February 4, 2016

TO: Sarah Mangelsdorf, Provost

FROM: Diana Hess, Dean

RE: Notice of Intent to Plan Undergraduate Degree/Major: Education Studies

The School of Education and the Educational Policy Studies Department seek permission for a new undergraduate degree and major in Education Studies. The School of Education Programs Committee approved the Intent to Plan on September 18, 2015, followed by School of Education Academic Planning Council approval on October 7, 2015.

We are excited to propose an undergraduate degree that will allow students to study education and education policy issues without seeking teaching certification. Highlights of the Education Studies program include the following:

- interdisciplinary studies around the central topic of education that will grow students’ capacity in critical and creative thinking.
- a full degree program that allows students to discover interests in education, but also offers depth on many topics.
- the opportunity to capitalize on the research of several EPS faculty members in the area of global education with a “global education issues” track in the major.
- the use of foundational coursework already developed for the Educational Policy Studies undergraduate certificate, reducing the need for additional resources to support the new degree offering.
- a focus on educational equity and disparity issues that has already demonstrated its attractiveness to under-represented students, many of whom have concerns and questions about historical and current education policies and practices in the United States.

UW-Madison, the School of Education, and Educational Policy Studies have the opportunity to contribute to the national and global discussion surrounding education and its many influencers through this degree offering.

c: Jocelyn Milner, APIR
   Adam Nelson, EPS Chair
   David Rosenthal, Associate Dean
   Beth Janetski, Dean’s Office
   Jeff Hamm, Associate Dean
Notice of Intent, BS-Education Studies,
University of Wisconsin-Madison

Degree: Bachelor of Science in Education Studies
Major: Education Studies
Department: Educational Policy Studies
School/College: School of Education

Fit with Institutional Mission, Strategic Plan, and Existing Program Array

The proposed major in Education Studies will provide a needed opportunity for undergraduates who are interested in the rigorous study of education topics and concerns, presented from multiple academic and disciplinary perspectives, but who are not interested in pursuing teacher certification and licensure. The intent of the program is to prepare undergraduates who will become well-informed leaders able to engage critically, thoughtfully, and ethically in the many educational policy debates circulating in Wisconsin, in our nation and throughout the world as we move into the twenty-first century. In particular, the major will give students a chance to study debates—both past and present, both domestic and international—concerning education-related social disparities and the complex pursuit of equal educational opportunities for all.

As noted above, this major does not prepare students for teacher certification. Instead, the major will prepare students for work in educational and governmental agencies, non-governmental education organizations (both domestic and international), education-related think tanks and policy institutes, and out-of-school educational spaces including community-based after-school programs, where they might serve as policy directors or in other positions of institutional leadership. Students will also be well prepared for the study of educational policy at the graduate level.

The proposed major in Education Studies fits directly within the mission of the Department of Educational Policy Studies (EPS). EPS faculty are rooted in the disciplines of history, sociology, anthropology, politics, and comparative and international education, and they strive to guide their students in developing facility with these disciplines. The faculty provide an array of comprehensive and in-depth courses that promote critical and creative thinking within these disciplines and foster engagement with both contemporary and enduring issues of educational policy and practice. These courses link educational policy to other related domains of social policy, including human migration and immigration, health and welfare, employment and economic development, urban planning and cultural geography, political socialization and citizenship, and even educational diplomacy and international relations. Moreover, the department will tap into these issues by using interdisciplinary links to the UW-Madison’s College of Letters and Science as EPS faculty are affiliated in the departments of History, Philosophy, Sociology, Anthropology, and Geography. The intent to create the Education Studies major has been endorsed in the Department’s recent (2014) Ten-Year Review. In fact, the external reviewers “strongly recommend[ed]” that EPS house this initiative, highlighting that the EPS faculty “has the precise blend of expertise for such a major….”

