

Notice of Intent

This Notice of Intent is being submitted for approval to the Academic Planning Council for the purposes of planning a non-teaching education major, Education Studies, in the School of Education at the University of Wisconsin-Madison.

- a. Specify the name of the proposed degree/major, departmental or unit home, school/college.

Name of proposed major: Bachelor of Science in Education Studies, major in Education Studies

Department/Unit: Educational Policy Studies, School of Education.

- b. Provide a clear and focused explanation of how the proposed program fits within the institutional mission, the University's strategic directions, and the program array.

The proposed new major in Education Studies will provide a needed and attractive 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 preparation leading to licensure and certification. 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 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.

Historically, the University of Wisconsin-Madison has garnered a well-deserved reputation for excellence in its master's and doctoral programs in education. Across the board, graduates from the various departments within the School of Education are in high demand as well-trained professionals, and as individuals who, regardless of their specific academic or job-related tasks, put their knowledge to work to advance the best traditions of high-quality research and exemplary practice and public engagement. Similarly, the School of Education's teacher-education and other undergraduate programs are highly regarded; as with the School's graduate endeavors, these programs are consistently very highly ranked in prestigious national surveys.

Given that public interest in educational issues and debates, both domestic and international, has increased sharply over the past decade, it is now time that the University of Wisconsin-Madison and the School of Education apply their expertise through the creation of a new undergraduate major in Education Studies. Our goal is to prepare students to become informed and discerning consumers of educational literature of a variety of types and topics; to become future producers of new, cutting-edge research; and to become leaders for educational reform, ready to actively begin their professional careers in the diverse yet fundamentally interconnected social, economic, and political systems of our time. This major does not offer teacher preparation and should not be seen as a substitute for teacher education. Instead, the major will prepare students for work in educational and governmental agencies, non-governmental organizations (both domestic and international), think tanks, policy institutes and out-of-school educational spaces, including

community-based after-school programs, where they might serve as policy directors or 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 well within the mission of the Department of Educational Policy Studies (EPS) and fulfills many of the strategic priorities articulated by the University and the School of Education. EPS was founded in 1964 as one of the nation's first graduate-level departments committed to the systematic study of educational policy, and from the start the department has fulfilled its responsibilities not only for our master's and doctoral students, but also for undergraduates. Indeed, despite its graduate-level status, EPS has long offered undergraduate courses in education policy in the United States and abroad. Moreover, the department has long been recognized as providing one of the School of Education's strongest and most substantial links to the University's College of Letters and Science, with faculty affiliated in the departments of History, Philosophy, Sociology, Anthropology, and Geography. Given these connections, EPS faculty provide an array of comprehensive and in-depth courses that promote critical and creative thinking and 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. Our intent in creating the Education Studies major has been seconded and 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...."

Not only will the new major make a significant contribution to the University's efforts to upgrade and provide exemplary undergraduate educational opportunities, but it fills a conspicuous void where public problems and programmatic strengths overlap, reinvigorating and internationalizing the Wisconsin Idea. The new major will allow the University and the School of Education to more completely fulfill our public mission as a land-grant institution that serves the people of the state in concrete and meaningful ways, combining rigorous study, a reinvestment in the liberal arts and social sciences, and the importance of respecting and enhancing social diversity in all its varied dimensions both domestically and globally. The new major will also promote and fulfill the Essential Learning Outcomes necessary for all graduates to obtain: a sensitive and empathetic knowledge of human cultures derived from academic engagement with the complex issues of our time; intellectual and critical thinking skills of inquiry and analysis honed through the extensive practice of written papers and guided oral discussion; as well as personal and social responsibility, civic knowledge and engagement, and intercultural knowledge and competence, achieved through the array of coursework offered by the EPS Department and the various units within the School of Education focusing on global and domestic concerns.

In 2006, the EPS Department's connections with the University at large were expanded and strengthened through the creation of the Educational Policy Studies Certificate Program. To date, over 210 students have sought to participate in this program. Over the last three years, 35-38 students annually have declared their intent to complete the EPS Certificate, with many others actively taking EPS courses but not formally declaring enrollment in the certificate. These trends

indicate a large and receptive audience for the new Education Studies major. The major will provide a 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.

In addition to our very successful EPS Certificate Program, our faculty regularly teach in the University's Freshman Interest Group (FIG) program, and a significant number of first-year students who take courses with EPS professors go on to pursue an EPS Certificate. In just the past four years, approximately 200 students have taken FIG courses with EPS professors (~18-20 students per course, with two or three FIGSs offered by EPS professors each fall). These courses are very likely to attract first-year students into the proposed major in Education Studies.

