Research Methods (9 credits)
    - EDTHP/EDLDR/HI ED 585 Research Design
    - EDPSY 406 or another approved statistics course
    - EDTHP/EDLDR/HI ED 586: Qualitative Methods OR a second quantitative methods course.
  - Thesis Research
    - EDTHP 600 Thesis Research OR EDTHP 610 Thesis Research Off Campus
Stanford University:

[https://ed.stanford.edu/academics/masters-handbook/program-requirements/pols](https://ed.stanford.edu/academics/masters-handbook/program-requirements/pols)

Policy, Organization and Leadership Studies (POLS)

Program Requirements

- Students must complete at least 45 units at Stanford to receive the Master's degree in POLS. The following constraints are placed on those 45 units:
- All courses must be at or above the 100 level – courses numbered below 100 do not count toward the MA degree.
- At least 23 units must be at or above the 200 level (EDUC 180 or 190 count toward this requirement).
- At least 36 units must be from courses offered by the Graduate School of Education (EDUC units).
- At least 15 units must be taken for a letter grade (as opposed to Credit/No Credit).
- A 3.0 GPA must be maintained across all courses applied to the Master's degree.
- Students must enroll in a minimum of 11 units and a maximum of 18 units each quarter of the POLS program (Autumn-Spring).
- English for Foreign Students (EFSLANG 600 level) and Athletics, Physical Education and Recreation (ATHLETIC) courses cannot be applied towards the Master's degree.

Course Requirements

- POLS Seminar (EDUC 209A, 209B, 209C)
- Autumn Quarter Thematic Cluster
  - Knowledge
    - EDUC 212 Urban Education (A. Ball) (3-4) (PK12, NP, EP, ET)
    - EDUC 213 Introduction to Teaching (H. Borko, E. Szu) (3-4) (PK12, NP, EP)
    - EDUC 220D History of School Reform (D. Labaree) (3-5) (PK12, NP, EP, ET)
  - EDUC 230 Learning Experience Design (K. Forssell) (3) (PK12, ET, HE)
  - EDUC 337 Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices (A. Ball) (3-5) (PK12)
  - EDUC 460 Language, Culture, Cognition, and Assessment (G. Solano-Flores) (3) (PK12, EP)
  - Theory
    - EDUC 204 Introduction to Philosophy of Education (E. Callan) (3) (PK12, HE, EP, ET)
    - EDUC 249 Theory & Issues in Bilingualism (G. Valdes) (3-5) (PK12)
    - EDUC 256 Psychological and Educational Resilience Among Children and Youth (R. Lizcano, A. Padilla) (4) (PK12, EP)
- EDUC 275 Leading U.S. Schools (D. Brazer) (3-4) (PK12, EP, NP)
- EDUC 306D World, Societal, and Educational Change: Comparative Perspectives (F. Ramirez) (4-5) (PK12, HE, EP)
- EDUC 333A Understanding Learning Environments (S. Goldman, R. McDermott, D. Stringer) (3) (PK12, EP, ET)
- EDUC 337 Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices (A. Ball) (3-5) (PK12)
- EDUC 355 Higher Education and Society (M. Stevens) (3) (HE, EP)
- EDUC 414 Play and Games (D. McFarland) (3-4) (PK12, HE, EP, NP)
- PUBLPOL 307 Justice (R. Reich) (4-5) (PK12, HE, NP)

  - Skills
    - EDUC 200A Introduction to Data Analysis and Interpretation (A. Porteus) (3-4) (PK12, HE, NP, EP)
    - EDUC 200B Introduction to Qualitative Research Methods (D. Pope, J. Wolf) (3-4) (PK12, HE, NP, EP)
    - EDUC 230 Learning Experience Design (K. Forssell) (3) (PK12, ET, HE)
    - EDUC 281 Technology for Learners (K. Forssell) (3-4) (ET)
    - PSYCH 147 Development in Early Childhood (M. Peters, B. Wise) (3-5) (PK12, HE, NP)

- Winter Quarter
  - Knowledge
    - EDUC 221A Policy Analysis in Education (C. Mercer) (PK12, HE, EP)
    - EDUC 250 What Do Students Really Know? The Risks of Modern Assessment (M. Ruiz-Primo) (3) (PK12 EP)
    - EDUC 346 Research Seminar in Higher Education (W. Damon, M. Stevens) (4) (HE)
    - EDUC 347/GSBGEN 348 The Economics of Higher Education (E. Bettinger) (4) (HE)
    - EDUC 349 Comparative Higher Education (F. Ramirez) (3-4) (HE)
    - EDUC 354 School-Based Decision Making (G. Hoagland) (4) (PK12, NP)
    - MS&E 274 Dynamic Entrepreneurial Strategy (E. Tse) (3) (NP, ET)
  - Theory
    - EDUC 122Q Democracy in Crisis: Learning from the Past (T. Ehrlich) (3) (PK12, HE, EP, NP)
    - EDUC 208B Curriculum Construction (D. Pope) (3-4) (PK12)
- EDUC 245 Understanding Racial and Ethnic Identity Development (T. LaFromboise) (3-5) (PK12)
- EDUC 220C Education and Society (F. Ramirez) (4-5) (PK12, HE, EP)
- EDUC 288 Organizational Analysis (W. Powell) (4) (PK12, HE, EP, NP)
- EDUC 341 Counterstory and Narrative Inquiry in Literature and Education (A. Antonio, J. Willihnganz) (3) (PK12, HE, EP)
- EDUC 342 Child Development & New Technologies (B. Barron, K. Forssell) (3) (PK12)
- EDUC 347/GSBGEN 348 The Economics of Higher Education (E. Bettinger) (4) (HE)
  - Skills
    - EDUC 200B Introduction to Qualitative Research Methods (D. Pope, J. Wolf) (4) (PK12, HE, NP, EP)
    - EDUC 208B Curriculum Construction (D. Pope) (3-4) (PK12)
    - EDUC 399A Designing Surveys (A. Porteus) (1-2) (PK12, HE, NP, EP)
    - EDUC 423 Introduction to Data Science (D. McFarland) (3-4) (PK12, HE, NP, EP)
    - MS&E 277 Creativity and Innovation (R. Cox.) (3-4) (PK12, HE, NP, ET)
    - PSYCH 146 Observation of Children (P. Chandra, A. Lomangino, J. Winters) (3-5) (PK12)
    - PSYCH 147 Development in Early Childhood (M. Peters, B. Wise) (3-5) (PK12, NP)
  - Spring Quarter
    - Knowledge
      - EDUC 217 Free Speech, Academic Freedom, and Democracy (E. Callan) (3)
      - EDUC 218 Topics in Cognition and Learning: Technology and Multitasking (B. McCandliss, R. Pea) (3) (PK12, NP)
      - MS&E 254 The Ethical Analyst (R. Howard) (1-3) (EP)
    - Theory
      - EDUC 232 Culture, Learning, and Poverty (R. McDermott) (2-3) (PK12)
      - EDUC 314 Technologies, Social Justice, and Black Vernacular Culture (A. Banks) (3-5) (PK12, HE)
Skills

- EDUC 278 Introduction to Issues in Evaluation (M. Ruiz-Primo) (3-4) (PK12, HE, NP, EP)
- EDUC 290 Instructional Leadership: Building Capacity for Excellent Teaching (D. Brazer) (3-4) (PK12)
- EDUC 391 Engineering Education and Online Learning (M. Stevens) (3) (HE, ET)
- CEE 251 Negotiation (S. Christensen) (3) (PK12, HE, NP)
- OB 372 High-Performance Leadership (S. Levine) (4) (PK12, HE, NP)
- PSYCH 146 Observation of Children (P. Chandra, A. Lomangino, J. Winters) (3-5) (PK12)
- PSYCH 147 Development in Early Childhood (M. Peters, B. Wise) (3-5) (PK12, NP)

Optional POLS Internship Opportunity

- The internship component of the POLS experience is strongly encouraged but not required.
- Students may only participate in one internship per quarter.
- Students may participate in an internship as few or as many quarters as they would like.
- Students may earn 1-3 academic units per quarter depending on hours worked and whether or not the internship is paid.
- Any student earning academic credit for his/her internship is required to participate in EDUC 210 "POLS Internship Workshop" which will meet 2-3 times each quarter immediately following the regularly scheduled POLS Seminar time.
- Internships may be paid, unpaid, or be funded by a stipend. Students may not receive funding and academic credit for the exact same work.
University of Buffalo:

https://ed.buffalo.edu/leadership/academics/masters/econ-ed-policy.html

Economics and Education Policy Analysis, MA

- Coursework
  - Semester 1 (12 credits)
    - ECO 505 Microeconomic Theory
    - ECO 580 Econometrics
    - ELP 543 Introduction to Economics of Education
    - ELP 695 Education Policy and Economic Justice
  - Semester 2 (12 credits)
    - ECO 544 Economics of Education
    - ECO 581 Econometrics 2
    - ECO Elective
    - ELP Elective
  - Semester 3 (9 credits)
    - CEP 527 Large-scale Data Analysis
    - ELP 524 Supervised Professional Experience
    - ELP 536 Visual Analytics for Economics and Education
  - ECO Elective Courses
    - ECO 543 Labor Economics
    - ECO 564 Economics of the Public Sector
    - Or other approved course
  - ELP Elective Courses
    - ELP 507 Higher Education Finance
    - ELP 626 Education Policy Formulation and Analysis
    - ELP 627 Issues in Education Policy
    - ELP 649 Public School Finance
    - Or other approved course
MA in Education

Degree Requirements: master’s students entering the program have had the choice of pursuing two tracks: the Research Master’s or the Professional Master’s. The Research Master’s is intended for students who plan to eventually complete a doctoral degree in Education, either at UCSB or at another institution. Doctoral students who do not already have a master’s degree in Education will be required to fulfill these requirements, which are a subset of the doctoral requirements. The minimum number of units for this master’s is 40. The Professional Master’s is a degree for students who do not plan to obtain a doctorate. The minimum number of units for this master’s is 36.

RESEARCH MASTER’S

- Research Methodology Courses: Students are required to complete three research methodology courses: both introductory courses and a third, more advanced course in either quantitative methodology or qualitative methodology.
- Breadth Courses: Students must take one course from 3 of the 4 breadth menus below.
  - LANGUAGE, CULTURE AND SOCIETY
    - ED 202 Bilingual Language Development 4.0
    - ED 205 Anthropological Perspectives on Education 4.0
    - ED 210E Foundations of Sociocultural Learning Theory 4.0
    - ED 210F Cultural Psychology: Contemporary Sociocultural Learning Theory 4.0
    - ED 270H Language, Culture, and Learning 4.0
  - Learning and Teaching
    - ED 210A Advances in the Learning Sciences and Education 4.0
    - ED 219B Research on Classroom Teaching 4.0
    - ED 256 Technology and Learning Contexts 4.0
    - ED 282 Research Along the Learning to Teach Continuum: Teacher Education, Induction, and Professional Development 4.0
    - ED 258J Seminar in Curriculum: Development and Analysis 4.0
  - Policy, Organization, and Leadership
    - ED 240A Educational Policy 4.0
    - ED 241 Economics of Education 4.0
    - ED 242A Organizational Theories 4.0
    - ED 247A Educational Leadership 4.0
  - Development
    - ED 211B Development: Infancy and Early Childhood 4.0
    - ED 211C Development: Middle Childhood to Adolescence 4.0
    - ED 211G Theories in Human Development 4.0
    - ED 210B Introduction to Children’s Thinking 4.0
- ED 222A Introduction to Exceptional Children 4.0
- ED 228E Families and Disabilities 4.0

**Electives**
- Elective Courses: Students are required to take 3 elective courses. The student’s advisor must approve the choice of electives.

**Professional Masters**

- Research Methodology Courses: Students are required to complete one introductory research methodology course in either quantitative methodology or qualitative methodology.
- Breadth Courses: Students must take one course from 3 of the 4 breadth menus below.
  - Language, Culture, and Society
    - ED 202 Bilingual Language Development 4.0
    - ED 205 Anthropological Perspectives on Education 4.0
    - ED 210E Foundations of Sociocultural Learning Theory 4.0
    - ED 210F Cultural Psychology: Contemporary Sociocultural Learning Theory 4.0
    - ED 270H Language, Culture, and Learning 4.0
    - ED 272 Cultural Studies in Education 4.0
  - Learning and Teaching
    - ED 210A Advances in the Learning Sciences and Education 4.0
    - ED 219B Research on Classroom Teaching 4.0
    - ED 256 Technology and Learning Contexts 4.0
    - ED 282 Research Along the Learning to Teach Continuum: Teacher Education, Induction, and Professional Development 4.0
    - ED 258J Seminar in Curriculum: Development and Analysis 4.0
  - Policy, Organization, and Leadership
    - ED 240A Educational Policy 4.0
    - ED 241 Economics of Education 4.0
    - ED 242A Organizational Theories 4.0
    - ED 247A Educational Leadership
  - Development
    - ED 211B Development: Infancy and Early Childhood 4.0
    - ED 211C Development: Middle Childhood to Adolescence 4.0
    - ED 211G Theories in Human Development 4.0
    - ED 210B Introduction to Children’s Thinking 4.0
    - ED 222A Introduction to Exceptional Children 4.0
    - ED 228E Families and Disabilities 4.0

- Electives: Students are required to take 4 elective courses. Four additional units can be completed through independent study or one more elective.
University of Colorado Boulder:

https://catalog.colorado.edu/graduate/colleges-schools/education/programs-study/educational-foundations-policy-practice/educational-foundations-policy-practice-master-arts-ma/#requirementstext

Educational Foundations, Policy and Practice - Master of Arts (MA)

Requirements

- Students must successfully complete 30 credit hours of approved coursework while maintaining at least a B (3.0) average in all work attempted while enrolled.
- Successfully pass their Capstone Course.
- The master’s degree must be completed within four years.

Degree Requirements

- Students develop a degree plan in consultation with their faculty advisor, typically in their first semester. The frequency of individual course offerings varies; therefore, candidates should plan ahead so that the required 30 credit hours are completed within the four-year limit.

Courses and Minimum Required Credit Hours

- Foundations: 15 credit hours
  - Choose at least 15 credit hours in educational foundations, suggested courses:
    - EDUC 5065: Curriculum Theories
    - EDUC 5075: Sociology in Education
    - EDUC 5085: History of American Education
    - EDUC 6210: Education Policy and the Law
    - EDUC 6220: Gender Issues in Education
    - EDUC 6230: Ethics in Education
    - EDUC 6240: Issues in African American Education
    - EDUC 6250: Higher Education in the United States
    - EDUC 6325: Culture and Ethnography in Education
    - EDUC 7055: Philosophy of Education
    - EDUC 7446: Seminar: Policy Issues in Education
    - EDUC 8045: Philosophical Issues in Educational Research
    - EDUC 8055: Theoretical Issues in Education Policy

- Education Research: 6 credit hours. Ordinarily, entering master's level students will take the following two courses to meet this requirement:
  - EDUC 5716: Basic Statistical Methods
  - EDUC 5726: Introduction to Disciplined Inquiry
  - Those who have already taken one or more comparable courses can adjust their course of study accordingly.
• Electives: 6 credit hours: Students may select 6 credits of coursework in consultation with their advisor.
• Capstone Course 3
• Total Credit Hours 33
• Electives
  o Students select the remaining 6 credit hours in consultation with their advisors, depending on the credit distribution in the above categories.
• Capstone Course
  o During the final spring semester prior to graduation, students must enroll in the capstone course EDUC 6945 - MA Capstone Seminar. This course is only offered in the spring semester. The capstone course requires the submission of a paper or project reviewed by faculty to successfully complete both course and graduation requirements.
• Transfer of Credit
  o Transfer credit is defined as any credit earned at another accredited institution, credits earned on another campus of the CU system, or credits earned as a nondegree student within the CU system including the Boulder campus. Students who have transfer credits must complete the transfer of credit paperwork approval process.
  o The maximum amount of work that may be transferred from another accredited institution to CU Boulder is nine credit hours, and is accepted only after approval of the department chair/program director and under the special conditions outlined in the Graduate School Rules. All courses accepted for transfer must be graduate-level courses. A course in which a grade of B- or lower was received will not be accepted for transfer. Transfer course work must have been completed in the five years prior to acceptance to the program. Credit may not be transferred until the student has completed 6 credits of graduate-level course work as a degree-seeking student on the CU Boulder campus with a 3.0 GPA.
University of Illinois:

http://catalog.illinois.edu/graduate/graduate-majors/ed-pol-org-leadership/ma-epol/

Master of Arts (M.A.) in Education Policy, Organization and Leadership

Courses

- Psychological Foundations Courses in Educational Psychology
  - EPSY 400: Psyc of Learning in Education
  - EPSY 401: Child Language and Education
  - EPSY 402: Sociocultural Infl on Learning
  - EPSY 404: Adjustment in School Settings
  - EPSY 405: Personality and Soc Dev
  - EPSY 406: Psyc of Classroom Management
  - EPSY 407: Adult Learning and Development
  - EPSY 408: Learning & Hum Dev w/ EdTech
  - EPSY 430: Early Adolescent Development
  - EPSY 485: Assessing Student Performance
  - EPSY 490: Developments in Educ Psyc

- Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership
  - EOL 548: Poli & Cultural Context of Ed
  - EPS 400: History of American Education
  - EPS 401: History of Educational Ideas
  - EPS 402: Asian American Education
  - EPS 403: European Education to 1600
  - EPS 404: European Education since 1600
  - EPS 405: Historical & Social Barriers
  - EPS 410: Professional Ethics in Education
  - EPS 411: School and Society
  - EPS 412: Critical Thinking in Education
  - EPS 413: Aesthetic Education
  - EPS 415: Technology & Educational Reform
  - EPS 420: Sociology of Education
  - EPS 421: Racial and Ethnic Families
  - EPS 423: Politics of Education
  - EPS 424: Economics of Education
  - EPS 426: Comparative Education

500-Level Courses Required in Education (Thesis Research Credit not included)  12

400/500-Level Courses approved by Advisor (Thesis Research Credit and Independent Study can be applied up to a maximum of 8 hours each)  12
Thesis Research Credit (min/max applied toward degree)  2-8

(Optional) Concentration Courses. May overlap with other coursework requirements  12-24

Total Hours  32

Other Requirements 1

Grad Other Degree Requirements  Requirement  Description

Requirements may overlap.