Historically, EPS has been exclusively a graduate department, offering degrees at the master’s and doctoral levels. At the same time, the department has always taught large numbers of undergraduates, especially in courses focusing on the history and sociology of education, as well
as comparative and international education. Undergraduate offerings increased through faculty involvement in Freshmen Interest Groups (FIGs) and, beginning in 2006, the development of an undergraduate certificate in Educational Policy Studies. The proposed undergraduate degree/major is a natural evolution of the department’s mission to undergraduates.

The BS-Education Studies aligns with the campus 2015-19 strategic framework, specifically in its connection to the Wisconsin Idea and the call to “leverage our distinctive interdisciplinary strength to address complex problems in the state and the world.” The proposed major addresses at least three of the School of Education’s 2015-17 strategic priorities, reflecting our shared commitment to “produce high quality leaders for rapidly-changing learning environments at all levels,” “foster community engaged scholarship to enrich lives, transform communities and better the world,” and “promote equity and increase diversity.”

Our experience suggests that the new major will be especially attractive to students of color and other underrepresented undergraduate populations on campus—individuals who often express an intense interest in issues of inequality and social justice, and who, in general, seek opportunities to study these dimensions of educational reform among a critical mass of students with diverse but overlapping interests. Our undergraduate academic affairs office has reported a small but consistent interest among incoming freshmen students of color who want to study education policy. These students are a natural constituency for the proposed BS-Education Studies.

**Program Need**

Student interest in Education as a topic of study is evidenced by the 210 students who have sought the Educational Policy Studies undergraduate certificate since 2006. Growing enrollments in the certificate program underscore the fact that there is a constituency for the major among UW-Madison undergraduates. Students at UW-Madison have also expressed interest in the topic of education studies through their participation in EPS-linked Freshman Interest Groups (FIGs), where approximately 200 students have taken EPS FIG courses in the last four years. At the recent October 2015 campus “Majors Fair,” a number of students approached School of Education advisors asking whether we offered a non-teacher preparation education studies major. Together, these and other indicators of student interest give us confidence that the major will be a desirable and valuable addition to the School and campus academic program array.

Students pursuing Education Studies majors will fill employment gaps in local and state level policy-making agencies and organizations such as the Wisconsin Department of Public Instruction; charter-school management organizations; school district policy and planning offices; community youth programming organizations; education-related think tanks, social-service organizations, workforce-development offices, philanthropic foundations; parent-based organizations for schools; as well as agencies and companies doing business in the realm of international education.

Currently, among the four-year institutions within the UW-System, only the University of Wisconsin-Milwaukee offers a non-teaching education major. UW-Milwaukee’s program emphasizes adult education, youth leadership, and training and workforce development. The proposed BS-Education Studies major at UW-Madison will differ by focusing on the critical examination of educational policies, domestic and international, with in-depth consideration of the past and present contexts in which these policies emerge, develop, and change and are
analyzed and discussed through various academic and disciplinary perspectives, notably history, sociology, anthropology, politics, and comparative and international education.

Just a few research universities in the United States offer similar education studies programs. Northwestern University has a major in social policy that includes some educational content and Pennsylvania State University has a major in education and public policy. None of these programs, however, combines the comprehensive, in-depth analysis of both domestic and global educational issues offered by the proposed UW-Madison degree.

**Brief Program Description**

The Education Studies degree and major will provide programmatic structure for undergraduates seeking opportunities to investigate and to reflect upon educational policies and debates, as well as the social and political context in which educational policies are initiated and evolve. Students will be able to focus their interests by picking between a U.S. Concentration and a Global Concentration. By the end of this program, students will be able to analyze and understand

- the social, cultural, and/or historical contexts surrounding formal and/or informal education in the US and/or in a global context.
- educational policies in national and/or global contexts.
- the causes and consequences of educational inequality related to race, class, gender, and/or other dimensions.