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 School's undergraduate academic affairs office has reported a small but consistent interest among incoming freshmen students of color who want to study education policy and who, in the past, have been directed to an Individual Major in Education. These students are a natural constituency for the proposed major in Education Studies.

Finally, we believe that students completing a degree and major in other campus schools and colleges, but especially in the College of Letters and Science, will choose Education Studies as an additional major. Conversations with L&S department advisors suggest that students pursuing majors in History, Sociology, Political Science, and Anthropology, for instance, may also choose to complete an Education Studies major. We also anticipate that students majoring in Social Work, Community and Nonprofit Leadership, Human Development and Family Studies, or International Studies may wish to pursue an additional major in Education Studies. For this reason we are proposing that, alone among undergraduate majors in the School of Education, the Education Studies major be permitted to be completed by degree students in other campus schools/colleges and that students be permitted to declare an Education Studies major as early as their first year.

c. What is the need for the program, in the context of existing programs at UW-Madison and system-wide?

As previously noted, UW-Madison has never had a non-teaching Education major for undergraduates. Growing enrollments in the EPS Certificate Program underscore the fact that there is a constituency among UW-Madison undergraduates who will seek out the new major. Currently, among the major schools within the UW system, only the University of Wisconsin-Milwaukee offers a non-teaching education major. But that program has a very different emphasis than the one planned here. The areas of emphasis for UW-Milwaukee's program include adult education, youth leadership, and training and workforce development. As will be explained below, the new Education Studies major at UW-Madison will include these topics within its array of coursework, but our emphasis will be 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, analyzed and discussed through various academic and disciplinary perspectives, notably history, sociology, anthropology, politics, and comparative education.

More broadly, the new Education Studies major will allow the University of Wisconsin-Madison to further establish its leadership role in creating exemplary undergraduate programs worthy of emulation. Just a few Research I colleges and universities in the United States offer non-teaching education majors and/or minors. Among Big Ten schools, both Michigan State University and Indiana University have undergraduate minors in educational studies. Northwestern University has a major in social policy that includes some educational content, while Pennsylvania State University has both a major in education and public policy and a minor in educational policy studies. Purdue University has an undergraduate major in the learning sciences. None of these programs, however, combines the comprehensive, in-depth analysis of both domestic and global educational issues offered by the proposed UW-Madison major. Among other well-known universities, Stanford University has a minor in education; Brown University has an educational studies concentration; the University of Oregon has a major in educational foundations; the University of Washington has a minor in education, learning, and society; and Rutgers University has an undergraduate minor in educational studies. The closest program to the proposed major discussed here is New York University's minor in global and urban education studies. Thus, by adding the Education Studies major to its broad array of exemplary undergraduate programs, the University of Wisconsin-Madison has a unique opportunity to concretize its leadership role in American higher education, sending a strong and unmistakable signal regarding the importance of the rigorous and systematic study of educational policy in both domestic and global contexts.

d. Provide a brief description of the program. All of the curricular details do not need to be worked out at this stage but a general outline of what is needed would be helpful.

The proposed new Education Studies major will require a minimum of 30 credits for completion. Coursework for the major will consist of three core courses (9 credits) that all students must take; depth requirements (a minimum of 12 credits); and breadth requirements (a minimum of 9 credits). Aside from the core courses, garnering these credits will be structured through two "strands," or "concentrations," that will form the basic structure of the major: (1) the U.S. Concentration; and (2) the Global Concentration.

I. Core Courses (9 credits)

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

- i. EPS 300 School and Society*
- ii. EPS 335 Globalization and Education
- iii. EPS/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/HISTORY622 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/HISTORY622 History of Radical and Experimental Education in
the US and UK

Several new courses with global content are also planned for the
Education Studies major, including:

- * one 300-level course: Education for Global Change
- * one 400-level course: Global Inequality and Education
- * two 500-level courses: (a) Ethnography of Education and (b)
Teaching and Learning in International Education

* one 600-level course: Anthropology of Development Education

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 courses to be added in the future.

In the future, and contingent on staffing capacity, we anticipate incorporating opportunities for Community-Based Learning (CBL) into both strands of the Education Studies major (U.S. and Global) through internship opportunities and partnerships with community, governmental, and non-governmental organizations in the places where faculty members have long-term field engagements. These sites include, for example, Madison, Sun Prairie, Middleton, Milwaukee, and Washington D.C., as well as Malawi, Tanzania, Brazil, Colombia, and the Dominican Republic.