A concentration is not required.
University of Maryland: https://education.umd.edu/academics/programs/graduate

Education Policy, Master of Arts (M.A.)

- Overview: The MA in Education Policy gives students an opportunity to examine all aspects of education policy, including its development, its implementation, and its consequences for citizens, children, and educators. Although all students in the Department take coursework in policy studies, this specialization provides students with an opportunity to develop a more in-depth program of study in the political, philosophical, economic, sociological, and legal analysis of education policies and practices. Coursework examines the historic and current roles of federal, state, and local governments in shaping educational systems and processes; the distribution of educationally relevant resources and the consequences of those policies for educational equity; and the possibilities and challenges associated with school reform and institutional change. Specific attention in courses is given to current reforms and policies, including school finance litigation, school choice, competing models for school reform, and high-stakes accountability policies. Students who specialize in Education Policy pursue positions as scholars, researchers, policymakers, policy analysts, advocates for youth and educational leaders in private and public organizations.

- Program Requirements
  - Minimum of 30 Credit Hours
  - Integrative Core
    - All students take EDPS 622: Professional Seminar in Policy Studies. Students take the course during their first year of coursework, preferably during their first semester. 3 Credit hours
  - Theories & Disciplines
    - Students select two to three courses in consultation with their advisor that provide a broad understanding of theoretical and discipline-based perspectives on education policies and practices (e.g., coursework in philosophy, sociology, economics, women’s studies, etc.) 6-9 Credit hours.
  - Specialization Core
    - Students select two to four courses in consultation with their advisor in one of the department’s three areas of specialization: Education Policy, Socio-cultural Foundations of Education and Curriculum Theory & Development. 6-12 credit hours.
  - Introductory & Intermediate Methods
    - Students select two to three courses in consultation with their advisor. All students are required to take one introductory course in quantitative methods and one introductory course in qualitative methods. Students who select the thesis option also take an intermediate methods course in either quantitative or qualitative methods. 6-9 credit hours.
  - Master’s Research
Students who select the thesis option take six credits of TLPL: Master’s Thesis Research, while students who select the non-thesis option take three credits of TLPL 699: Master’s Seminar. 3-6 credit hours

- Minimum Total Credits: 30
University of Michigan: http://www.soe.umich.edu/academics/masters_programs/epl/

MA in Educational Studies - Educational Leadership and Policy (30 Credits)

Courses:

- EDUC 649: Foundational Perspectives on Educational Reform
- EDUC 695: Research and Educational Practice
- EDUC 551: School Organization and the Policy Environment
- EDUC 552: Instructional Leadership in Schools
- EDUC 638: Internship and Directed Field Experience

Electives

- EDUC 553: Administrative Leadership in Schools
- EDUC 555: Financial and Legal Policies in Schools

Non Certification Students: Non-certification students, in consultation with their advisors, select three elective courses from the School of Education’s offerings that focus on their specific professional interests.

- EDUC 490: Critical Social Theory into Praxis
- EDUC 601 (SI 549): Transformative Learning and Teaching with Technology
- EDUC 603: Design-Based Research for Assessing Learning Environments
- EDUC 604: Curriculum Development and Evaluation
- EDUC 606: Developmental and Psychological Perspectives on Education
- EDUC 644: Comparative and International Education
- EDUC 645: Education and Cultural Studies
- EDUC 647: History of Mexican American Education

Cognates: Rounding out both program options will be two cognate courses which you select from among the university’s plethora of schools, programs, and course offerings. Leadership & Policy students frequently take courses through the Ford School of Public Policy, the School of Social Work, and the Business School.

- PUBPOL 626: History and Future of Detroit
- PUBPOL 639: Quantitative Methods of Program Evaluation
- PUBPOL 717: Social Activism, Democracy, and Globalization from the Perspective of the Global South
- PUBPOL 756: Local Government, Opportunity for Activism
- SW 502: Organizational, Community and Societal Structures and Processes
- SW 530: Introduction to Social Welfare Policy and Services
- SW 601: Adolescent Development and Behavior
- SW 605: Infant and Child Development and Behavior
- SW 611: Social Change Theories
- SW 650: Community Development
Internships and Experiential Learning: An individually-tailored professional internship is a major component of our program, allowing you to apply knowledge and skills acquired in your coursework to the problems and challenges of leadership in “real” settings that relate to your professional interests. Please see the Internships page for more detail on internships and other experiential learning opportunities.

Non-Candidate for Degree Certification Option: There are two ways to gain Michigan certification as a building-level administrator through our program. First, you may complete the master’s degree in Leadership and Policy program as described above. However, if you already possess a master’s degree and two years of education-related experience, you may choose to take the five-course core sequence and the two additional courses required for certification only via our Non-Candidate for Degree option.

Program Structure: The MA program is structured so that a student beginning studies in September may complete the 30-credit master’s degree in three consecutive terms (i.e. fall, winter, and spring) as a full-time student. Students pursuing the program on a part-time basis typically complete the requirements over the course of two academic years. Please see the Course Planning Sheet for more details about options for your course of study.
EDUCATIONAL LEADERSHIP & POLICY THREAD COURSE PLANNING SHEET
(30 CREDITS MINIMUM*)

Name: ___________________________ Advisor: ___________________________
First term enrolled: _____________

**COURSE SELECTION**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Type</th>
<th>Catalog Number/Course Title</th>
<th>Credits</th>
<th>Credits Earned</th>
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<tr>
<td>Fall</td>
<td>Core</td>
<td>EDUC 645 Foundational Perspectives on Educational Reform</td>
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<tr>
<td>Fall</td>
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<tr>
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<td>Internship</td>
<td>EDUC 638 Internship and Directed Field Experience</td>
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<td>Thread</td>
<td>EDUC 551: School Organization and the Policy Environment</td>
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<td>Thread</td>
<td>EDUC 555: Financial and Legal Policies in Schools (Winter) or EDUC 552: Instructional Leadership in Schools (Spring)</td>
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<td></td>
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</tbody>
</table>

*Students must receive a minimum B- in all courses in order for them to count towards their degree.

Please provide a brief description of your internship experience when it is completed. ______________________________________________________

________________________________________________________

Please obtain all signatures before submitting to Office of Student Affairs.

Signature of Student ___________________________ Date ___________________________

Signature of Advisor ___________________________ Date ___________________________

Signature of Educational Studies Chair (Submit to Terrie Frisbee in ES Office) Date ___________________________
M.A. in OLPD Education Policy and Leadership: M.A. students choose between Plan A and Plan B options. Plan A students register for thesis credits, write a master's thesis, and meet with their committee members for an oral defense of the thesis. Plan B students write a final examination paper that they submit to their committee members for review and approval. The accelerated Plan B option is designed to be completed in one year rather than two years for the traditional program.

Plan A (30-36 Credits):

- Program core (6 credits)
  - OLPD 5001—Formal Organizations in Education (3 cr) [Take OLPD 5001 if offered – if not offered take alternatives OLPD 5011 or OLPD 5607]
  - OR OLPD 5011—Leading Organizational Change: Theory and Practice (3 cr)
  - OR OLPD 5607—Organization Development (3 cr)
  - OLPD 5041—Sociology of Education (3 cr)
  - OLPD 5044—Introduction to Economics of Education (3 cr)
  - OLPD 5048—Cross-Cultural Perspectives on Leadership (3 cr)
  - OLPD 5344—School Law (3 cr)
  - OLPD 5364—Context and Practice of Educational Leadership (3 cr)
  - OLPD 8302—Educational Policy Perspectives (3 cr)

- Research design and methods (6 credits)
  - Selected in consultation with adviser.

- Related fields (6 credits taken outside EPL)
  - The master’s degree requires 6 semester credits taken outside the program track that directly relate to the student’s area of study. Courses totaling 6 or more credits should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student’s thesis. These courses may include additional methods courses taught outside the department.

- Electives (2-8 credits)
  - Selected in consultation with adviser to meet 30-36 total credit requirement for this program.

- Thesis credits (10 credits)
  - Take 10 or more credits of the following:
    - OLPD 8777—Thesis Credits: Master's (10 cr)

- Research project
  - Plan A students will develop and carry out an empirical research project under the supervision of their adviser.
Plan B (30-32 Credits):

- **Required coursework (6 credits minimum)**
  - OLPD 5001—Formal Organizations in Education (3 cr) [Take OLPD 5001 if offered – if not offered take alternative OLPD 5011]
  - OR OLPD 5011—Leading Organizational Change: Theory and Practice (3 cr)
  - OLPD 5607—Organization Development (3 cr)
  - OLPD 8302—Educational Policy Perspectives (3 cr)

- **Program core (6 credits)**
  - Choose one course from each of the following areas:
    - **Leadership courses**
      - OLPD 5048—Cross-Cultural Perspectives on Leadership (3 cr)
      - OLPD 5364—Context and Practice of Educational Leadership (3 cr)
    - **Other coursework**
      - OLPD 5041—Sociology of Education (3 cr)
      - OLPD 5044—Introduction to the Economics of Education (3 cr)
      - OLPD 5128—Anthropology of Education (3 cr)
      - OLPD 5324—Strategic Financial Planning and Policy for Educational Leaders (3 cr)
      - OLPD 5344—School Law (3 cr)
      - OLPD 5346—Politics of Education (3 cr)

- **Research design and methods (3 credits)**
  - OLPD 5501—Principles and Methods of Evaluation (3 cr)

- **Related fields (6 credits taken outside EPL)**: The master’s degree requires 6 semester credits taken outside the program track that directly relate to the student’s area of study. Courses totaling 6 or more credits should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student’s thesis. These courses may include additional methods courses taught outside the department.

- **Electives (3-8 credits)**
  - Selected in consultation with adviser to meet 30-32 total credit requirement for this program.

- **Colloquium paper (3-6 credits)**
  - Students prepare a paper on an issue of relevance in school administration or revise and expand three course papers. Total of 120 hours of work required. Students in the two-year program must take 3 or more credits of OLPD 5095. Students in the one-year program must take a total of 6 cr of OLPD 5087 or OLPD 5095 over 3 semesters with adviser approval (three of those credits will count towards the Electives requirement).
    - OLPD 5087—MA Research Seminar (1-3 cr)
    - OLPD 5095—Problems: Organizational Leadership, Policy, and Development (1-3 cr)
University of Missouri:
https://education.missouri.edu/educational-leadership-policy-analysis/degrees-programs/education-policy/

Education Policy Graduate Certificate

Requirements

- After acceptance, students will attend an advising meeting to obtain approval for their initial plan of study.
- Students are required to take 12 credit hours in three areas — foundations, knowledge/concepts, and skills — and develop a portfolio. The chosen course work must satisfy these requirements:
  - Two of the courses must be from ELPA.
  - One course must be from outside students’ home department or emphasis area.
  - All courses must be taken at the University of Missouri.
  - There are prerequisites for some of the course options; it is the students’ responsibility to take prerequisites prior to enrolling.

Foundations

Students choose one of the following:

- PUB_AF 8170: Public Policy Processes and Strategies
- ED_LPA 9402: Educational Policy Analysis (for doctoral students)

Knowledge/Concepts

Students choose one to two of the following:

- ED_LPA 9451: Higher Education Finance
- ED_LPA 9457: Higher Education Policy
- ED_LPA 9458: Sociology of Education
- ED_LPA 9462: History of U.S. Education Policy
- ED_LPA 9463: Politics of Education
- LAW 5525: Education Law

The certificate director may approve one relevant seminar, topics, or practicum course by reviewing syllabi as necessary.

Skills

Students choose one to two of the following:

- ED_LPA 8955: Discourse Analysis in Education
- ED_LPA 9409: Policy Analysis Using Large Databases
- PUB_AF 8190: Economic Analysis for Public Policy
- PUB_AF 8420: Public Program Evaluation
Portfolio

After completing their courses, students must present the Education Policy Graduate Certificate Committee with a portfolio. For the first two components (policy and concept papers), we expect that students will submit papers that they complete in their courses:

1. Policy process or policy analysis paper demonstrating an understanding of the core tenets of the political process (likely from the foundations or a skills course)
2. Concept paper demonstrating deep understanding of education policy issues (likely from a knowledge/concept course)
3. Reflection (two- to three-page double-spaced paper that explains the learning that occurred over taking these certificate courses)

Upon completion of all certificate requirements, students will submit their portfolio and a completion of certificate form to elpa@missouri.edu. Completion of the certificate will be reviewed twice annually: **Oct. 1 and March 1.**
University of Rochester: https://www.warner.rochester.edu/programs

Master's Program in Education Policy

Program Options/Extensions:

- In addition to taking the core program outlined below, students may want to consider supplementing their program to achieve other goals and pursue additional certification. Each option enhancement has specific prerequisites and/or course requirements in addition to the requirements for the AT2 base program.

Additional Options & Certifications

- Optional Advanced Certificate in Program Evaluation [EV1] (3+ Additional Credits)
- Additional Advanced Certificate in Urban Teaching and Leadership [UT1] (0+ Additional Credits)

Primary program course requirements

- The primary program includes a total of 30 credits. The detailed AT2 Program of Study Form shows the additional requirements for the program option(s)/extension(s). When you meet with your advisor, you will complete a detailed AT2 Program of Study Form.

Entry Level Courses

- Up to 10 credits in graduate-level coursework in education or related fields may be transferred in or completed at the Warner School prior to matriculating into the Master’s degree program if approved by the faculty advisor. These transfer credits can fulfill the 3 elective requirement or be a direct substitution of a required course. Required courses that are part of accreditation assessments cannot be substituted.

Masters' Core

- ED406 Master's Research Methods

Program Core

- EDU413 Contemporary Issues in Education Policy
- ED439 Policy Analysis in Education

Choose at least three of the following courses:

- ED464 State and Federal Education Policy
- ED412 Sociology of Education
- EDU411 Education Finance Issues in K-12 School Systems
- ED461 The Politics of Education
- EDU504 Economics of Education
- EDE466 Educational Legal Theories and Policies
Electives:
- Choose 2-3 more courses (as needed to reach a total of 30 credits) from the previous list as well as the vast array of courses offered at the Warner School of Education and the University of Rochester at large. Classes taken outside of the Warner School must be approved by the faculty advisor.

Additional Requirements
- ED493 Master’s Research (Master’s Paper, Master’s Thesis, Master’s Essay) (variable credits)

Notes:
1. Students are strongly encouraged to enroll full-time in the summer to join a cohort that will take most of the courses together. Please consult with your advisor for more information.