Students will learn about education through literature covering a variety of disciplines, which may include history, anthropology, philosophy, sociology, and political science. Students will be able to interpret and discuss a variety of education reform proposals, past and present, as well as understand the connections between education and other social institutions, including the justice system, health and social welfare system, migration and immigration, and labor and workforce. Students will also critically discuss and contribute to education-related debates in a local, state, national, and/or global context.

**Resource Requirements**

The resources for this new program will come from the existing resources of the Department of Educational Policy Studies. The department has received approval for and is currently conducting a search for a new faculty member who will teach history of education. With a successful search for this position, the department, and its partnering departments (Educational Leadership and Policy Analysis, Educational Psychology, and Curriculum and Instruction), will fully be able to offer all courses related to this major and degree program.

Advising for the new major will be provided by the SoE undergraduate dean’s office, Education Academic Services. Associate Dean Hamm has confirmed that Education Academic Services has the capacity to satisfy the advising needs of this major.

**EPS Department Faculty**

Bianca Baldridge, Assistant Professor  
Lesley Bartlett, Associate Professor  
Sara Goldrick-Rab, Professor
Nancy Kendall, Associate Professor  
Stacey Lee, Professor  
Kathryn Moeller, Assistant Professor  
Adam Nelson, Professor  
Linn Posey-Maddox, Assistant Professor  
William Reese, Professor  
Amy Stambach, Professor  
Erica Turner, Assistant Professor  

**Letters of Support**

See Appendix for letters of support from the following:

- M. Elizabeth Graue, Sorenson Professor of Childhood Studies, Chair, Department of Curriculum and Instruction  
- Eric Camburn, Chair, Department of Educational Leadership and Policy Analysis  
- David Kaplan, Chair, Department of Educational Psychology  
- Stephanie Roberts, Director, School of Social Work  
- Constance Flanagan, Chair, Community and Nonprofit Leadership, Associate Dean, School of Human Ecology  
- Janean Dilworth-Bart, Chair, Human Development and Family Studies  
- David T. Canon, Chair, Political Science  
- James H. Sweet, Chair, History  
- Maria Lepowsky, Chair, Anthropology  
- Pamela E. Oliver, Chair, Sociology  
- Alan Sidelle, Chair, Philosophy  
- Soyeon Shim, SoHE Dean  
- John Karl Scholz, L&S dean
BS-Education Studies Degree Requirements

General Education and Liberal Studies Requirements

These requirements provide students the opportunity for academic exploration and breadth in their college studies. **Completion of these requirements is not a prerequisite to program application or admission.** In general, courses listed in School of Education departments may NOT be used to satisfy these requirements. Courses that transfer to campus as departmental electives (e.g., Poli Sci X10) might meet specific liberal studies requirements; consult an Education Academic Services (EAS) advisor.

See full details of these requirements at [www.education.wisc.edu](http://www.education.wisc.edu). Choose Academics>Undergraduate Students> Academic Programs. Select your program of interest and go to General Education and Liberal Studies Requirements.

General Education Requirements

Communication Part A (Comm A): Literacy proficiency, 2–3 crs. Course work focusing on reading, listening, and speaking; emphasis on writing. Courses coded with an a. Students may be exempt through placement scores.

Communication Part B (Comm B): Enhancing literacy proficiency, 2–3 crs. Courses designated with a b. This requirement is met in many major programs.

Quantitative Reasoning Part A (Quant A): Mathematics or formal logic, 3 crs. Courses coded with a q. Students may be exempt through placement scores.

Quantitative Reasoning Part B (Quant B): Enhancing quantitative reasoning skills, 3 crs. Designated with an r.

Liberal Studies Requirements—40 Credits

Humanities—9 credits

- **Literature** (minimum of 2 credits). Courses designated with an L.
- **Fine Arts** (minimum of 2 credits). Additional courses can be considered; confer with an EAS advisor.
  - Afro American Studies 156, 241, 242, 308, 309, 310, 311, 316, 320, 400, 413
  - Art—any course
  - Art Education 322
  - Art History—any course
  - Communication Arts 350
  - Dance—any course
  - English 207, 307
  - Gender & Women’s Studies St 410, 412
  - Music—any course
  - Music Performance—any course
  - Theatre—any course
- **Other Humanities.** Courses to reach the minimum of 9 credits. May include courses designated H, L, X, or Z, elementary and intermediate level foreign language courses, or approved Fine Arts courses above.

