EDUCATIONAL FOUNDATIONS, POLICY AND PRACTICE - MASTER OF ARTS (MA)

The master's program in Educational Foundations, Policy and Practice (EFPP) includes two possible concentrations, each with a different focus, but which engage students in a critical examination of the relations among education, society, culture and government, with special emphasis on problems of race, ethnicity, social class, gender, sexual diversity, and multiculturalism. The program stresses analysis of educational theory, policy, and practice by drawing on the humanities and the social sciences. Its foundation is critical scholarship, which examines educational institutions within broad social, political, cultural, legal, and economic contexts in the United States. Program faculty members offer courses in social, cultural, historical, legal, and philosophical foundations of education; policy analysis; evaluation; and curriculum theory. Additional related courses are available in other programs within the School of Education and in other departments of the university.

EFPP has designed its MA as a flexible program with a relatively small size to encourage strong and enduring relationships among students and faculty. The class cohorts represent a wide spectrum of undergraduate majors, geographic locations, previous experiences, and cultural backgrounds. These diverse perspectives enrich the educational environment and expand social awareness.

All MA concentrations are designed to prepare graduates for diverse roles as educators, advocates or policy analysts in schools, government agencies, think tanks, policy organizations, community organizations or institutions of higher education. This program also prepares graduates to pursue PhD work.

Community-Based Change Concentration

Students pursuing an MA focused on community-based change will pursue a course of study to develop expertise in policy analysis, research methods, and program evaluation, as well as specific areas of inquiry such as the process of school reform and the development of partnerships between community members and external participants. This strand of the EFPP MA program is specifically geared toward educators, parents, and other community members who wish to gain skills and knowledge that will assist them in becoming powerful advocates for high-quality, equitable education.

Key foundations courses in this concentration include but are not limited to: Philosophy of Education, Sociology of Education, History of American Education, Education Policy and the Law, and African American Issues in Education.

Evaluation and Policy Analysis Concentration

Students pursuing an MA focused on educational evaluation and policy analysis will pursue a course of study to develop expertise in policy analysis, research methods, and program evaluation, as well as specific areas of inquiry such as the process of school reform and the development of more equitable education policies. The program is designed to prepare evaluators, and policy analysts for careers in academic institutions and agencies at the state and federal levels.

Graduates will be able to analyze, recommend, and evaluate public policies effectively.

Key courses in this concentration include but are not limited to: Education Evaluation, Policy Issues in Education, Philosophy of Education, Education Policy and the Law, and Theoretical Issues in Education Policy.

Educational Foundations, Policy and Practice (EFPP) MA Degree Plan

(Educational Foundations, Policy and Practice MA Degree Plan version (http://www.colorado.edu/education/graduate-programs/educational-foundations-policy-practice-efpp/ma-efpp/degree-requirements))

A. Requirements for Master's Degree

1. 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.

2. Successfully pass their Comprehensive Exam.

3. The master's degree must be completed within four years.

B. Degree Requirements

Course Work 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

1. 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 U.S. |
| 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 |

2. Relevant Disciplines Outside the School of Education: 3 credit hours

Courses selected with advisor approval from graduate level courses in relevant disciplines outside the School of Education (e.g., 4000-level or higher courses in the Departments of Anthropology, Economics, Ethnic Studies, History, Philosophy, Political Science, or Sociology).

3. 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.

Total Credit Hours  24

C. Electives
Students elect the remaining 4-9 credit hours in consultation with their advisors, depending on the credit distribution in the above categories and the comprehensive examination choice (see Comprehensive Examination Guidelines).

D. Comprehensive Exam
There are two options for satisfying the M.A. Comprehensive Examination requirement: Typically students complete a Take-Home Comprehensive Examination, or in some cases a Major Paper. Each is followed by a 60-90 minute oral examination with the Comprehensive Examination Committee, made up of three faculty members. Students must be registered for credit during the semester they defend their Comprehensive Examination.

Transfer of Credit: *(If you have transfer credits you must complete the Transfer of Credit paperwork)*
Students who completed appropriate coursework at another institution may transfer credit under the following guidelines. Transfer credits from accredited institutions are accepted by CU Boulder only after approval by the department chair/program director and under the special conditions outlined in the Graduate School Rules. 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 non-degree student within the CU system. 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 program director. 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.