2. By choosing electives appropriately, students can reduce the number of additional credits required to complete an optional Advanced Certificate as an enhancement to this degree. If interested, be sure to discuss options with your advisor early in your program.

3. Students interested in the Advanced Certificate in Urban Teaching and Leadership (UT1) should contact the UT1 Program Director to explore whether any of their program core courses or other electives could be used in lieu of ED468 - Leadership in Urban Schools. The other courses in the UT1 Program cannot be substituted

Other Requirements:
In addition to the coursework indicated above, in order to graduate and to receive the certification(s)/licensure (if any) you are seeking this program has additional requirements. Please note that in some cases, while our program will provide you with all the academic experiences required for the certification you seek, there may be some additional requirements that you will have to complete independently and outside of our program in order to be granted that certification/licensure (e.g., completing a certain number of years of mentored experiences). When that is the case, we have listed these requirements but also indicated that they are not a graduation requirement.
- Master's Essay or Thesis
Master of Education in Enrollment Management and Policy (30 Units)

Course Curriculum

- **Fall Semester 1**
  - EDUC 690: Framing and Enrollment Management
  - EDUC 691: Admission Policy and Practice
- **Spring Semester 1**
  - EDUC 692: The Role of Diversity in Admissions
  - EDUC 694: Legal Issues in Enrollment Management
- **Summer Session One**
  - EDUC 696: Financial Aid in Enrollment Management
- **Summer Session Two**
  - EDUC 693: Institutional Positioning in Student Recruitment
- **Fall Semester 2**
  - EDUC 697: Research, Planning and Accountability
  - EDUC 698: Enhancing Student Retention
- **Spring Session 2**
  - EDUC 695: Organizations and Leadership in Education
  - EDUC 699: Capstone Seminar
M.Ed in Education Policy and Planning Program (36 Hours)

Required Courses

- Departmental Core (15 hours)
  - ELP 384F / EDA 395F Foundations of Educational Policy
  - ELP 384M / EDA 395G Policy Implementation Seminar
  - ELP 394L / EDA 388L School Law
  - ELP 384C / EDA 395M Critical Policy Analysis
  - ELP 384V / EDA 395J Poverty and Educational Policy

- Research Core (6 hours)
  - ELP 381C / EDA 381L Ed Research I
  - ELP 381D / EDA 381M Ed Research II

- Advanced EPP Policy Seminars (6 hours): EPP Policy seminars focus on current education issues such as accountability, race/ethnicity in schools, school choice, and educational equity and opportunity.
  - ELP 394K.1 Seminar in Latinx Education
  - ELP 394K.2 Market-Based Reforms in Education
  - ELP 394K.3 Place, Opportunity, and Education
  - ELP 394K.4 Schools and Gentrification
  - ELP 394K.5 Law, Leadership and Discipline Policy
  - ELP 394K Accountability & School Reform
  - ELP 394K Race and Ethnic Relations in Schools
  - ELP 394K Contemporary Education Policy Issues

- Internship (3 hours): In addition, students participate in an internship program as part of their coursework, which is a unique opportunity to gain real-life policy experience under the supervision of a faculty adviser.
  - ELP 383N / EDA 397P Graduate Internship

The University of Texas at Austin: [https://education.utexas.edu/departments/educational-leadership-policy/graduate-programs/education-policy-planning-program](https://education.utexas.edu/departments/educational-leadership-policy/graduate-programs/education-policy-planning-program)
Educational Leadership and Policy Program

- **Degrees:** The MEd and EdD degree programs are designed to prepare practitioners for leadership careers at various levels. These degree programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.
- **The MA and PhD degree programs** are intended particularly for those who are interested in educational leadership and policy as an academic field of study. Students are typically interested in the ideas in this applied field of study, and their research involves the application of ideas to practice. The MA appeals to those with an excellent academic background who want to continue to the PhD. The PhD is especially of interest to those considering a career in the university or in research.

**Master of Education:** The MEd program in Educational Leadership and Policy is designed primarily for students who are interested in learning the nature and practice of leadership and policy, especially with respect to social diversity and change. The MEd focuses mainly on K-12 school education and related issues. The MEd degree may be pursued either part-time or full-time.

- **Degree Requirements**
  - There are three options within the MEd program in Educational Leadership and Policy for all students. New MEd students are placed in Option IV initially. To change to another Option, students should first meet with their faculty advisor to discuss their academic program. The suggested timeline for this is after the student has completed three or four courses. A change of option request requires the recommendation of the faculty advisor and the signature of the Program Coordinator.
  - The three program options are:
    - **Option II** which is comprised of three required courses
      - LHA1003H - Conducting Research in Educational Leadership and Policy [RM]
      - LHA1040H - Educational Leadership and Policy I: Introduction to Educational Administration: Policy, Leadership and Change
      - LHA1041H - Educational Leadership and Policy II: Social and Policy Contexts of Schooling;
    - **NOTE:** LHA1040H and LHA1041H should preferably be the first courses taken in a student’s program of study. LHA1003H should be taken toward the end of the program of study. LHA1004H is strongly recommended.
- five other half-courses, of which at least two must be in Educational Leadership and Policy. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity;
- LHA2001Y Major Research Paper (MRP), to be carried out under the guidance of a faculty member.

- Option III which is comprised of three required courses:
  - LHA1003H - Conducting Research in Educational Leadership and Policy [RM]
  - LHA1040H - Educational Leadership and Policy I: Introduction to Educational Administration: Policy, Leadership and Change
  - LHA1041H - Educational Leadership and Policy II: Social and Policy Contexts of Schooling
  - NOTE: LHA1040H and LHA1041H should preferably be the first courses taken in a student’s program of study. LHA1003H should be taken toward the end of the program of study. LHA1004H is strongly recommended.
- three other half-courses, of which at least one must be in Educational Leadership and Policy. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity;
- a comprehensive thesis to be carried out under the guidance of a faculty member.

- Option IV which is comprised of four required courses
  - LHA1004H - Introduction to Research Literacy in Educational Leadership and Policy [RM]
  - LHA1040H - Educational Leadership and Policy I: Introduction to Educational Administration: Policy, Leadership and Change
  - LHA1041H - Educational Leadership and Policy II: Social and Policy Contexts of Schooling
  - LHA1050H - Themes and Issues in Policy, Leadership, Change, and Diversity;
  - NOTE: LHA1004H, LHA1040H and LHA1041H should preferably be the first courses taken in the student’s program of study. LHA1050H should normally be taken as the final course in the student’s program.
- six other half-courses, of which at least two must be in Educational Leadership and Policy. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity.

Option IV (Hybrid Delivery part-time only)

The Hybrid/Online MEd Cohort enables students to complete all four required core courses plus two electives online. For the remaining four elective courses, students may select online or face-to-face courses. This cohort enables participation for students who cannot travel to campus at OISE regularly.
Students contemplating applying to an EdD or a PhD program are strongly recommended to take option II or III. Admission to both doctoral programs require a QRP (Qualifying Research Paper). Students should plan their MEd courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The MEd degree may be pursued either part-time or full-time. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements. Once students have completed the defined Program Length or have begun their last required course (whichever comes first) they must continue to register until theses or MRPs are approved.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Individual Reading courses are electives and should not be taken at the beginning of a student’s program. Students selecting such courses should consult their faculty advisor.

Off-Campus Courses (MEd and Certificate students)

Some sections of existing courses are offered off-campus in order to make them available to people in localities far from Toronto.

Master of Arts

The MA program in Educational Leadership and Policy fosters the study of problems in the administration and leadership of educational programs. It will best serve students who have a commitment to scholarship and research as a means of deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience provides a desirable background. The MA is available through both full-time and part-time studies.

Admission Requirements

Admission to the MA degree program requires an appropriate bachelor's degree with high academic standing from a recognized university, in a relevant discipline or professional program of study, completed with the equivalent of a B+ or better standing in the final year. Applicants are admitted under the General Regulations of the School of Graduate Studies. For official admission requirements, please see the SGS Calendar.
Degree Requirements

The MA degree program of study consists of eight half-courses and a thesis. At least half of the required courses for the MA degree program must be completed in the Educational Leadership and Policy Program. The remaining courses may be selected from those offered in the Department, OISE, or in other graduate departments of the University of Toronto. Students are required to take the following courses: LHA1003H, LHA1004H and LHA1040H. LHA1041H is strongly recommended. Normally the courses chosen for the MA program of study will be at the 1000-level. Individual Reading courses are electives and should not be taken at the beginning of a student’s program.

Additional courses may be required of some applicants. The MA is available through both full-time and part-time studies.
University of Washington: [https://www.educationpolicy.uw.edu/overview/](https://www.educationpolicy.uw.edu/overview/)

Master of Education in Education Policy (44 Credits)

Courses

- **Autumn**
  - EDLPS 510: School Finance (3)
  - EDLPS 549: Introduction to Applied Research Methods (3)
  - EDLPS 560: Perspectives on Policy & Policymaking in Education (3)
  - EDLPS 579: MEP Integrative Seminar (2)

- **Winter**
  - EDLPS 549: Introduction to Applied Quantitative Methods (3)
  - EDLPS 550: The Dynamics of Educational Organizations (4)
  - EDLPS 575: Design & Implementation of Policy in Education (4)
  - EDLPS 579: MEP Integrative Seminar (2)

- **Spring**
  - EDLPS 568: Policy Evaluation in Education (3)
  - EDLPS 579: MEP Integrative Seminar (2)
  - Policy Internship (3)

- **Elective Course (choose one, worth 3–4 credits):**
  - EDC&I 525: Teacher Learning & School Change
  - EDLPS 565: Leadership: Power & Politics
  - EDLPS 579: Grantwriting in Education
  - EDPSY 490: Introduction to Statistics

- **Summer**
  - Policy Internship (6)
  - Master's Degree Project/Portfolio Development (3)

- **Internship and Degree Project**
  - A key aspect of MEP is the 150-hour internship that each student serves with a selected nonprofit organization or government agency. This vital aspect of the program allows you to apply the conceptual knowledge and practical skills learned in the classroom to real-world challenges, working closely with experienced professionals.
  - The degree culminates with a major project that you can add to your professional portfolio. The project includes three components:
    - A narrative summary of the highlights of your academic coursework, and a product from one of your courses that illustrates your critical thinking and writing skills as well as your knowledge of education policy
    - An in-depth written analysis of your internship experience that demonstrates your work and the skills you developed or refined
    - An independent policy analysis project that you design, develop and execute during spring and summer quarters
The Educational Policy strand program is developed in consultation with the student's academic advisor. 33 credits is required to satisfy the requirement for the M.S. degree in Educational Leadership & Policy Analysis policy strand.

### Course Sequence

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<td>Data management for research and policy analysis</td>
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<td>Professional development and organizational learning</td>
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**Methods**

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<tr>
<td>822</td>
<td>Introduction to quantitative inquiry in education</td>
<td>X</td>
</tr>
</tbody>
</table>
| 827   | Surveys and other quantitative data collection strategies | |\n| 788   | Qualitative field methods in education: Field methods I | |\n| 719   | Introduction to qualitative research           | |\n| 940   | Randomized experiments in education research    | |\n
**Electives**

<table>
<thead>
<tr>
<th></th>
<th>Relevant substantive or methods courses from ELPA or other departments</th>
<th>6</th>
</tr>
</thead>
</table>

**Practicum**

<table>
<thead>
<tr>
<th></th>
<th>Practicum in education policy (Network Fellows)</th>
<th>X</th>
<th>3</th>
</tr>
</thead>
</table>

**Total**

|       |                                               | 33  |
|-------|------------------------------------------------|----|-------|

Total credits in the above program must equal at least 33 credits.

In accordance with Chapter IV, Section 4.02 of the code of the Department of Educational Leadership & Policy Analysis, I request approval of the following Master of Science degree program. I understand that I must also satisfy (a) admissions, (b) residence, (c) examination or research paper requirement set forth in Chapter IV, Section 4.04 of the Departmental Code. The Graduate School has final authority in determining whether or not the residence requirement has been satisfied.
<table>
<thead>
<tr>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Advisor</td>
</tr>
</tbody>
</table>

The above course distributional requirement for the M.S. Degree Program and/or certification was approved by the Department.

| Chairperson | Date |

The above course distributional requirement for the M.S. Degree Program and/or certification has been satisfactorily completed.

| Student Services Coordinator | Date |
Vanderbilt University:

Master of Public Policy (M.P.P.) in Education Policy: The program is a 36-hour, two-year program of study with a policy core, broad foundations, policy making, research methods and data analysis, and elective courses to build a concentration that aligns with your chosen career path.

Degree Requirements

- **K-12 Policy or Higher Education Policy Concentration**
  - Education Policy Core: 12 hours
    - EDP 6110 Politics and Policymaking
    - EDP 6120 Education Policy and School Reform*
    - EDP 6130 American Educational History and Policy
    - EDP 6140 Economics of Education
  - *Students specializing in Higher Education Policy may substitute a Higher Education Policy course with advisor approval.
  - Required Methods and Data Analysis: 9 hours
    - LPO 7860 Research Design and Data Analysis I
    - LPO 7870 Research Design and Data Analysis II
    - EDP 7880 Education Policy and Program Evaluation
  - Practicum and Policy Writing: 3 hours
    - EDP 7950 Practicum in Education Policy
  - Policy Electives: 12 hours
    - EDP 6210 Teacher Policy
    - EDP 6220 Urban Education and Social Policy
    - EDP 7500 Education Law
    - LPO 7200 Grants Policy and Administration
    - HEA 6010 College and University Management
    - HEA 6300 Postsecondary Access and Opportunity
    - HEA 6310 College and University Finance
    - IEPM 6120 International Issues in K–12 Policy Reform
    - IEPM 6130 Comparative Issues in Higher Ed. Policy**
    - ELP 8210 Resource Allocation and Deployment (Ed.D.)**
    - ELP 8220 Ed. Accountability and Assessment (Ed.D.)**
    - HLP 8220 Public Policy and Higher Education (Ed.D.)
- **Quantitative Methods in Education Policy Concentration**
  - Education Policy Core: 12 hours
    - EDP 6110 Politics and Policymaking
    - EDP 6120 Education Policy and School Reform
    - EDP 6130 American Educational History and Policy
    - EDP 6140 Economics of Education
  - Required Methods and Data Analysis: 15 hours
    - LPO 8810 Research Design/Methods of Education Policy
- PSY GS 8861 Statistical Inference
- LPO 8851 Regression I
- LPO 7810 Causal Inference
- LPO 8852 Regression II

- Practicum: 0 hours
  - EDP 7950 Practicum in Education Policy

- Policy Electives: 9 hours
  - EDP 6210 Teacher Policy
  - EDP 6220 Urban Education and Social Policy
  - EDP 7500 Education Law
  - LPO 7200 Grants Policy and Administration
  - HEA 6010 College and University Management
  - HEA 6300 Postsecondary Access and Opportunity
  - HEA 6310 College and University Finance
  - IEPM 6120 International Issues in K–12 Policy Reform
  - IEPM 6130 Comparative Issues in Higher Ed. Policy**
  - ELP 8210 Resource Allocation and Deployment (Ed.D.)**
  - ELP 8220 Ed. Accountability and Assessment (Ed.D.)**
  - HLP 8220 Public Policy and Higher Education (Ed.D.)
Master of Arts in Educational Policy
Student Handbook
Fall 2018

Created July 2, 2018
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education.asu.edu | 602-543-6358
Introduction

MA in Educational Policy
The Master of Arts in Educational Policy at Mary Lou Fulton Teachers College (MLFTC) pairs educational policy and applied data analysis to deepen your understanding of research and policymaking. It is particularly well suited for individuals whose careers require the use and interpretation of data, such as overseeing assessments or conducting program evaluations. Classroom teachers will gain a new perspective on their schools, classrooms, and teaching with the skills they develop in the Masters program.

This 30-credit hour program prepares you to critically assess education programs and policies, and develop the skills needed to engage in data-driven decision making. Core coursework is taught one night per week; you then have the flexibility to work with a faculty member or an academic advisor to customize a schedule of elective courses based on your educational needs and interests. In your courses, you will learn to:

- Analyze key issues in contemporary education policy
- Evaluate and synthesize research literature
- Analyze and interpret data
- Conduct applied research projects
- Develop your expertise in an area of interest or research methods

As part of the culminating experience in the final semester you will design and execute an individual or group project that will utilize your new research skills and knowledge.