Social Studies/Social Sciences—9 credits

- **Social Studies** courses to reach 9 credits. Choose from courses designated S, Z, W, or Y.
- **Teacher education students** must complete a Local, State, and National Government requirement. Enroll in one of these courses as part of the 9 credits: Political Science 104 Introduction to American Politics and Government, 4, or Political Science 205 Introduction to State Government, 4
- **Athletic Training and Kinesiology–Exercise and Movement Science students** must complete Psychology 201, 202, or 281 as part of the 9 credits.

Science—9 credits

- **Biological Science.** Choose from courses designated B or Y.
- **Physical Science.** Choose from courses designated P.
- **Other biological, physical, or natural science** (designated B, P, N, W, X, or Y) to reach 9 credits.
- **Science laboratory requirement.** In addition to courses with labs indicated in the Course Guide, the following courses will meet the lab requirement: Anthropology 105, Astronomy 100, Atmospheric and Oceanic Studies 101, Botany 100, Botany/Plant Pathology 123, Geoscience 100, Physics 109. Suggested courses outside L&S that meet the lab science requirement include Agronomy 100, Food Science 235 & 236, or Horticulture 120. Also met by AP Biology score of 4 or 5.
Cultural and Historical Studies
These courses can also be used to meet any of the requirements above, but a single course cannot satisfy more than one of the three Cultural and Historical Studies requirements listed below.

- **Ethnic Studies** (minimum 3-credit course). Courses coded e. The ethnic studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic society and global community.

- **U.S. or European History** (minimum 3 credits). **Additional courses (including topics courses) can be considered**; confer with an EAS advisor.
  - Afro-American Studies 156, 231, 272, 297, 302, 323, 324, 326, 347
  - American Indian Studies 100, 250, 314, 320, 490
  - Asian American Studies 102, 160, 161, 220, 246
  - Chican@ and Latin@ Studies 102, 201, 245, 301, 332, 461, 462
  - Afro-American Studies 241, 260, 367
  - American Indian Studies 100, 250, 314, 320, 490
  - Asian American Studies 102, 160, 161, 220, 246
  - Chican@ and Latin@ Studies 102, 201, 245, 301, 332, 461, 462

- **Global Perspectives** (minimum 3 credits). Includes courses whose primary emphasis is on (1) cultures whose origins lie outside of the western tradition, or (2) analyzing and interpreting cultural differences through the study of language, gender, race, ethnicity, religion, or class, or (3) cultural pluralism within specific geographical areas. **Additional courses (including topics courses) can be considered**; confer with an EAS advisor.
  - African Languages and Literature 120, 130, 201, 210, 211, 230, 270, 277, 297, 300, 370
  - Afro-American Studies 241, 260, 277, 297, 367,
  - Agricultural & Applied Economics 350, 373, 374
  - Agronomy 203, 350, 377
  - Anthropology 100, 102, 104, 105, 211, 260, 277, 300, 314, 321, 322, 327, 330 (topic must be approved), 333, 350, 358, 365
  - Community & Environmental Sociology 140, 260
  - Comparative Literature 379 (topic must be approved)
  - Dance 118 (1 cr), 165, 318, 321 (2crs),
  - East Asian Area Studies 255, 300 (topic must be approved), 301 (topic must be approved)
  - Environmental Studies 139, 244, 309, 339, 368
  - Folklore 100, 103, 210, 211, 270, 279, 321 (2 crs), 352, 374
  - Gender & Women’s Studies 102, 325, 367
  - Geography 101, 139, 244, 252, 260, 277, 309, 339, 340, 355, 358
  - Hebrew 343, 346, 365, 377
  - Integrated Liberal Studies 209
  - Inter-AG 350
  - Inter-LS 220 (specific topic must be approved)
  - International Business 200
  - International Studies 101, 310 (specific topic must be approved), 335, 374
  - Jewish 377
  - Languages and Cultures of Asia 100, 101, 110, 205, 206, 235, 244, 246, 252, 265, 266, 279, 300, 311, 314, 355, 357, 361, 364, 367, 370, 374, 379
  - Literature in Translation 211, 214, 226, 257, 261, 262, 263, 264, 301, 303, 304, 368, 372, 373, 374 (specific topic must be approved)
  - Medical History 213
  - Medieval Studies 309
  - Music 103 (2 crs), 361
  - Nutritional Sciences 203, 350
  - PE Activity 277
  - Political Science 106, 186, 231, 244, 252, 255, 260, 277, 297, 333, 346, 353, 362
  - Population Health 370
  - Sociology 140, 170, 222, 225, 244, 248, 252, 260, 277, 380
  - Spanish 223, 260
  - Theatre and Drama 351