Community-Based Learning (sometimes called Service Learning) gives students a chance to link classroom instruction to intentional engagement with community organizations, including after-school programs, local youth associations, and non-profit organizations that serve children and families. In courses with a CBL component, Education Studies majors will be able to immerse themselves in diverse community settings to learn from and work alongside local partners toward goals established by local partners themselves. CBL courses—perhaps coordinated in partnership with the UW-Madison Morgridge Center for Public Service—will help students think critically about the nexus between educational and social policy at the local, state, regional, national, and international levels, thus building a sense of civic responsibility to further the Wisconsin Idea in our state and around the world.

Students pursuing the international strand of the Education Studies major will be encouraged to take advantage of study-abroad opportunities directly related to their educational policy interests.

We hope to work with the campus study abroad office, International Academic Programs, and in collaboration with other international units on campus (e.g., Area Studies and Global Health) to develop credit-accruing study-abroad summer courses that focus on the central themes of the major, including educational inequality, educational policy, and social justice. These courses will also help to meet other SoE students' interest in education-related study-abroad opportunities.

The international strand of the major will also work closely with the UW-Madison international internships program to help students find excellent placements abroad. EPS faculty members will also work individually with students who are interested in unpaid internships with international, national, and community-based non-governmental organizations with whom they have strong connections, such as Save the Children and the International Rescue Committee.

To implement both community-based learning and study-abroad opportunities going forward, the Education Studies major will require additional resources to facilitate CBL course organization, assisting students with transportation to community sites (on this point, the Morgridge Center's free cab ride service for volunteers may be helpful), monitoring student activities on-site, and, most importantly, guaranteeing the intellectual connection between on-campus coursework and off-campus engagement. Both the Morgridge Center and the Wisconsin Center for Education Research may be able to support the staffing needs in the form of two-year postdoctoral positions (one each for the U.S. and Global strands) as well as additional resources for teaching assistants to help with these logistically complex courses.

In the future, the Education Studies major also would like to offer its students the option of collaborating in faculty research along the lines of the UW-Madison Undergraduate Research Scholars (URS) program. Undergraduate research is among the best ways to strengthen students' learning and improve their success after graduation (either in careers or continuing education). We also hope to offer Education Studies majors the option of completing a Senior Thesis as the culmination of their academic experience in our program. The purpose of the Senior Thesis would be to give students the opportunity to conduct original research under the direction of a faculty advisor. We envision the Senior Thesis as a two-semester effort, which could include either two independent-reading courses or one thesis-development course and an independent-reading course. As with its community-based learning and study abroad plans, the Senior Thesis option will require additional program resources (e.g., TA support and, as the major grows, additional faculty lines).

e. Describe the resource requirements of the program. If it will be supported from reallocation or existing resources, provide a summary explanation. If unusual resources, such as program revenue, will support this program provide a description and summary business plan.

For the most part, initial resources for this new program will come from the existing resources of the Department of Educational Policy Studies. There is, however, one exception: a core course in the major, EDPOL/HISTORY 412, "History of American Education," does not have adequate staffing. This course, taught every semester and very popular among teacher education students as well as History majors, has long had the largest enrollment in the department (220+ students

per year). It forms a central part of the curriculum for the new major but is currently understaffed. EPS needs to conduct a search in this area in order to ensure the viability of the major.

We anticipate rapidly increasing enrollments in both “core” and “depth” courses associated with the major. As enrollments increase, some courses will require Teaching Assistants (particularly writing intensive courses designated for the Communication Part B requirement). We expect to request up to 8 additional TAships per year (4 per semester) as enrollments grow.

Advising for the new major will be provided by the SoE undergraduate dean’s office, Education Academic Services. We also will need support for the administrative requirements of the major (tracking credits, requirements, etc.).

f. Provide a list of the program faculty who are central to the planning process and who will participate in the program once it is implemented.

Bianca Baldrige, 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

g. Attach letters of support or concurrence from departments, schools, and colleges that are contributing courses to the program; units that will have an interest in the program, or units that may offer existing programs that potentially overlap with the proposed program in name or content.

See Appendix 3 for letters of support from:

- * 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



Educational Leadership & Policy Analysis
University of Wisconsin-Madison

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,

A handwritten signature in black ink, appearing to read 'Eric Camburn'.

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



University of Wisconsin-Madison

David Kaplan, Ph.D.
Department of Educational Psychology
Educational Sciences Building, Rm. 880B
1025 West Johnson Street
Madison, WI 53706-1796
Tel: 608-262-0836 Fax: 608-262-0843
Email: dkaplan@education.wisc.edu

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