Purpose of the Handbook
The objective of this handbook is to provide guidance and information related to admission, degree requirements, and general policies and procedures. Please note that in some cases you will find differences between program policies and requirements and the Graduate College Policies and Procedures. In these cases, Mary Lou Fulton Teachers College has established higher standards. Please note that policies and procedures are subject to change. Changes will be communicated to students through e-mail. Any updates to this handbook can be found on the program website by clicking here
Student Responsibility
All students are expected to become familiar with and abide by university and program policies and procedures. This information is available online. Most importantly, you should visit the following websites for policy and procedure information:

- The Graduate College: https://graduate.asu.edu/
- Graduate College Policies and Procedures: https://graduate.asu.edu/policies-procedures
- Mary Lou Fulton Teachers College: https://education.asu.edu/

Student Email
Email is a primary form of communication between MLFTC and students in the program. Students are expected to check their ASU student email account regularly to ensure timely receipt of information from faculty and staff.

Harassment
Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community. ASU expressly prohibits discrimination, harassment and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.
For further information on ASU’s policy on discrimination, harassment, and retaliation, visit http://www.asu.edu/aad/manuals/acd/acd401.html.

Academic Integrity
Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Arizona State University students and faculty are expected to act with integrity in their educational pursuits.
The ASU student Academic Integrity Policy lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Student Code of Conduct
The Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions in order to promote their own personal development, to protect the university community, and to maintain order and stability on campus.

All students are expected to adhere to the Arizona Board of Regents (ABOR) Student Code of Conduct

More information on the Student Code of Conduct can be found by clicking here. In particular, complete resources regarding policies related to Student Code of Conduct are found by clicking here.
**Graduate College and Graduate Student Responsibilities**

Graduate students are responsible for familiarizing themselves with all university and graduate policies and procedures. Each student should also communicate directly with his/her academic unit to be clear on its expectations for degree completion.

Information is provided to students via MyASU. Students should frequently check their MYASU account for the most up-to-date information regarding their status, holds, items to attend to and other important information.

The Graduate College establishes policies that are consistent for all Graduate students across the university. These policies include, but are not limited to:

- Maintaining continuous enrollment
- Completion of the Plan of Study (iPOS)
- Maximum time limit for completing degrees
- Preadmission credit
- Academic progress
- Graduate degree requirements

Students are responsible for understanding the policies set by the Graduate College. Complete policies and procedures for graduate students can be found on the [Graduate College website].

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**education.asu.edu** | 602-543-6358
Admission

Admission to the MA in Educational Policy program is offered for the Fall semester. Completed admission files are reviewed and admission decisions are made on a rolling basis. Space may be limited; therefore, applicants are strongly encouraged to apply and have all application materials on file with ASU on or before any posted deadlines.

Quick Facts
Campus Location: Tempe
Start Terms: Fall
Time to Completion: 4 semesters (Fall, Spring)

Application Deadlines: [http://education.asu.edu/application-deadlines](http://education.asu.edu/application-deadlines)
(see Academic Calendar for Session dates)

Contacts
For admission information, please contact gradenrollment@asuonline.asu.edu
Current students, please contact your assigned Academic Success Specialist, listed on your MyASU. If you do not know who your assigned Academic Success Specialist is, please contact the MLFTC Office of Student Services at 602.543.6358 or graduateeducation@asu.edu.

Graduate Admission Requirements
The university maintains minimum standards for consideration for admission to graduate degree programs. The degree program may establish requirements in excess of those established by the university.

- Earned bachelor’s degree or higher from a regionally accredited institution in the U.S of the equivalent of a U.S. bachelor's degree from an international institution that is officially recognized by that country.
- Maintain a "B" (3.00 on a 4.00 scale) grade point average (GPA) in the last 60 semester hours or 90 quarter hours of undergraduate coursework. If you do not meet the minimum GPA requirements, your application may still be considered.
- International Applicants:
  - Proof of English Proficiency: the following are accepted to meet his requirement
    - Test of English as a Foreign Language (TOEFL): score of at least 550 (PBT) or 80 (IBT). ASU’s institutional code is 4007. Only electronic copies of scores are accepted.
    - International English Language Testing System (IELTS): overall band score of at least 6.5. No institutional code is needed.
    - Pearson Test of English (PTE): score of at least 60.
    - Individual academic units or programs may have higher requirements for English Proficiency
**Academic Program Admission Requirements**
In addition to the Graduate Admission requirements, the **MA in Educational Policy** program requires the following as part of the application:

**Personal Statement:** that describes your background, and in particular, the personal, educational, and/or professional experiences that lead you to apply to the MA in Educational Policy. Your statement should also address your goals for the degree. The admissions committee pays particular attention to the fit between your goals and the goals of the program. The admissions committee will also evaluate the quality of the ideas expressed in your personal statement and your writing. Statements should be approximately 500 words (2 pages, double spaced). The statement should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format. Please upload the file.

**Three (3) professional references** (names, emails, and institution/company) who will submit electronic letters of recommendation. One of your recommenders should be your supervising administrator if you are working in a K-12 environment. The others should be from educators that know of your professional capabilities and accomplishments. Choose recommenders that can provide insights into your interests and aptitude for applied research in educational policy. These people will be asked to comment on your research skills, professionalism, flexibility, and other qualities that indicate you are a suitable candidate for graduate study.

**Resume** that includes relevant personal, professional, educational, and community activities (one – two pages). The resume should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.

**Provisional Acceptance Guidelines**
Applicants who do not meet the GPA criteria for admission but have otherwise strong applications may be considered for provisional admission by the committee. This status provides the academic unit with an opportunity to better evaluate the student’s academic potential. Students are notified of the provisional requirements in the admission notice from the college.

Most provisions must be completed within the first semester of enrollment. When students have satisfied the provisional requirements, they should confirm with their academic advisor that a change of status has been recommended. Students with provisional admission are not eligible to submit a Plan of Study (iPOS) until the conditions of admission have been satisfied.

**Graduate Admission Services will withdraw students from the degree program who have not met the provisions of their admission within the required timeframe.**

**Preadmission Credit Policy**
With the approval of the degree program and the Graduate College, students may include a maximum of 12 graduate-level credit hours with grades of “B” or better that were not used towards a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree program to be accepted.

The complete preadmission credit policy can be found on the [Graduate College website](#).
Tuition Cost and Financial Aid

Tuition and Fees
Tuition is set by ASU and the Arizona Board of Regents each year. You can see the general tuition and fees schedule by clicking here, or calculate a more specific estimate of charges using the ASU Tuition Estimator.
Most online courses carry mandatory fees in addition to the tuition and other university fees.

Effective fall 2018, online tuition for resident students will be capped at 11 credits for graduate students. Online tuition for non-resident students is billed per credit hour with no cap.

Financial Assistance
Financial aid is available through a variety of sources.

Mary Lou Fulton Teachers College Scholarships and Fellowships
MLFTC offers a number of fellowship and scholarship opportunities for students. Information about these opportunities can be found on the Teachers College website.

Examples of opportunities available to students include (not exhaustive):

- Arizona Teachers Academy
- Mary Ann Graham Johnston Memorial Scholarship
- Robert Noyce Teacher Scholarship

Graduate College Fellowships
The Graduate College offers a number of fellowships to graduate students at ASU. Information about fellowship opportunities can be found by clicking here.

Examples of opportunities available to students include (not exhaustive):

- Coverdell Fellowship for Returned Peace Corps Volunteers
- Graduate College Fellowship
- Completion Fellowship

Financial Aid
Traditional financial aid (loans and grants) are available. For more information on options that may be available to you, please visit ASU’s Financial Aid Office (https://students.asu.edu/financialaid)

ASU Payment Plan
If tuition is not paid by the applicable tuition due date, or financial aid is not awarded and accepted by the due date, you will be automatically enrolled in the ASU payment plan and charged a nonrefundable enrollment fee.
Curriculum and Graduation Requirements

Program Requirements
Students in the MA Educational Policy program complete 30 credits of graduate coursework, including a culminating experience.

Students who take three (3) courses a semester during the academic year will be able to complete the degree in two years.

Most classes are offered in the evenings. Many of the required classes are offered in an intensive seven-and-a-half (7.5) week hybrid format with 50 percent of the content delivered face-to-face (weekday evenings) and 50 percent delivered through independent or technology-supported learning experiences and fieldwork. The elective courses will be a mix of hybrid courses or traditional graduate seminars that meet for fifteen weeks, depending on the course. Students with flexible schedules can take elective classes during the day if the classes are appropriate for their goals and program of study and approved by their faculty advisors.

The required courses for the MA in Educational Policy are not offered during the summer months. Students may elect to take elective courses during the summer months with their advisor’s approval.

Course sequences are found on the Teachers College Graduate Student Success Site.

Program of Study

The program of study includes six required courses and four elective courses. One of the required courses is an applied project course, which students will take in their final semesters.

Required Courses (18 credit hours)
- EPA 532 Becoming an Informed Consumer of Education Research
- EPA 555 Translating Research for Educational Change
- EPA 556 Data Analysis for Education Decision makers
- EPA 559 Systematic Inquiry for Problem Solving
- EPA 565 Critical Topics in Education Policy
- EPA 593 Applied Project

Sample Elective Courses (12 credit hours)
- COE 503 Introduction to Qualitative Analysis
- EDP 552 Multiple Regression and Correlation Methods
- EDP 554 Analysis-of-Variance Methods
- EPA 598 Applied Program Evaluation
- EPA 691 Measurement and Survey Research
- EPA 691 International Development and Education
- EPA 691 Issues in STEM Education
- EPA 691 Race, Class, Gender
- EPA 691 Power, Politics and Policy
- EPA 691 Comparative Education Perspectives
- EPA 691 Economics of Education

Students should select elective courses based on their own interests and professional goals in consultation with their advisers. All electives must be graduate level courses (500-level and above). The list above is a sample list of courses that were recently offered in the MLFTC; students are encouraged to seek other courses within and outside the MLFTC. All elective courses must be approved by students’ faculty advisors before the first day of classes for that semester.
Curriculum and tuition for all programs subject to change based on Arizona Board of Regents and Arizona Department of Education updates.

**The Interactive Plan of Study (iPOS)**

All ASU graduate students are required to complete and submit a plan of study online through the MyASU interactive Plan of Study (iPOS). The iPOS must be submitted and approved prior to completing 50% of the coursework required for your program.

Students are encouraged to schedule an appointment with their academic advisor to discuss their plan of study and how to complete the iPOS. After submitting the iPOS, your academic advisor will approve it. The Graduate College has final approval over all iPOS submissions.

When evaluating your iPOS, your academic advisor will check to ensure all required coursework is included as part of your plan, and that you are planning to take courses in the appropriate sequence/order. You academic advisor will send your iPOS back to you for revision if it is incorrect.

**Culminating Experience**

The culminating experience for the MA in Educational Policy is an independent applied research project related to educational policy. In their final semester of the program, students will take Applied Project in Educational Policy (EPA 593). In this class, students will be mentored by a faculty member to apply the research skills and knowledge they have developed through their coursework to design and execute an individual or group project.

Students must earn a grade of "B" of higher in the culminating experience course.
**Satisfactory Academic Progress and Professional Conduct Policy**

Students are expected to familiarize themselves with the policies and procedures listed in the MLFTC Satisfactory Academic Progress and Professional Conduct Policy. Additionally, students must understand Graduate College policies related to academic progress found on the [Graduate College Policy and Procedure website](http://graduate.asu.edu).

In order to remain in good standing in the Mary Lou Fulton Teachers College ("MLFTC"), students must maintain satisfactory academic progress consisting of both academic performance and adherence to the Teachers College Professionalism Standards. This policy sets forth the standards and expectations for "satisfactory academic progress" and "good standing" and explains the consequences of failure to meet these standards.

In addition to the policies stated here, students are expected to abide by applicable University and Arizona Board of Regents policies, including the [Student Code of Conduct](http://students.asu.edu/srm/code), the ASU Academic Integrity Policy, ASU Graduate College Policies and Procedures (for graduate students), as well as all policies, procedures, rules, regulations and requirements established by the local education agency, school district, and/or school in which they are engaged in field experience or student teaching (for certification students). Failure to do so may lead to consequences that include dismissal from the program and expulsion from the University. **Graduate students should also refer to the ASU Graduate College Website** ([http://graduate.asu.edu](http://graduate.asu.edu)) for further information about the ASU Graduate College policies.

The complete, current MLFTC Satisfactory Academic Progress and Professional Conduct (SAPPC) Policy can be found here: [https://education.asu.edu/mymfftc/student-forms-policies](https://education.asu.edu/mymfftc/student-forms-policies)

The below is specific to academic standards for graduate students in MLFTC programs as of **August 2017**, and is not a complete representation of the SAPPC policy found online.

To meet satisfactory academic requirements, graduate students must:

1. **Maintain at least a 3.00 in the following GPAs every semester:**
   a. **Plan/Program of Study (iPOS) GPA.** The iPOS GPA is calculated on all courses that appear on the student's approved iPOS.
   b. **Overall Graduate GPA.** The overall graduate GPA is calculated on all courses numbered 500 or higher that appear on the transcript, except courses that counted towards an undergraduate degree at ASU (unless shared with a master's degree in an approved bachelor's/master's degree program) and courses identified as outstanding in the original letter of admission.
   c. **Cumulative GPA.** The cumulative GPA represents all courses completed at ASU as part of the graduate career.

2. **Achieve a "C" grade or higher in all courses listed on the plan or program of study, including secondary education content area courses.** Earning a "W" or "I" grade in more than one course will be considered lack of academic progress. Doctoral students carrying more than three (3) credits of "I" grades will be considered to not be making satisfactory academic progress.

3. **Pass all required clinical experiences, including internships, apprentice teaching and student teaching, with a grade of "C" or "Y" or better.**

4. **Maintain good standing as outlined in the professional responsibilities standards section.** Students who violate professional responsibilities may be placed on academic probation or suspension, or may be recommended for dismissal.

5. **Doctoral students must:** pass comprehensive exams by the end of the sixth academic-year semester of enrollment; pass a proposal defense by the end of the seventh academic-year semester of enrollment; pass a dissertation final defense by the end of the eleventh academic-year semester of enrollment.
GPA/Grade Deficiencies

Academic Probation may be imposed if a student has ONE of the deficiencies listed below. A student placed on probation will be permitted to progress into the next term (unless the next term includes student teaching, an applied project, or culminating experience) while addressing the deficiency. Students who are placed on probation in which the next term requires student teaching will need to meet with his/her advisor to discuss options for the semester. Please note that a graduate student with a single semester GPA at or below 2.0 may be recommended for dismissal without the benefit of a semester of probation.

Students should carefully review ASU Graduate Education policies (found at https://graduate.asu.edu/policies-procedures), as the ASU Graduate Education policies are in addition to the college policies. Pay special attention to the policies regarding GPA, time limit for degree completion, and continuous enrollment.

Deficiencies for graduate students:

1. Plan of Study (IPOS) GPA below 3.00
2. Overall Graduate GPA below 3.00
3. Cumulative GPA below 3.00
4. Earning a grade below a “C” in any required course. Students must repeat a course with a grade below a “C” the following semester it is offered and earn a “C” grade or better. Failure to achieve a “C” or better on the second attempt may result in recommendation for dismissal from the program.
5. Earning a grade of “I” or “W” in a required course, or carrying more than three (3) credits of “I” for students in doctoral programs.

Graduate students in certification programs will not be approved for student teaching if they are on Academic Probation. Once a student returns to good standing, s/he can be approved to student teach.

Graduate students who are placed on academic probation may not be permitted to complete culminating experiences (applied project, etc.) until s/he returns to good standing. Doctoral students must be in good academic standing to complete comprehensive exams, or to schedule oral defenses.

A student on probation for lack of satisfactory progress in one area (e.g., academic progress or professional responsibilities) who subsequently fails to maintain good standing in the other area will be recommended for dismissal. Return to good standing requires satisfactory progress in both areas during the time on probation. Sequential semesters of probation for repeated failures to maintain satisfactory progress will not be considered.

Policies specific clinical experiences (internships, student teaching), accelerated programs, and other professional responsibilities can be found in the complete SAPPC policy guide.