Liberal Studies Electives—Additional courses to reach 40 credits
Requirements for the Education Studies Major

I. Core Courses (9 credits)

All students who undertake the Education Studies major will be required to take three core courses:

i. EDPOL 300 School and Society*
ii. EDPOL 335 Globalization and Education
iii. EDPOL/HISTORY 412 History of American Education*

(Note: * indicates that sections of the course will be designed to fulfill university Comm B requirements for writing-intensive courses.)

II. Depth Requirements.

Students will choose a minimum of four courses (12 credits) in one of two concentrations to allow for in-depth study:

U.S. Concentration
EDPOL 140 Introduction of Education
EDPOL 150 Topics
EDPOL 200 Race, Ethnicity and Inequality in American Education
EDPOL 210 Youth, Education, and Society
EDPOL 450 Rethinking After-School Education
EDPOL 460 Cultural Pluralism and Educational Policy
EDPOL 478 Comparative History of Childhood and Adolescence
EDPOL 505 Issues in Urban Education
EDPOL 510 Urban School Policy
EDPOL 518 Introduction to Debates in Higher Education Policy
EDPOL 560 Gender and Education
EDPOL 567 History of African American Education
EDPOL 570 Anthropology and Education
EDPOL/HISTORY 622 History of Radical and Experimental Education in the US and UK
EDPOL/HISTORY 665 History of the Federal Role in American Education
EDPOL/SOCIOLOGY 648 Sociology of Education
EDPOL/PHILOSOPHY 545 Philosophical Conceptions of Teaching and Learning
EDPOL/PHILOSOPHY 550 Philosophy of Moral Education

Global Concentration
EDPOL 140 Introduction to Education
EDPOL 150 Topics
EDPOL 317 School and Society: Colonialism and Schools
EDPOL 340 Comparative Education
EDPOL 460 Cultural Pluralism and Educational Policy
EDPOL 478 Comparative Study of Childhood and Adolescence
EDPOL 560 Gender and Education
EDPOL 591 Schooling and the Rights of Children
EDPOL 595 Language Politics, Ethnicity, and Education
EDPOL 675 Introduction to Comparative and International Education
EDPOL 677 Education, Health, and Sexuality
EDPOL/HISTORY 622 History of Radical and Experimental Education in the US and UK

III. Breadth Requirements (minimum 9 credits).

One breadth course is required. All others are optional.