Notice of Concern

The Notice of Concern (NOC) is a referral process designed to support all undergraduate and graduate students who may be at risk of not progressing in their academic plan and/or may need additional support from the college.

The following outlines the steps taken in the referral process.

1. The instructor, site coordinator or other university representative discusses concerns with student and informs the student that a Notice of Concern will be submitted to College Leadership. Depending on the nature of the referral, the student may be required to attend a meeting with college leadership to offer additional support.
2. If the referral is made for a violation of the academic or professional code of conduct or unprofessionalism, a student will be required to attend a mandatory meeting to discuss the alleged violations. This meeting provides students an opportunity to share his/her side of the situation. At the meeting, a Professional Improvement Plan agreement (PIP) is developed with input from the student and college administration. Students on a PIP are placed on a probationary status in the college until requirements of the PIP are met. Note: Some violations of professionalism or academic integrity may result in immediate dismissal from the program or placement.

3. If the referral is not for a violation of academic or professional conduct, a student support consultation meeting is conducted. This meeting provides students with resources and additional university wide support. At the meeting, student needs are identified and a plan for success is created along with follow up recommendations.

4. Students are required to attend a follow up meeting to discuss their status in meeting requirements outlined in their plan. Failure to attend a required meeting and/or fulfill expectations outlined in PIP agreement may result in program dismissal.

**Pregnancy Leave Policy**
In accordance with Title IX, students requiring leave are entitled to leave for as long as it is deemed medically necessary by their physician. For absences of less than two weeks for session C courses or one week of leave for session A/B or summer courses, students should be able to make up the missed work without affecting field placement. Longer leaves will be accommodated however, students are still required to complete all assignments and other requirements that accumulate during their leave prior to the last day of classes. Students who are unable to make up requirements prior to the end of the semester will receive a grade of incomplete or have the option of applying for a medical withdrawal without loss of any tuition paid that semester. During the leave, absences will be excused and will not negatively impact final grades. Students who need to request leave should submit their medical documentation to the Executive Director of Student Services in the Mary Lou Fulton Teachers College.

**Accommodations**
Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center (DRC). The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

**Incomplete Grade Requests**
To be considered for an incomplete (I) grade in a Mary Lou Fulton Teachers College course, a student must have completed approximately 80% or more of the coursework, be in good standing, and unable to complete the course because of illness or other serious conditions beyond the student's control.

To request an incomplete in a course a student will first obtain approval from his/her instructor and submit an incomplete request form [https://students.asu.edu/forms/incomplete-grade-request](https://students.asu.edu/forms/incomplete-grade-request) including a deadline for coursework to be completed. The incomplete request is then routed to the Division Director for final approval. Approval of the request is at the discretion of the Division Director or designee, who may modify the deadline or request additional details be on the incomplete request form. Students who fail to complete the course by the agreed upon deadline will receive the grade specified in the incomplete request. Incomplete deadlines may never exceed one year from the date the incomplete grade was issued.
**Appeal and Grievance Processes**

The below policies and procedures are related to various appeal and grievance procedures.

**Academic Probation**
There is no appeal from the action of being placed on probation. Probation provides warning to the student of the potential for suspension and/or dismissal.

**Grade Appeal Procedure**
To receive consideration, grade appeals must be submitted to the Course Instructor within **10 business days** of the last date for posting final grades, as noted in the Academic Calendar. The academic calendar is available at https://students.asu.edu/academic-calendar.

Final, official course grades are listed on My ASU via the student’s transcript. Students should check their transcripts regularly following the grade posting date for each term. In the event there is a discrepancy between the final grade noted in the transcript and the grade the student expected to receive based on the Blackboard gradebook, students must contact the instructor within **10 business days** of the last date for posting final grades and may then follow the appeal process outlined below.

**Reasons for grade appeal:** A student may appeal a grade only when he/she can document that one or a combination of the following has occurred:

1. The instructor erred in calculating points or acknowledging timely submission of assignments;
2. The instructor did not apply grading standards equitably (that is, there is evidence of bias, for example, due to race, age, sex, religion, or national origin);
3. The instructor did not assign grades consistently with the standards and procedures for evaluation announced at the beginning of the course in the course syllabus. The instructor may amend or supplement the standards and procedures during the course by providing written or oral notice to the entire class.

**Step One:** **Informal meeting with instructor** - This step is mandatory and applies to appeal of course grades only.

1. The student must contact the instructor of the course and submit the attached grade appeal. The student must provide any additional relevant documentation to support the appeal and reasons for disputing the grade to the instructor. The narrative accompanying the Grade Appeal Form may not exceed five (5) pages double-spaced.
2. The student must meet with the instructor either face to face or (in the case of online classes only) virtually. If this meeting does not resolve the grievance, the student may move to step two and submit the grade appeal form to the appropriate Office of Student Services Contact.

**Note:** If the required meeting with the instructor has not taken place, the appeal will be accepted only if the student supplies evidence that the student contacted the instructor and (a) has received no reply for five business days, or (b) has been unable to schedule a meeting within 10 business days of the date of contact. If the student does not receive a response from the course instructor within five business days, the student should move the appeal to step two. Appeals received after 10 business days will not be accepted.

**Step Two: Submit grievance to Office of Student Services** – If the grievance is not resolved in step one, the student may forward the grade appeal to the Executive Director of Student Services, Erica Mitchell at Erica.Mitchell@asu.edu.

**Step Three: Division Director Reviews Grade Appeal** – The Executive Director of Student Services (will review the grade appeal and may request additional information if needed. The grade appeal will be forwarded to the Division Director for review. The Division Director will review all information and will notify the student of the outcome.
Step Four: Appeal Decision to the Dean (Student Issues Committee)

- Per University policy, if not satisfied with the outcome, the student may appeal the Division Director’s decision to the Dean, whose decision is final. The student must appeal within five business days of receiving the Division Director’s decision.
- To submit an appeal to the Student Issues Committee, the student must forward the original appeal and the Division Director’s response to Shandra.Daniels@asu.edu, who will begin the appeal process with the committee.
- Only the issue appealed to the Division Director may be appealed; no new issues or complaints may be added.
- Student has the option to request to appeal before the committee.
- The Student Issues Committee make a recommendation to the Dean. The Dean’s decision is final.
- The student will be notified by mail of the outcome.

It is university policy that students filing grievances and those who are witnesses are protected from retaliation. Students who believe they are victims of retaliation should immediately contact the dean of the college in which the course is offered.

For more information on University grading policies, see http://catalog.asu.edu/appeal.

*During the time of the appeal, a student may register for courses; however, if the appeal is denied and the student is withdrawn, University policies on tuition refunds will be applied. Any concerns about tuition charges should be addressed to the Registrar’s Office.*

**Appealing a Recommendation for Dismissal from Program**
The ASU Graduate College admits students to graduate study at Arizona State University. Students who fail to make satisfactory academic progress may be involuntarily withdrawn (dismissed) from their academic programs by the ASU Graduate College upon the recommendation of MLFTC. The student has the right to appeal a recommendation for dismissal.

Steps in appeal process:

1. The student receives notice from the Executive Director of Student Services that a recommendation for dismissal from the program is being made to the ASU Graduate Education office.
2. Within 10 business days of receiving this notice, the student may appeal in writing to the appropriate Division Director in Mary Lou Fulton Teachers College Student Issues Committee (Dean’s Designee). Petition for Review forms are available in the Mary Lou Fulton Teachers College Office of Student Services on each campus and online at http://mytc.asu.edu. Failure to file the appeal within 10 business days of the date of notification will result in an automatic denial of the appeal.
Policies and Procedures

The below is representative of the most common policies and procedures encountered by students.

**Registration and Drop/Add Policies**
All students are required to have proof of measles immunizations on file with Student Health prior to registration. Graduate students register through MyASU according to your enrollment appointment.

Complete details regarding registration and course drop/add procedures are provided in the Registration and Tuition Payment Guide.

**Enrollment Verification Guidelines**
The University Registrar's Office will verify student enrollment each semester. Full-Time and Half-Time credit requirements for enrollment verification can be found by clicking here.

*Note for students in online programs:* Typical enrollment in MLFTC online master’s degree programs is six (6) credits per semester. This is generally considered half time for enrollment verification purposes. Students beginning online programs in B sessions typically register for three (3) credits in the first term, which is considered less than half time.

**Maximum Course Load**
MLFTC provided recommended course sequences for all graduate programs to guide students in their registration each term. Students are encouraged to follow the course sequence for their program, or to discuss any alterations with an academic advisor. Course sequences are developed with program progression and student success in mind.

The Graduate College does not mandate a maximum course load for graduate students. Anything in excess of 18 semester credit hours requires override approval.

Some MLFTC programs restrict the number of credit hours students may take within the academic program. Please see your academic advisor if you have questions about your course sequence or the number of credits you may take in any given term.

**Continuous Enrollment**
Once admitted to a graduate degree or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way utilizing university resources, facilities or faculty time.

Registration every fall semester and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program.

To maintain continuous enrollment the credit hour(s) must:

- Appear on the student's Plan of Study, OR
- Be research (592, 792), thesis (599), dissertation (799) or continuing registration (595, 695, 795) OR
- Be a graduate-level course.
Grades of “W” and/or “X” are not considered valid registration for continuous enrollment purposes. “W” grades are received with students officially withdraw from a course after the drop/add period. “X” grades are received for audit credit.

Students completing work for a course in which they received an “I” grade must maintain continuous enrollment as defined previously.

**Request to Maintain Continuous Enrollment (Leave of Absence)**

Graduate students planning to discontinue registration for a semester or more must submit a Request to Maintain Continuous Enrollment form. This request must be submitted and approved before the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program.

Having an approved Request to Maintain Continuous Enrollment by Graduate College will enable students to re-enter their program without reapplying to the university. Failure to maintain continuous enrollment results in withdrawal from the academic program. Students removed for this reason may reapply for admission to resume their degree program; the application will be considered alone with all other new applications to the degree program.

A student with a Graduate College approved Request to Maintain Continuous Enrollment is not required to pay tuition and/or fees, but in turn is not permitted to place any demands on university resources. These resources include university libraries, laboratories, recreation facilities or faculty time.

**Voluntary Withdrawal**

To withdraw from a graduate degree program and the university, students must complete the Voluntary Withdrawal form.

**Submitting a voluntary withdrawal form does not remove a student from courses.** Students must file separately with the University Registrar’s Office to drop any courses.

**Medical/Compassionate Withdrawal**

A student may be eligible for a medical/compassionate withdrawal if the withdrawal is due to extenuating circumstances such as a previous serious physical or mental illness (medical withdrawal) or the death/serious illness of a family member (compassionate withdrawal). To request a medical/compassionate withdrawal, students must submit a request for a documented medical/compassionate withdrawal.

**Maximum Time Limit to Complete Degree**

**Master’s Degree:** All work toward a master’s degree must be completed within six consecutive years. The six years begins with the semester and year of admission to the program. Graduate courses taken prior to admission that are included on the Plan of Study must have been completed within three years of the semester and year of admission to the program.

**Doctoral Degree:** Doctoral students must complete all program requirements within a ten-year period. The ten-year period begins with the semester and year of admission to the doctoral program. Graduate courses taken prior to admission that are included on the iPOS must have been completed within three years of the semester and year of admission to the program (previously awarded master’s degrees used on the Plan of Study are exempt).

Any exception to the time limit policy must be approved by the supervisory committee, the head of the academic unit and the Dean of the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.
Student Support Resources

MLFTC Office of Student Services

Academic Advising
All graduate students are assigned an academic advisor when admitted to the degree program. Academic advising contact information can be found on MyASU, under “Academic Advising”.

Academic advisors work with students from admission to degree completion and are a main point of contact with the college. Advisors can help students navigate program and degree requirements, registration, college and university policy, and connect students to other resources as needed.

Students are encouraged to use the Teachers College Student Success Site managed by the advising team for general information about programs, processes, and policies that may be specific to the academic program or college.

Contact Information:
Phone: 602-543-6358
Email: graduateeducation@asu.edu

Students can expect a response from an academic advisor within 24-48 business hours. During times of peak volume, please allow up to 72 hours for a response. For urgent needs, please contact us at 602-543-6358 to be connected with any available academic advisor.

Academic and Professional Development Resources

ASU Libraries
The ASU library system gives you access to more than 32,000 electronic journals, 281,000 electronic books, and 300 research databases online. Library support in-person, through email, phone and chat is also available. You are encouraged to explore the resources offered by the ASU libraries including:

- Library tutoring and workshops
- Education subject course guide
- Research databases
- Resources for Online Students library guide

Writing Center
MLFTC expects that all submitted contributions in graduate level courses will be of professional quality. Unless specifically stated, all assignments should conform to APA style.

Please visit the Graduate Academic Support Center website for more details on these services.

Career Services
Students are encouraged to explore resources available through the ASU Career and Professional Development Services Office. Services and events offered through the ASU Career Services office include:

- Resume workshops and critique
- Career mixers
- Job search strategies
- Interviewing skills and mock interviews
Student Support Services

ASU Online Student Support and Services
Students in online programs at ASU have access to dedicated support through success coaches and student services staff. Success Coaches are listed on the student’s MyASU along with contact information.

Please visit the ASU Online website for complete information about these services.

International Student and Scholars Center
The ASU International Student and Scholars Center (ISSC) provides a number of services and resources to international students.

Please visit the ASU International Student and Scholars Center website for complete information about these services.

Health Services
ASU Health Services is dedicated to the well-being and educational success of each individual student by providing high quality health care that is accessible, affordable, and compassionate. Students can access health services by appointment online or in-person, or by walk-in for immediate concerns.

Please visit the ASU Health Services for complete information about these services.

Counseling Services
Counseling and mental health services are provided at ASU’s Downtown, Polytechnic, Tempe and West campuses. ASU students may seek services at any of the campus counseling centers, regardless of their college affiliation.

Support is available 24/7. For life threatening emergencies, call 911.

Please visit the ASU Counseling Services website for complete information regarding these services, including after-hours and weekend support.

Disability Resource Center
MLFTC is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center (DRC). The MLFTC encourages admitted students with disabilities or disabling health conditions who believe they may need an accommodation to register with the DRC prior to enrolling in the program.

Please visit the Disability Resource Center website for complete information regarding these services.

Veterans and Military Affairs Office
MLFTC values the exceptional contributions of our veterans, and welcomes current and former of the military and their dependents as students preparing for careers in the education field. You can learn more by clicking here.

The ASU Pat Tillman Veterans Center is available to student veterans and their dependents. Locations are on four campuses and online. Please visit the Pat Tillman Veterans Center website for complete information about these services.

Graduate and Professional Student Association
Explore the Graduate and Professional Student Association (GPSA) by clicking here.
Business and Finance Services

Parking and Transit
The ASU Transportation website has complete information about policies and procedures related to parking and transit. This includes parking passes, public transit, and campus shuttle information.

Student Business Services
Student Business Services offers a variety of student account services including tuition and billing, student refunds (including financial aid), receipt and payment processing, support for past due accounts, third party sponsorship assistance and Perkins Loan repayment.

Please visit the Student Business Services website for complete information on these services and contact information.

ASU Sun Devil Card Services
ASU students may choose between the Pitchfork ID or the basic Sun Card to use as an official university ID card.

Please visit the ASU Sun Devil Card Services website for complete information about these services.

Campus Amenities

Housing
Living at ASU promotes creative connections and innovation both inside and outside of the classroom which providing a supportive, close-knit environment designed to set you up for success.

Please visit the University Housing website for complete information on these services.

Dining Services
Sun Devil Dining offers quality, value, variety and convenience with over 50 dining locations including dining halls, fast casual restaurants, cafes and on-campus markets.

Please visit the Sun Devil Dining website for complete information on these services.

Other Departments and Services

Provost’s Office
The Office of the University Provost provides leadership to all of the university’s campuses and academic programs, fostering excellence in teaching, research and service to the community.

Please visit the Office of the University Provost website for more information.

IT Help Office
The University Technology Office (UTO) embraces its role as both an enabler and catalyst for advancing the vision and work of the New American University. Students can access the Service Center from the MyASU student portal.

Please visit the University Technology Office website for more information on these services.

ASU Safety and Security
ASU provides a safe, healthy, and secure environment. Maintaining a healthy and secure campus community for students, staff and faculty means knowing what to do in the event of an emergency and having the right tools to respond.