Required: Students must take one of the following Educational Psychology courses:
EDPSYCH 320 Human Development in Infancy and Early Childhood
EDPSYCH 321 Human Development in Adolescence
EDPSYCH 331 Human Development—Childhood through Adolescence

Options:
- CURRIC 240 Critical Aspects of Teaching, Schooling, and Education
- EDPSYCH 320 Human Development in Infancy and Early Childhood
- EDPSYCH 321 Human Development in Adolescence
- EDPSYCH 331 Human Development—Childhood through Adolescence
- EDPSYCH 326 Mind, Brain, and Education
- EDPSYCH 506 Contemporary Issues in Educational Psychology
- EDPSYCH 521 Adolescent Development in Educational Contexts
- EDPSYCH 533 Thinking, Feeling, and Learning
- EDPSYCH 541 Applied Behavior Analysis in Classrooms
- ELPA 640 Legal Rights and Responsibilities for Teachers

Additional Graduation Requirements

These are based on UW–Madison course work:
- Total Credits: A minimum of 120 credits are required for graduation in the BS-Education Studies degree program.
- Minimum cumulative grade-point average: 2.5.
- Minimum cumulative major grade-point average: 2.5.
- Upper-level major credit requirement: 15 upper-level credits in the major, with “upper-level” defined as courses at the 400-level and above.
- Major residency requirement: 15 upper-level major credits must be completed in residence at UW-Madison.
- Senior Residency: Degree candidates must complete their last 30 credits in residence on the UW–Madison campus, excluding retroactive credits and credits granted by examination.
June 3, 2015

Professor Stacey Lee
Chair, Educational Policy Studies
University of Wisconsin-Madison

Dear Stacey:

On behalf of the department of Educational Leadership and Policy Analysis, I am writing to express the department’s support of Educational Policy Studies’ new undergraduate non-teaching major. In particular, we are willing to allow students in the new program to enroll in the following courses:

ELPA 640 Legal Rights and Responsibilities for Teachers
ELPA 830 School Finance and Resource Allocation
ELPA 831 Financing Postsecondary Education
ELPA 870 The Politics of Education
ELPA 940 Race, Class and Educational Inequality
ELPA 940 Urban Education Leadership

I wish you and your colleagues the best of luck in getting approval for this worthwhile addition to undergraduate education at the University.

Sincerely,

Eric Camburn
Chair, Educational Leadership and Policy Analysis
May 25, 2015

Dear Professor Lee,

This letter documents the Department of Curriculum & Instruction’s strong support for the Department of Educational Policy Studies’ development of a non certification major in education. This educational track should be appealing students who are interested in education but not in teaching. We anticipate that our department will contribute several courses to this program, reflecting C&I’s expertise in teaching in diverse contexts.

We look forward to the development of the major and wish you the best in the process.

Sincerely,

M. Elizabeth Graue
Sorenson Professor of Childhood Studies
Chair, Dept of Curriculum & Instruction
June 12, 2015

Professor Stacey Lee  
Chair, Educational Policy Studies  
UW-Madison

Dear Stacey:

On behalf of the Department of Educational Psychology, I am writing to express the department’s support of the new undergraduate major in Educational Studies to be housed in the Department of Educational Policy Studies. We are pleased to have one Ed Psych course (320, 321 or 331) listed as a required “breadth” course and to have other Ed Psych courses included in the “breadth” category.

Sincerely,

David Kaplan  
Chair & Patricia Busk Professor of Quantitative Methods  
Department of Educational Psychology
September 3, 2015

Dear Professor Nelson:

The School of Social Work is in support of your “intent to plan” a new undergraduate major in Educational Studies. We understand that this is a major designed for undergraduate students who want to study educational policy and practice, but who do not intend to plan to pursue a teaching certificate at this time.

Educational systems are crucial drivers of a range of outcomes in our society and other societies, from employment outcomes to gender relations to health outcomes. As such, increased attention to the policies that shape our educational system has important implications for the policies that we create to improve a range of national and global outcomes. We would look forward to partnering with you to encourage dual majors between our social welfare and social work majors and your new major, as we share the goal of educating our undergraduates to understand the role that educational and other social policies play in the short- and long-terms outcomes of individuals, communities, and societies.

Best regards,

Stephanie A. Robert, Ph.D., M.S.W.
Professor and Director, UW-Madison School of Social Work
Co-Director, RWJF Health & Society Scholars Program
To: Adam Nelson  
Subject: RE: Proposed major in "Educational Studies"

From: Constance Flanagan  
Sent: Tuesday, September 08, 2015 9:01 AM  
To: Adam Nelson  
Subject: Re: Proposed major in "Educational Studies"

To: Adam R. Nelson  
Professor and Chair, Educational Policy Studies

From: Constance Flanagan  
Professor of Civil Society and Community Studies and  
Associate Dean, School of Human Ecology

RE: Proposed new major in Education Studies

The School of Human Ecology is pleased to support the EPS plans for a new major in Education Studies. We agree that the major will prepare students to engage in public problem solving with special attention to education and that it will fulfill the Essential Learning Outcomes of undergraduate education. As you move forward, please be aware of the courses in our School of Human Ecology that might complement the major. In particular, our Department of Civil Society and Community Studies offers several courses that enhance students’ civic knowledge, engagement, and democratic dispositions with a focus on the non-profit sector. In addition, Dr. Karen Bogenschneider in the Department of Human Development and Family Studies, offers an undergraduate course on the policy-making process and is an international expert on engaging state lawmakers in family-impact seminars.

On Sep 3, 2015, at 3:11 PM, Adam Nelson <adam.nelson@wisc.edu> wrote:

<Undergraduate major--EdStudiesNoticeofIntentpostAPC--September 3, 2015.docx>

www.hup.harvard.edu/catalog.php?isbn=9780674048621

Constance A. Flanagan  
Vaughan Bascom Professor of Human Ecology and Associate Dean  
School of Human Ecology, University of Wisconsin-Madison  
2135A Nancy Nicholas Hall, 1300 Linden Drive, Madison, WI 53706; 608-890-4790  
http://www.youtube.com/channel/UCwKY6Aff5D6QhMCDqiAGhCQ?feature=watch  
http://sohe.wisc.edu/staff/connie-flanagan/
September 8, 2015

Dear Professor Nelson:

Please accept this letter of support from the Department of Human Development and Family Studies for the Department of Education Policy Studies’ non-certification major in Education Studies. The major is likely to be of great interest to UW-Madison students interested in education, but who are not seeking a career in teaching.

Best of luck as you move toward approval.

Sincerely,

[Signature]

Janean Dilworth-Bart
Chair, Human Development and Family Studies
September 14, 2015

Professor Adam R. Nelson  
Educational Policy Studies (Chair) and History  
University of Wisconsin  
Madison, WI 53706

Dear Professor Nelson,

On behalf of the Department of Political Science, I am writing to express support for the new undergraduate major in Educational Studies to be housed in the Department of Educational Policy Studies. Our Director of Undergraduate Studies, Ricardo Court, and our Undergraduate Program committee reviewed your proposal and agree that the Educational Studies will be an excellent addition to the programs offered by your department.

Our graduate program in political science has been involved in the Interdisciplinary Training Program (ITP) in Education Sciences at the University of Wisconsin-Madison for many years. Our graduate students have benefitted greatly from this program. I expect similar interest (and excellence) in the new Educational Studies program at the undergraduate level.

Look luck with the new program and please let me know if I can be of further assistance.

Sincerely,

David T. Canon  
Professor and Chair
October 7, 2015

Dear Adam:

On behalf of the Department of History, I am writing to express our support for the proposed Education Studies major as a non-certification degree program to be housed in the Department of Educational Policy Studies. We have reviewed your proposal and agree that Education Studies will be a strong addition to the programs offered by your department. Many graduate students in History have studied the History of Education with faculty in EPS and have benefitted from the connections between our departments. We anticipate a similar level of interest in the new Educational Studies program at the undergraduate level.

Best of luck with the new program, and please let me know if I can be of further assistance.

Sincerely,

James H. Sweet, Chair
October 13, 2015

Professor Adam Nelson  
Chair, Department of Educational Policy Studies  
University of Wisconsin-Madison

Dear Adam,

The Department of Anthropology faculty voted unanimously on October 12, 2015 to endorse the Department of Educational Policy Studies' "Intent to Plan" an Educational Studies major.