For information related to ASU safety practices and policies, please visit the ASU Safety website.
For information related to the ASU police department, please visit the ASU Police Department website.
September 18, 2018

To: Pamela Coonan, Executive Director, Academic/Curricular Affairs
From: Walter Doyle, Interim Head, Teaching, Learning, and Sociocultural Studies
Re: Support for Master of Arts in Education Policy

Dear Pamela,

This letter is a formal expression of support for the proposed Master of Arts in Education Policy, housed in the Department of Educational Policy Studies and Practice (EPSP) in the College of Education. We anticipate that we will be able to accommodate additional students in the courses listed below when offered. The following courses are permitted to be included in the proposed programs’ elective coursework requirements:

- TLS 575a (3) The Education of Latinas/Latinos
- TLS 504 Language and culture in education
- TLS 595e Anthropology and education
- TLS 640 Multicultural education and social justice
- TLS 641 Immigration and education
- TLS 642 Oral traditions across societies
- TLS 795c Language planning and education

Sincerely,

Walter Doyle
November 14, 2018

Pamela Coonan  
Executive Director, Academic/Curricular Affairs  
University of Arizona  
P.O. Box 210128  
Tucson, AZ  85721-0128

Re: Support for Master of Arts in Education Policy

Dear Director Coonan,

This letter is a formal expression of support for the proposed Master of Arts in Education Policy, housed in the Department of Educational Policy Studies and Practice (EPSP) in the College of Education.

We do not believe that this new degree program will have a negative impact on the College of Law, and we believe that this collaboration between the College of Law and EPSP has the potential to benefit both departments. Accordingly, the following courses are permitted to be included in the proposed program’s elective coursework requirements:

- LAW 527 International Human Rights and Indigenous Peoples
- LAW 550A Native American Law and Policy
- LAW 553 Introduction to Immigration Law and Policy
- LAW 631D - Rebuilding Native Nations: An Introduction
- LAW 631L - Constitutions of Indigenous Nations
- LAW 631M - Comparative Legal Systems & Their Role in Nation Building
- LAW 631P - Exploring Data for Nation Building: Indigenous Data Sovereignty and Governance
- LAW 631K - The Evidence for Native Nation Building
- LAW 631O - Creating Indigenous Entrepreneurs
- LAW 656B - Comparative Indigenous Governance
- LAW 656D - Education Law
- LAW 579A - Indigenous Peoples’ Rights Under International Law
- LAW 656A - Intergovernmental Relations
- LAW 525 - Native Economic Development
- LAW 631J - Making Change Happen
We anticipate that we will be able to accommodate additional students in the courses listed above when offered, and that the revenue generated will cover our cost of delivery.

Sincerely,

Marc L. Miller  
Dean and Ralph W. Bilby Professor of Law
Date: August 23, 2018

To: Pamela Coonan, Executive Director, Academic/Curricular Affairs

From: Alex Braithwaite, Professor & Associate Director, School of Government & Public Policy

Re: Support for Master of Arts in Education Policy

Dear Pamela,

This letter is a formal expression of support for the proposed Master of Arts in Education Policy, housed in the Department of Educational Policy Studies and Practice (EPSP) in the College of Education. We do not anticipate that this new degree program will have a negative impact on the Masters in Public Administration and Masters in Public Policy programs, and believe this collaboration between our units has the potential to be mutually beneficial. Accordingly, the following courses can be included in the proposed program’s elective coursework requirements:

PA 504    Public and Policy Economics
PA 506    Bureaucracy, Politics, and Policy
PA 507    Conflict Management in the Public Sector
PA 509    Strategic Planning, Public Policy and Political Decision Making
PA 510    Nonprofits in the Policy Process
PA 512    Local government
PA 520    Advocacy Strategies & Community Participation
PA 524    Federalism, Democracy and Decentralization
PA 562    The Political Economy of U.S. Immigration Policy
PA 595G   Public policy

We anticipate being able to accommodate additional students in the courses listed above when offered, and that the revenue generated will cover our cost of delivery. We also anticipate this new program may offer classes that would be attractive options for some of our students.

Sincerely,

[Signature]

School of Government & Public Policy
315 Social Science
P.O. Box 210027
Tucson, AZ 85721-0027
Tel: (520) 621-7600
Fax: (520) 621-5051
http://sgpp.arizona.edu
August 28, 2018

Pamela Coonan  
Executive Director, Academic/Curricular Affairs  
Office of Academic Affairs  
The University of Arizona

Subject: Support for Master of Arts in Education Policy

Dear Pamela,

This letter is a formal expression of support for the proposed Master of Arts in Education Policy, housed in the Department of Educational Policy Studies and Practice (EPSP) in the College of Education.

I do not anticipate that these new degree programs will have any negative impact on the programs of the Udall Center for Studies in Public Policy, which, as a research center under Research, Discovery and Innovation (RDI) of the Office of the Vice President for Research, does not itself formally offer courses. Our faculty who hold joint positions with academic units may offer courses of relevance to EPSP in their home departments.

I believe the collaboration between EPSP and the Udall Center has the potential to be beneficial for both units.

Please let me know if I can provide any further clarification.

Sincerely,

Christopher A. Scott, PhD  
Director, Udall Center of Studies in Public Policy, and  
University Distinguished Scholar  

Phone: +1 (520) 626-4393  
Email: cascott@email.arizona.edu
August 15, 2018

Francesca López, Ph.D.  
Professor of Educational Policy Studies and Practice  
Associate Dean, College of Education  
University of Arizona  
1430 E. Second Street  
PO Box 210069  
Tucson, AZ 85721-0069

Dear Dr. Lopez,

I write in enthusiastic support of your proposal to create a Master of Arts in Education Policy degree in the Education Policy Studies and Practice Department in the College of Education at the University of Arizona.

There are numerous reasons why such a program should exist. Someone with the background provided by the degree would certainly have a place in a K-12 district. There are multiple opportunities in the Assessment and Program Evaluation Department that are well-aligned with the skills students would receive in the proposed program. Moreover, this is also true for our Title 1, School Improvement, or any other office that interacts daily with state and federal policy. In fact, State and Federal policy, as you know, infiltrates every part of an educational institution in some way or another. As such, a background in education policy would be useful to classroom teachers, principals, and other district employees.

We have had a successful relationship with your department in the past, and look forward to continuing our productive collaboration of bridging the gap between research and practice. I am pleased to support the attempt to bring more opportunities for graduate students in Arizona to work in ways to improve education policy.

Respectfully,

Gabriel Trujillo, Ed.D.  
Superintendent
August 15, 2018

Francesca López, Ph.D.
Professor of Educational Policy Studies and Practice
Associate Dean, College of Education
University of Arizona
1430 E. Second Street
PO Box 210069
Tucson, AZ 85721-0069

Dear Dr. Lopez,

I write in enthusiastic support of your proposal to create a Master of Arts in Education Policy degree in the Education Policy Studies and Practice Department in the College of Education at the University of Arizona.

There is an urgent need for those who work in K-12 settings to understand the ways policy plays a role in every aspect of educating Arizona students. In my experience as Superintendent, it is rare to find individuals with these critical skills in policymaking, public education policy, and research. A Master of Arts in Education Policy degree will fill a leadership void in our system and truly believe we need individuals with these skills working across school systems to improve the state of education in Tucson, Arizona.

We look forward to expanding the partnerships we have developed with the University of Arizona College of Education over the years. I am excited about the potential to improve the educational outcomes of our students by expanding the policymaking knowledge and process to the students we share.

Sincerely,

Steve Holmes
Superintendent
August 20, 2018

Francesca López, Ph.D.
Professor of Educational Policy Studies and Practice
Associate Dean, College of Education
University of Arizona
1430 E. Second Street
PO Box 210069
Tucson, AZ 85721-0069

Dear Dr. Lopez:

This letter is written in support of your proposal to creating a Master of Arts in Education Policy Degree, in the Department of Educational Policy Studies and Practice in the College of Education at the University of Arizona. In the complex and rapidly changing landscape that defines K-12 education, I believe that in-depth training, professional development, and education in policy studies would be valuable to the practicing professionals in the Sahuarita Unified School District. It is important that professional educators understand the ways that policy plays a role in every aspect of educating Arizona students.

In Sahuarita, we are grateful for the intentional efforts to work collaboratively with the University Of Arizona College Of Education over the years. These include the iCats Initiative, the Teaching Fellows Program, Professional Preparation Board, and numerous collaborative research endeavors. I believe that this latest proposal would be a strong next step in the mutually beneficial collaborative efforts.

Sincerely,

[Signature]

Manuel O. Valenzuela, Ed.D.
Superintendent
VALIDATE: EMPLOYMENT POTENTIAL

PROJECT CRITERIA

<table>
<thead>
<tr>
<th>Validate</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Nationwide</td>
</tr>
<tr>
<td>Degree Level</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Time Period</td>
<td>10/1/2017 - 9/30/2018</td>
</tr>
<tr>
<td>Selected Programs</td>
<td>Education Policy Analysis (44.0502)</td>
</tr>
<tr>
<td>Career Outcomes mapped to</td>
<td>Economist, Natural Science Research Manager,</td>
</tr>
<tr>
<td>Selected Programs of Study</td>
<td>Policy Analyst</td>
</tr>
</tbody>
</table>

HOW MANY JOBS ARE THERE FOR YOUR GRADUATES?

For your project criteria, there were 6,057 job postings in the last 12 months.

Compared to:

- 25,209,583 total job postings in your selected location
- 2,429,332 total job postings requesting a Master's degree in your selected location

The number of jobs is expected to grow over the next 8 years.

GROWTH BY GEOGRAPHY

<table>
<thead>
<tr>
<th>Geography</th>
<th>Selected Occupations</th>
<th>Total Labor Market</th>
<th>Relative Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationwide</td>
<td>3.34%</td>
<td>6.50%</td>
<td>Average</td>
</tr>
</tbody>
</table>
HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Analysis and Planning</td>
<td>3,299</td>
<td>NA</td>
<td>25,730</td>
<td>11.9%</td>
<td>3.4%</td>
</tr>
<tr>
<td>General Research</td>
<td>2,758</td>
<td>NA</td>
<td>54,780</td>
<td>2.5%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Employment data between years 2018 and 2026 are projected figures.
Graduates of this program usually transition into any of the 2 different occupation groups:

<table>
<thead>
<tr>
<th>Occupations Group</th>
<th>Market Size (postings)</th>
<th>Percentage of Career Outcome demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Analysis and Planning</td>
<td>3,299</td>
<td>54.5%</td>
</tr>
<tr>
<td>General Research</td>
<td>2,758</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

**WHAT SALARY WILL MY GRADUATES MAKE?**

The average salary in the nation for graduates of your program is $96,107. This average salary is Above the average living wage for the nation of $31,450.
Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

<table>
<thead>
<tr>
<th>Occupation Group</th>
<th>25th Percentile</th>
<th>Average</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Research</td>
<td>$93,779</td>
<td>$112,646</td>
<td>$122,124</td>
</tr>
</tbody>
</table>

WHERE IS THE DEMAND FOR MY GRADUATES?

<table>
<thead>
<tr>
<th>Location</th>
<th>Postings</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>969</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>554</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>464</td>
</tr>
<tr>
<td>State</td>
<td>Count</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>New York</td>
<td>461</td>
</tr>
<tr>
<td>Virginia</td>
<td>365</td>
</tr>
<tr>
<td>New Jersey</td>
<td>328</td>
</tr>
<tr>
<td>Texas</td>
<td>297</td>
</tr>
<tr>
<td>Maryland</td>
<td>225</td>
</tr>
<tr>
<td>Illinois</td>
<td>206</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>199</td>
</tr>
</tbody>
</table>
VALIDATE: COMPETITIVE LANDSCAPE

PROJECT CRITERIA

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<td>Economist, Natural Science Research Manager, Policy Analyst</td>
</tr>
</tbody>
</table>

OVERVIEW

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>% Change (2012-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees Conferred</td>
<td>19</td>
<td>26%</td>
</tr>
<tr>
<td>Number of Institutions</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Average Conferrals by Institution</td>
<td>10</td>
<td>-33.30%</td>
</tr>
</tbody>
</table>
Median Conferrals by Institution

<table>
<thead>
<tr>
<th>Program</th>
<th>Conferrals (2016)</th>
<th>Market Share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Policy Analysis</td>
<td>19</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

MARKET SHARE BY PROGRAM

Education Policy Analysis (100%)
Institution Type

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Conferrals (2016)</th>
<th>Market Share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>19</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

**TOP 10 INSTITUTIONS**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanderbilt University</td>
<td>Private</td>
<td>100.00%</td>
<td>0.00%</td>
<td>19</td>
<td>26.70%</td>
</tr>
<tr>
<td>Teachers College at Columbia University</td>
<td>Private</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**TOP 10 PROGRAMS**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Policy Analysis</td>
<td>100.00%</td>
<td>0.00%</td>
<td>19</td>
<td>26.70%</td>
</tr>
</tbody>
</table>

**ACTIVE COMPETITORS**

|-------------|-------------|---------------------|---------------------|-------------------|-----------------------------|
VALIDATE: MARKET ALIGNMENT

<table>
<thead>
<tr>
<th>PROJECT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore</td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Degree Level</td>
</tr>
<tr>
<td>Time Period</td>
</tr>
<tr>
<td>Selected Programs</td>
</tr>
<tr>
<td>Career Outcomes mapped to Selected Programs of Study</td>
</tr>
</tbody>
</table>

JOB POSTINGS BY ADVERTISED EDUCATION (%)
**TOP TITLES**

**Experience Level:** All Experience

<table>
<thead>
<tr>
<th>Title</th>
<th>Postings</th>
<th>Market Share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Analyst</td>
<td>802</td>
<td>17.09%</td>
</tr>
<tr>
<td>Economist</td>
<td>424</td>
<td>9.04%</td>
</tr>
<tr>
<td>Clinical Research Associate</td>
<td>352</td>
<td>7.50%</td>
</tr>
<tr>
<td>Clinical Trial Manager</td>
<td>339</td>
<td>7.23%</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>148</td>
<td>3.15%</td>
</tr>
<tr>
<td>Health Economist</td>
<td>139</td>
<td>2.96%</td>
</tr>
<tr>
<td>Laboratory Director</td>
<td>105</td>
<td>2.24%</td>
</tr>
</tbody>
</table>

![Experience Level Bar Chart]

- 0 to 2 years (18.5%)
- 3 to 5 years (44.7%)
- 6 to 8 years (18.6%)
- 9+ years (18.2%)
<table>
<thead>
<tr>
<th>Position</th>
<th>Postings</th>
<th>Market Share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Research Associate</td>
<td>102</td>
<td>2.17%</td>
</tr>
<tr>
<td>Director, Laboratory</td>
<td>82</td>
<td>1.75%</td>
</tr>
<tr>
<td>Director, Laboratory, Services</td>
<td>80</td>
<td>1.71%</td>
</tr>
<tr>
<td>Research Project Coordinator</td>
<td>74</td>
<td>1.58%</td>
</tr>
<tr>
<td>Development Associate</td>
<td>57</td>
<td>1.21%</td>
</tr>
<tr>
<td>Director, Research And Development</td>
<td>51</td>
<td>1.09%</td>
</tr>
<tr>
<td>Econometrician</td>
<td>40</td>
<td>0.85%</td>
</tr>
<tr>
<td>Health Manager</td>
<td>34</td>
<td>0.72%</td>
</tr>
</tbody>
</table>