We look forward to continuing the longstanding pedagogical and research ties between our two departments, and we envision that the proposed new major will benefit each of our departments as well as UW as a whole.

Best wishes,

Maria Lepowsky  
Professor and Chair
October 7, 2015

Dear Adam,

I am writing to express my support for the formation of an Educational Studies major under Educational Policy Studies. Such a major offers students the opportunity to study in depth an institution pivotal to the processes of social mobility and social stratification under a team of interdisciplinary scholars. The major has clear overlap with sociology and we look forward to continuing to share SOC/EPS 648 with you. Best of luck in advancing this proposal.

Sincerely,

Pamela E. Oliver
Conway-Bascom Professor and Chair of Sociology
Dear Professor Nelson,

On behalf of the Department of Philosophy, I am writing to express support for the new undergraduate major in Educational Studies to be housed in the Department of Educational Policy Studies. We agree that the Educational Studies will be an excellent addition to the programs offered by your department. We have enjoyed a long-standing association with the Department of Educational Policy Studies, and hope that, with your new initiative, we can continue the association in a way that will be fruitful for both Education Studies, and Philosophy, undergraduate majors.

Good luck with the new program and please let me know if I can be of further assistance,

Sincerely,

Alan Sidelle
Professor and Chair of the Department of Philosophy
December 15, 2015

TO: Adam R. Nelson, Professor and Chair, Educational Policy Studies

FROM: Soyeon Shim, Dean

RE: Proposed new major in Education Studies

Thank you for forwarding your proposal for the new Education Studies major in the Department of Educational Policy Studies. Associate Dean Connie Flanagan and I shared a discussion regarding the opportunities for undergraduate education as well as the intersections with School of Human Ecology content in policy issues. I concur with her recommendation that we endorse the Educational Policy Studies Bachelor of Science in Education Studies proposal. We look forward to future opportunities where School of Human Ecology courses might complement those in this new degree.
15 January 2016

TO: Adam Nelson, Professor and Chair, Educational Policy Studies

FROM: John Karl Scholz, Dean

RE: Request for L&S Comment, Notice of Intent BS-Education Studies, Education Studies Major

CC: Greg Downey, Associate Dean for Social Science, L&S
    Jeff Hamm, Associate Dean for Student Services, School of Education
    Diana Hess, Dean, School of Education
    Elaine Klein, Assistant Dean for Academic Planning, L&S
    Jocelyn Milner, Associate Provost and Director, Academic Planning and Analysis

On December 1, 2015 and on January 19, 2016, the L&S Academic Planning Council considered your department’s request for L&S comment on a Notice of Intent to create a new undergraduate program in Education Studies, to be offered in the School of Education. They and I greatly appreciate the effort that has gone into preparing and revising this document. In particular, we thank you for the time you and your colleagues took to address our initial questions and to meet and correspond with Assistant Dean Klein. This helped the council better understand the goals of the proposal and the vision concerning connections between the program and L&S students who may be interested in education policy.

As we understand the proposed program, it will be a School of Education degree with a School of Education major, rather than an additional major that could be completed by an L&S student, though the council is inclined to agree that the program would be of interest to students pursuing a liberal arts education. The learning goals described in the program connect with the educational mission in L&S, as might be expected when the disciplinary training of scholars in your department is found among the disciplines represented in L&S. We therefore anticipate that with this program there may be opportunities for crossover and connection: further, EPS students in the new program will likely pursue additional majors in L&S. We enthusiastically agree that this is a good idea for these students. Furthermore, the APC wondered whether Education and L&S can be strategic about combinations that will be particularly useful to students who want to further enrich their studies by choosing additional majors in L&S disciplines that complement their EPS major.

The L&S APC advised me that the college should support this request, and I’m pleased to convey that advice. We wish you well with the program.