### TOP EMPLOYERS HIRING

**Experience Level:** All Experience

<table>
<thead>
<tr>
<th>Employer</th>
<th>Postings</th>
<th>Market Share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Sloan Kettering Cancer Center</td>
<td>57</td>
<td>1.21%</td>
</tr>
<tr>
<td>Johnson &amp; Johnson</td>
<td>50</td>
<td>1.07%</td>
</tr>
<tr>
<td>Anthem Blue Cross</td>
<td>49</td>
<td>1.04%</td>
</tr>
<tr>
<td>Medpace Incorporated</td>
<td>44</td>
<td>0.94%</td>
</tr>
<tr>
<td>US Government</td>
<td>44</td>
<td>0.94%</td>
</tr>
<tr>
<td>Booz Allen Hamilton Inc.</td>
<td>42</td>
<td>0.90%</td>
</tr>
<tr>
<td>Company</td>
<td>Instances</td>
<td>Percentage</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>IBM</td>
<td>42</td>
<td>0.90%</td>
</tr>
<tr>
<td>SAIC</td>
<td>32</td>
<td>0.68%</td>
</tr>
<tr>
<td>Bristol-Myers Squibb</td>
<td>29</td>
<td>0.62%</td>
</tr>
<tr>
<td>Thermo Fisher Scientific Inc</td>
<td>28</td>
<td>0.60%</td>
</tr>
<tr>
<td>Hospital Corporation of America</td>
<td>27</td>
<td>0.58%</td>
</tr>
<tr>
<td>Abbott Laboratories</td>
<td>26</td>
<td>0.55%</td>
</tr>
<tr>
<td>Boston Scientific Corporation</td>
<td>26</td>
<td>0.55%</td>
</tr>
<tr>
<td>Medtronic</td>
<td>25</td>
<td>0.53%</td>
</tr>
<tr>
<td>Icon Medical Imaging</td>
<td>23</td>
<td>0.49%</td>
</tr>
</tbody>
</table>
VALIDATE: KEY COMPETENCIES

<table>
<thead>
<tr>
<th>PROJECT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validate Programs</td>
</tr>
<tr>
<td>Location Nationwide</td>
</tr>
<tr>
<td>Degree Level Master's degree</td>
</tr>
<tr>
<td>Time Period 10/1/2017 - 9/30/2018</td>
</tr>
<tr>
<td>Selected Programs</td>
</tr>
<tr>
<td>Education Policy Analysis (44.0502)</td>
</tr>
<tr>
<td>Career Outcomes mapped to Selected Programs of Study</td>
</tr>
<tr>
<td>Economist, Natural Science Research Manager, Policy Analyst</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TOP 15 SPECIALIZED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
</tr>
<tr>
<td>Postings</td>
</tr>
<tr>
<td>Budgeting</td>
</tr>
<tr>
<td>Project Management</td>
</tr>
<tr>
<td>Category</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>Policy Analysis</td>
</tr>
<tr>
<td>Clinical Research</td>
</tr>
<tr>
<td>Clinical Trials</td>
</tr>
<tr>
<td>Staff Management</td>
</tr>
<tr>
<td>Data Analysis</td>
</tr>
<tr>
<td>Public Health and Safety</td>
</tr>
<tr>
<td>Quality Assurance and Control</td>
</tr>
<tr>
<td>Data Collection</td>
</tr>
<tr>
<td>Strategic Planning</td>
</tr>
<tr>
<td>Good Clinical Practices (GCP)</td>
</tr>
<tr>
<td>Policy Development</td>
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</tbody>
</table>
## TOP 15 BASELINES SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>3549 (59%)</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>2688 (45%)</td>
</tr>
<tr>
<td>Teamwork / Collaboration</td>
<td>1812 (30%)</td>
</tr>
<tr>
<td>Writing</td>
<td>1771 (30%)</td>
</tr>
<tr>
<td>Planning</td>
<td>1692 (28%)</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>1102 (18%)</td>
</tr>
<tr>
<td>Organizational Skills</td>
<td>1073 (18%)</td>
</tr>
</tbody>
</table>
### TOP 15 SOFTWARE PROGRAMMING SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Projected Growth</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>959 (16%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microsoft Office</td>
<td>756 (13%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microsoft Powerpoint</td>
<td>737 (12%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detail-Oriented</td>
<td>701 (12%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td>680 (11%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>648 (11%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Skills</td>
<td>633 (11%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Effective Relationships</td>
<td>624 (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software</td>
<td>Count (Percentage)</td>
<td>Percentage Change</td>
<td>Required</td>
<td>Active</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>1102 (18%)</td>
<td>32.1%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Microsoft Office</td>
<td>756 (13%)</td>
<td>14.02%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Microsoft Powerpoint</td>
<td>737 (12%)</td>
<td>8.56%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>SAS</td>
<td>426 (7%)</td>
<td>15.3%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Microsoft Word</td>
<td>399 (7%)</td>
<td>4.94%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public administration</td>
<td>349 (6%)</td>
<td>-45.12%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>SQL</td>
<td>257 (4%)</td>
<td>-17.78%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>STATA</td>
<td>234 (4%)</td>
<td>5.82%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>R</td>
<td>191 (3%)</td>
<td>50.52%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>SPSS</td>
<td>150 (3%)</td>
<td>-13.85%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Microsoft Access</td>
<td>149 (2%)</td>
<td>-27.84%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Tableau</td>
<td>135 (2%)</td>
<td>77.87%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Skill</td>
<td>Postings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td>1714 (29%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>1505 (25%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy Analysis</td>
<td>1473 (25%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Research</td>
<td>1307 (22%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People Management</td>
<td>1145 (19%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Strategy</td>
<td>1015 (17%)</td>
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<td></td>
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</tbody>
</table>
## TOP 15 SALARY PREMIUM SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Projected Growth</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Analysis</td>
<td>972 (16%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Management</td>
<td>819 (14%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>701 (12%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistical Software</td>
<td>611 (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Process and Analysis</td>
<td>600 (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>587 (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product Development</td>
<td>501 (8%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulation and Law Compliance</td>
<td>495 (8%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Research</td>
<td>491 (8%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Project Management

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Projected Growth</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management</td>
<td>1439 (24%)</td>
<td>-16.48%</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Staff Management</td>
<td>666 (11%)</td>
<td>-14.82%</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Product Development</td>
<td>406 (7%)</td>
<td>-18.93%</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

## TOP 15 COMPETITIVE ADVANTAGE SKILLS

No skills available

## TOP 15 CERTIFICATIONS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Clearance</td>
<td>287 (5%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Driver's License</td>
<td>166 (3%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Project Management Certification</td>
<td>127 (2%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Project Management Professional (PMP)</td>
<td>98 (2%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Certification</td>
<td>Percentage</td>
<td>Required</td>
<td>Relevant</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>American Society For Clinical Pathology (ASCP) Certification</td>
<td>81 (1%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Clinical Laboratory Scientist (CLS)</td>
<td>30 (1%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Six Sigma Certification</td>
<td>24 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Certified Clinical Research Associate</td>
<td>21 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Certified Medical Technologist</td>
<td>18 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Licensed Professional Engineer</td>
<td>13 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Licensed Practical Nurse (LPN)</td>
<td>13 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Certified Clinical Research Associate (CRA)</td>
<td>13 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Advanced Cardiac Life Support (ACLS) Certification</td>
<td>13 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Basic Life Saving (BLS)</td>
<td>11 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Registered Cardiovascular Invasive Specialist</td>
<td>9 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
No certificates available

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOP 15 COMPETITIVE ADVANTAGE CERTIFICATIONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Postings</td>
<td>Salary Premium</td>
<td>Competitive Advantage</td>
</tr>
<tr>
<td>No certificates available</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VALIDATE: EMPLOYMENT POTENTIAL

PROJECT CRITERIA

<table>
<thead>
<tr>
<th>Validate</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Nationwide</td>
</tr>
<tr>
<td>Degree Level</td>
<td>Master’s degree</td>
</tr>
<tr>
<td>Time Period</td>
<td>10/1/2017 - 9/30/2018</td>
</tr>
<tr>
<td>Selected Programs</td>
<td>Education Policy Analysis (44.0502)</td>
</tr>
<tr>
<td>Career Outcomes mapped to Selected Programs of Study</td>
<td>Economist, Natural Science Research Manager, Policy Analyst</td>
</tr>
</tbody>
</table>

HOW MANY JOBS ARE THERE FOR YOUR GRADUATES?

For your project criteria, there were 6,057 job postings in the last 12 months.

Compared to:

- 25,209,583 total job postings in your selected location
- 2,429,332 total job postings requesting a Master’s degree in your selected location

The number of jobs is expected to grow over the next 8 years.

GROWTH BY GEOGRAPHY

<table>
<thead>
<tr>
<th>Geography</th>
<th>Selected Occupations</th>
<th>Total Labor Market</th>
<th>Relative Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationwide</td>
<td>3.34%</td>
<td>6.50%</td>
<td>Average</td>
</tr>
</tbody>
</table>
HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Analysis and Planning</td>
<td>3,299</td>
<td>NA</td>
<td>25,730</td>
<td>11.9%</td>
<td>3.4%</td>
</tr>
<tr>
<td>General Research</td>
<td>2,758</td>
<td>NA</td>
<td>54,780</td>
<td>2.5%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Employment data between years 2018 and 2026 are projected figures.
Graduates of this program usually transition into any of the 2 different occupation groups:

<table>
<thead>
<tr>
<th>Occupations Group</th>
<th>Market Size (postings)</th>
<th>Percentage of Career Outcome Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Analysis and Planning</td>
<td>3,299</td>
<td>54.5%</td>
</tr>
<tr>
<td>General Research</td>
<td>2,758</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

**WHAT SALARY WILL MY GRADUATES MAKE?**

The average salary in the nation for graduates of your program is $96,107. This average salary is Above the average living wage for the nation of $31,450.
Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

<table>
<thead>
<tr>
<th>Occupation Group</th>
<th>25th Percentile</th>
<th>Average</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Research</td>
<td>$93,779</td>
<td>$112,646</td>
<td>$122,124</td>
</tr>
</tbody>
</table>

WHERE IS THE DEMAND FOR MY GRADUATES?

<table>
<thead>
<tr>
<th>Location</th>
<th>Postings</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>969</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>554</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>464</td>
</tr>
<tr>
<td>State</td>
<td>Count</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>New York</td>
<td>461</td>
</tr>
<tr>
<td>Virginia</td>
<td>365</td>
</tr>
<tr>
<td>New Jersey</td>
<td>328</td>
</tr>
<tr>
<td>Texas</td>
<td>297</td>
</tr>
<tr>
<td>Maryland</td>
<td>225</td>
</tr>
<tr>
<td>Illinois</td>
<td>206</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>199</td>
</tr>
</tbody>
</table>
VALIDATE: COMPETITIVE LANDSCAPE

PROJECT CRITERIA

<table>
<thead>
<tr>
<th>Validate</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Nationwide</td>
</tr>
<tr>
<td>Degree Level</td>
<td>Master’s degree</td>
</tr>
<tr>
<td>Time Period</td>
<td>10/1/2017 - 9/30/2018</td>
</tr>
<tr>
<td>Selected Programs</td>
<td>Education Policy Analysis (44.0502)</td>
</tr>
<tr>
<td>Career Outcomes mapped to Selected Programs of Study</td>
<td>Economist, Natural Science Research Manager, Policy Analyst</td>
</tr>
</tbody>
</table>

OVERVIEW

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>% Change (2012-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees Conferred</td>
<td>19</td>
<td>26%</td>
</tr>
<tr>
<td>Number of Institutions</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Average Conferrals by Institution</td>
<td>10</td>
<td>-33.30%</td>
</tr>
</tbody>
</table>
Median Conferrals by Institution

<table>
<thead>
<tr>
<th>Program</th>
<th>Conferrals (2016)</th>
<th>Market Share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Policy Analysis</td>
<td>19</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

MARKET SHARE BY INSTITUTION TYPE
**Institution Type** | **Conferrals (2016)** | **Market Share (%)**
--- | --- | ---
Private | 19 | 100.00%

### TOP 10 INSTITUTIONS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanderbilt University</td>
<td>Private</td>
<td>100.00%</td>
<td>0.00%</td>
<td>19</td>
<td>26.70%</td>
</tr>
<tr>
<td>Teachers College at Columbia University</td>
<td>Private</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### TOP 10 PROGRAMS
### Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Policy Analysis</td>
<td>100.00%</td>
<td>0.00%</td>
<td>19</td>
<td>26.70%</td>
</tr>
</tbody>
</table>

### ACTIVE COMPETITORS

|-------------|-------------|---------------------|---------------------|-------------------|--------------------------------|

# VALIDATE: MARKET ALIGNMENT

## PROJECT CRITERIA

<table>
<thead>
<tr>
<th>Explore</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Nationwide</td>
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<tr>
<td>Degree Level</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Time Period</td>
<td>10/1/2017 - 9/30/2018</td>
</tr>
<tr>
<td>Selected Programs</td>
<td>Education Policy Analysis (44.0502)</td>
</tr>
<tr>
<td>Career Outcomes mapped to Selected Programs of Study</td>
<td>Economist, Natural Science Research Manager, Policy Analyst</td>
</tr>
</tbody>
</table>

## JOB POSTINGS BY ADVERTISED EDUCATION (%)
JOB POSTINGS BY INDUSTRY (%)

- Health Care and Social Assistance (23%)
- Manufacturing (21%)
- Professional, Scientific, and Technical Services (16%)
- Public Administration (13%)
- Other (27%)

JOB POSTINGS BY EXPERIENCE REQUESTED (%)

- High school or vocational training (0%)
- Associate's degree (0.1%)
- Bachelor's degree (80.2%)
- Master's degree (38.6%)
- Doctoral degree (19.3%)
TOP TITLES

**Experience Level:** All Experience

<table>
<thead>
<tr>
<th>Title</th>
<th>Postings</th>
<th>Market Share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Analyst</td>
<td>802</td>
<td>17.09%</td>
</tr>
<tr>
<td>Economist</td>
<td>424</td>
<td>9.04%</td>
</tr>
<tr>
<td>Clinical Research Associate</td>
<td>352</td>
<td>7.50%</td>
</tr>
<tr>
<td>Clinical Trial Manager</td>
<td>339</td>
<td>7.23%</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>148</td>
<td>3.15%</td>
</tr>
<tr>
<td>Health Economist</td>
<td>139</td>
<td>2.96%</td>
</tr>
<tr>
<td>Laboratory Director</td>
<td>105</td>
<td>2.24%</td>
</tr>
</tbody>
</table>
## TOP EMPLOYERS HIRING

**Experience Level:** All Experience

<table>
<thead>
<tr>
<th>Employer</th>
<th>Postings</th>
<th>Market Share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Sloan Kettering Cancer Center</td>
<td>57</td>
<td>1.21%</td>
</tr>
<tr>
<td>Johnson &amp; Johnson</td>
<td>50</td>
<td>1.07%</td>
</tr>
<tr>
<td>Anthem Blue Cross</td>
<td>49</td>
<td>1.04%</td>
</tr>
<tr>
<td>Medpace Incorporated</td>
<td>44</td>
<td>0.94%</td>
</tr>
<tr>
<td>US Government</td>
<td>44</td>
<td>0.94%</td>
</tr>
<tr>
<td>Booz Allen Hamilton Inc.</td>
<td>42</td>
<td>0.90%</td>
</tr>
<tr>
<td>Company</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>IBM</td>
<td>42</td>
<td>0.90%</td>
</tr>
<tr>
<td>SAIC</td>
<td>32</td>
<td>0.68%</td>
</tr>
<tr>
<td>Bristol-Myers Squibb</td>
<td>29</td>
<td>0.62%</td>
</tr>
<tr>
<td>Thermo Fisher Scientific Inc</td>
<td>28</td>
<td>0.60%</td>
</tr>
<tr>
<td>Hospital Corporation of America</td>
<td>27</td>
<td>0.58%</td>
</tr>
<tr>
<td>Abbott Laboratories</td>
<td>26</td>
<td>0.55%</td>
</tr>
<tr>
<td>Boston Scientific Corporation</td>
<td>26</td>
<td>0.55%</td>
</tr>
<tr>
<td>Medtronic</td>
<td>25</td>
<td>0.53%</td>
</tr>
<tr>
<td>Icon Medical Imaging</td>
<td>23</td>
<td>0.49%</td>
</tr>
</tbody>
</table>
VALIDATE: KEY COMPETENCIES

PROJECT CRITERIA

<table>
<thead>
<tr>
<th>Validate</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Nationwide</td>
</tr>
<tr>
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<td>Master's degree</td>
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<tr>
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</tr>
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</tr>
</tbody>
</table>

TOP 15 SPECIALIZED SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Projected Growth</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeting</td>
<td>1946 (33%)</td>
<td>-17.14%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Project Management</td>
<td>1439 (24%)</td>
<td>-16.48%</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Category</td>
<td>Total (% of Overall)</td>
<td>Change (%)</td>
<td>trained</td>
<td>worked</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------</td>
<td>------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Economics</td>
<td>1437 (24%)</td>
<td>-21.37</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Policy Analysis</td>
<td>1156 (19%)</td>
<td>-45.29</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Clinical Research</td>
<td>894 (15%)</td>
<td>-22.29</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Clinical Trials</td>
<td>699 (12%)</td>
<td>3.87</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Staff Management</td>
<td>666 (11%)</td>
<td>-14.82</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>618 (10%)</td>
<td>4.8%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public Health and Safety</td>
<td>604 (10%)</td>
<td>-8.84</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Quality Assurance and Control</td>
<td>488 (8%)</td>
<td>1.97</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Data Collection</td>
<td>464 (8%)</td>
<td>1.05%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>445 (7%)</td>
<td>-19.32</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Good Clinical Practices (GCP)</td>
<td>429 (7%)</td>
<td>17.8%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Policy Development</td>
<td>428 (7%)</td>
<td>-19%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Skill</td>
<td>Postings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>3549 (59%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>2688 (45%)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teamwork / Collaboration</td>
<td>1812 (30%)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Writing</td>
<td>1771 (30%)</td>
<td></td>
<td></td>
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<tr>
<td>Planning</td>
<td>1692 (28%)</td>
<td></td>
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<tr>
<td>Microsoft Excel</td>
<td>1102 (18%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Skills</td>
<td>1073 (18%)</td>
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</tbody>
</table>
### TOP 15 SOFTWARE PROGRAMMING SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Projected Growth</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>959 (16%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microsoft Office</td>
<td>756 (13%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microsoft Powerpoint</td>
<td>737 (12%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detail-Oriented</td>
<td>701 (12%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td>680 (11%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>648 (11%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Skills</td>
<td>633 (11%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Effective Relationships</td>
<td>624 (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Quantity</td>
<td>Percentage</td>
<td>Increase/Decrease</td>
<td>Required</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>------------</td>
<td>-------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>1102</td>
<td>32.1%</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Microsoft Office</td>
<td>756</td>
<td>14.02%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Microsoft PowerPoint</td>
<td>737</td>
<td>8.56%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>SAS</td>
<td>426</td>
<td>15.3%</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Microsoft Word</td>
<td>399</td>
<td>4.94%</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Public administration</td>
<td>349</td>
<td>-45.12%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>SQL</td>
<td>257</td>
<td>-17.78%</td>
<td>No</td>
<td>No</td>
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<tr>
<td>STATA</td>
<td>234</td>
<td>5.82%</td>
<td>No</td>
<td>No</td>
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<tr>
<td>R</td>
<td>191</td>
<td>50.52%</td>
<td>No</td>
<td>No</td>
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<tr>
<td>SPSS</td>
<td>150</td>
<td>-13.85%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Microsoft Access</td>
<td>149</td>
<td>-27.84%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Tableau</td>
<td>135</td>
<td>77.87%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Skill</td>
<td>Postings</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td>1714 (29%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>1505 (25%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy Analysis</td>
<td>1473 (25%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Research</td>
<td>1307 (22%)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>People Management</td>
<td>1145 (19%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Strategy</td>
<td>1015 (17%)</td>
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</table>
### TOP 15 SALARY PREMIUM SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Projected Growth</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Analysis</td>
<td>972 (16%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Management</td>
<td>819 (14%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>701 (12%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistical Software</td>
<td>611 (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Process and Analysis</td>
<td>600 (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>587 (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product Development</td>
<td>501 (8%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulation and Law Compliance</td>
<td>495 (8%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Research</td>
<td>491 (8%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Report Generated Using Program Insight from Burning Glass Technologies

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Projected Growth</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management</td>
<td>1439 (24%)</td>
<td>-16.48%</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Staff Management</td>
<td>666 (11%)</td>
<td>-14.82%</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Product Development</td>
<td>406 (7%)</td>
<td>-18.93%</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**TOP 15 COMPETITIVE ADVANTAGE SKILLS**

No skills available

**TOP 15 CERTIFICATIONS**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Clearance</td>
<td>287 (5%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Driver's License</td>
<td>166 (3%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Project Management Certification</td>
<td>127 (2%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Project Management Professional (PMP)</td>
<td>98 (2%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Certification</td>
<td>Percentage</td>
<td>Education</td>
<td>Experience</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>American Society For Clinical Pathology (ASCP) Certification</td>
<td>81 (1%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Clinical Laboratory Scientist (CIS)</td>
<td>30 (1%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Six Sigma Certification</td>
<td>24 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Certified Clinical Research Associate</td>
<td>21 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Certified Medical Technologist</td>
<td>18 (0%)</td>
<td>No</td>
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</tr>
<tr>
<td>Licensed Professional Engineer</td>
<td>13 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Licensed Practical Nurse (LPN)</td>
<td>13 (0%)</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Certified Clinical Research Associate (CRA)</td>
<td>13 (0%)</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Advanced Cardiac Life Support (ACLS) Certification</td>
<td>13 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Basic Life Saving (BLS)</td>
<td>11 (0%)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Registered Cardiovascular Invasive Specialist</td>
<td>9 (0%)</td>
<td>No</td>
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No certificates available

**TOP 15 COMPETITIVE ADVANTAGE CERTIFICATIONS**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Postings</th>
<th>Salary Premium</th>
<th>Competitive Advantage</th>
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<tbody>
<tr>
<td>No certificates available</td>
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</table>
September 18, 2018

To: Pamela Coonan, Executive Director, Academic/Curricular Affairs
From: Walter Doyle, Interim Head, Teaching, Learning, and Sociocultural Studies
Re: Support for Master of Arts in Education Policy

Dear Pamela,

This letter is a formal expression of support for the proposed Master of Arts in Education Policy, housed in the Department of Educational Policy Studies and Practice (EPSP) in the College of Education. We anticipate that we will be able to accommodate additional students in the courses listed below when offered. The following courses are permitted to be included in the proposed programs’ elective coursework requirements:

- TLS 575a (3) The Education of Latinas/Latinos
- TLS 504 Language and culture in education
- TLS 595e Anthropology and education
- TLS 640 Multicultural education and social justice
- TLS 641 Immigration and education
- TLS 642 Oral traditions across societies
- TLS 795c Language planning and education

Sincerely,

Walter Doyle
November 14, 2018

Pamela Coonan
Executive Director, Academic/Curricular Affairs
University of Arizona
P.O. Box 210128
Tucson, AZ 85721-0128

Re: Support for Master of Arts in Education Policy

Dear Director Coonan,

This letter is a formal expression of support for the proposed Master of Arts in Education Policy, housed in the Department of Educational Policy Studies and Practice (EPSP) in the College of Education.

We do not believe that this new degree program will have a negative impact on the College of Law, and we believe that this collaboration between the College of Law and EPSP has the potential to benefit both departments. Accordingly, the following courses are permitted to be included in the proposed program’s elective coursework requirements:

- LAW 527 International Human Rights and Indigenous Peoples
- LAW 550A Native American Law and Policy
- LAW 553 Introduction to Immigration Law and Policy
- LAW 631D - Rebuilding Native Nations: An Introduction
- LAW 631L - Constitutions of Indigenous Nations
- LAW 631M - Comparative Legal Systems & Their Role in Nation Building
- LAW 631P - Exploring Data for Nation Building: Indigenous Data Sovereignty and Governance
- LAW 631K - The Evidence for Native Nation Building
- LAW 631O - Creating Indigenous Entrepreneurs
- LAW 656B - Comparative Indigenous Governance
- LAW 656D - Education Law
- LAW 579A - Indigenous Peoples’ Rights Under International Law
- LAW 656A - Intergovernmental Relations
- LAW 525 - Native Economic Development
- LAW 631J - Making Change Happen
We anticipate that we will be able to accommodate additional students in the courses listed above when offered, and that the revenue generated will cover our cost of delivery.

Sincerely,

Marc L. Miller  
Dean and Ralph W. Bilby Professor of Law
Date: August 23, 2018

To: Pamela Coonan, Executive Director, Academic/Curricular Affairs

From: Alex Braithwaite, Professor & Associate Director, School of Government & Public Policy

Re: Support for Master of Arts in Education Policy

Dear Pamela,

This letter is a formal expression of support for the proposed Master of Arts in Education Policy, housed in the Department of Educational Policy Studies and Practice (EPSP) in the College of Education. We do not anticipate that this new degree program will have a negative impact on the Masters in Public Administration and Masters in Public Policy programs, and believe this collaboration between our units has the potential to be mutually beneficial. Accordingly, the following courses can be included in the proposed program’s elective coursework requirements:

PA 504 Public and Policy Economics
PA 506 Bureaucracy, Politics, and Policy
PA 507 Conflict Management in the Public Sector
PA 509 Strategic Planning, Public Policy and Political Decision Making
PA 510 Nonprofits in the Policy Process
PA 512 Local government
PA 520 Advocacy Strategies & Community Participation
PA 524 Federalism, Democracy and Decentralization
PA 562 The Political Economy of U.S. Immigration Policy
PA 595G Public policy

We anticipate being able to accommodate additional students in the courses listed above when offered, and that the revenue generated will cover our cost of delivery. We also anticipate this new program may offer classes that would be attractive options for some of our students.

Sincerely,

Alex Braithwaite
August 28, 2018

Pamela Coonan  
Executive Director, Academic/Curricular Affairs  
Office of Academic Affairs  
The University of Arizona

Subject: Support for Master of Arts in Education Policy

Dear Pamela,

This letter is a formal expression of support for the proposed Master of Arts in Education Policy, housed in the Department of Educational Policy Studies and Practice (EPSP) in the College of Education.

I do not anticipate that these new degree programs will have any negative impact on the programs of the Udall Center for Studies in Public Policy, which, as a research center under Research, Discovery and Innovation (RDI) of the Office of the Vice President for Research, does not itself formally offer courses. Our faculty who hold joint positions with academic units may offer courses of relevance to EPSP in their home departments.

I believe the collaboration between EPSP and the Udall Center has the potential to be beneficial for both units.

Please let me know if I can provide any further clarification.

Sincerely,

Christopher A. Scott, PhD  
Director, Udall Center of Studies in Public Policy, and  
University Distinguished Scholar

Phone: +1 (520) 626-4393  
Email: cascott@email.arizona.edu
August 15, 2018

Francesca López, Ph.D.
Professor of Educational Policy Studies and Practice
Associate Dean, College of Education
University of Arizona
1430 E. Second Street
PO Box 210069
Tucson, AZ 85721-0069

Dear Dr. Lopez,

I write in enthusiastic support of your proposal to create a Master of Arts in Education Policy degree in the Education Policy Studies and Practice Department in the College of Education at the University of Arizona.

There are numerous reasons why such a program should exist. Someone with the background provided by the degree would certainly have a place in a K-12 district. There are multiple opportunities in the Assessment and Program Evaluation Department that are well-aligned with the skills students would receive in the proposed program. Moreover, this is also true for our Title 1, School Improvement, or any other office that interacts daily with state and federal policy. In fact, State and Federal policy, as you know, infiltrates every part of an educational institution in some way or another. As such, a background in education policy would be useful to classroom teachers, principals, and other district employees.

We have had a successful relationship with your department in the past, and look forward to continuing our productive collaboration of bridging the gap between research and practice. I am pleased to support the attempt to bring more opportunities for graduate students in Arizona to work in ways to improve education policy.

Respectfully,

Gabriel Trujillo, Ed.D.
Superintendent
August 15, 2018

Francesca López, Ph.D.
Professor of Educational Policy Studies and Practice
Associate Dean, College of Education
University of Arizona
1430 E. Second Street
PO Box 210069
Tucson, AZ 85721-0069

Dear Dr. Lopez,

I write in enthusiastic support of your proposal to create a Master of Arts in Education Policy degree in the Education Policy Studies and Practice Department in the College of Education at the University of Arizona.

There is an urgent need for those who work in K-12 settings to understand the ways policy plays a role in every aspect of educating Arizona students. In my experience as Superintendent, it is rare to find individuals with these critical skills in policymaking, public education policy, and research. A Master of Arts in Education Policy degree will fill a leadership void in our system and truly believe we need individuals with these skills working across school systems to improve the state of education in Tucson, Arizona.

We look forward to expanding the partnerships we have developed with the University of Arizona College of Education over the years. I am excited about the potential to improve the educational outcomes of our students by expanding the policymaking knowledge and process to the students we share.

Sincerely,

Steve Holmes
Superintendent
August 20, 2018

Francesca López, Ph.D.
Professor of Educational Policy Studies and Practice
Associate Dean, College of Education
University of Arizona
1430 E. Second Street
PO Box 210069
Tucson, AZ 85721-0069

Dear Dr. Lopez:

This letter is written in support of your proposal to creating a Master of Arts in Education Policy Degree, in the Department of Educational Policy Studies and Practice in the College of Education at the University of Arizona. In the complex and rapidly changing landscape that defines K-12 education, I believe that in-depth training, professional development, and education in policy studies would be valuable to the practicing professionals in the Sahuarita Unified School District. It is important that professional educators understand the ways that policy plays a role in every aspect of educating Arizona students.

In Sahuarita, we are grateful for the intentional efforts to work collaboratively with the University Of Arizona College Of Education over the years. These include the iCats Initiative, the Teaching Fellows Program, Professional Preparation Board, and numerous collaborative research endeavors. I believe that this latest proposal would be a strong next step in the mutually beneficial collaborative efforts.

(Sincerely,

Manuel O. Valenzuela, Ed.D.
Superintendent)
# Name of Proposed Program or Unit: MA in Education Policy

## METRICS
<table>
<thead>
<tr>
<th></th>
<th>1st Year 2019-2020</th>
<th>2nd Year 2020-2021</th>
<th>3rd Year 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net increase in annual college enrollment UG</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Net increase in college SCH UG</td>
<td>180</td>
<td>180</td>
<td>270</td>
</tr>
<tr>
<td>Net increase in annual college enrollment Grad</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Net increase in college SCH Grad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of enrollments being charged a Program Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Sponsored Activity (MTDC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Faculty FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## FUNDING SOURCES
### Continuing Sources
- UG RCM Revenue (net of cost allocation)
- Grad RCM Revenue (net of cost allocation): 97,249, 97,249, 145,873
- Program Fee RCM Revenue (net of cost allocation)
- F and A Revenues (net of cost allocations)
- UA Online Revenues
- Distance Learning Revenues
- Reallocation from existing College funds (attach description)
- Other Items (attach description)

### One-time Sources
- College fund balances
- Institutional Strategic Investment
- Gift Funding
- Other Items (attach description)

### Total Continuing Sources
<table>
<thead>
<tr>
<th></th>
<th>1st Year 2019-2020</th>
<th>2nd Year 2020-2021</th>
<th>3rd Year 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total One-time</td>
<td>$97,249</td>
<td>$97,249</td>
<td>$145,873</td>
</tr>
</tbody>
</table>

## TOTAL SOURCES
<table>
<thead>
<tr>
<th></th>
<th>1st Year 2019-2020</th>
<th>2nd Year 2020-2021</th>
<th>3rd Year 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total One-time</td>
<td>$97,249</td>
<td>$97,249</td>
<td>$145,873</td>
</tr>
</tbody>
</table>

## EXPENDITURE ITEMS
### Continuing Expenditures
- Faculty: 10,000, 10,000, 10,000
- Other Personnel: 20,000, 20,001, 20,002
- Employee Related Expense: 9,600, 9,600, 9,601
- Graduate Assistantships
- Other Graduate Aid
- Operations (materials, supplies, phones, etc.)
- Additional Space Cost
- Other Items (attach description)

### Total Continuing Expenditures
<table>
<thead>
<tr>
<th></th>
<th>1st Year 2019-2020</th>
<th>2nd Year 2020-2021</th>
<th>3rd Year 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total One-time</td>
<td>$39,600</td>
<td>$39,601</td>
<td>$39,603</td>
</tr>
</tbody>
</table>

## One-time Expenditures
- Construction or Renovation
- Start-up Equipment
- Replace Equipment
- Library Resources
- Other Items (attach description)

### Total One-time Expenditures
<table>
<thead>
<tr>
<th></th>
<th>1st Year 2019-2020</th>
<th>2nd Year 2020-2021</th>
<th>3rd Year 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total One-time</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>

## TOTAL EXPENDITURES
<table>
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<th>3rd Year 2021-2022</th>
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<tbody>
<tr>
<td>Total One-time</td>
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<td>$39,603</td>
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## Net Projected Fiscal Effect
<table>
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<th>3rd Year 2021-2022</th>
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</thead>
<tbody>
<tr>
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<td>$57,647</td>
<td>$106,271</td>
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